



*Tarleton Holy Trinity Church of England (Aided) Primary School*  
*Pupil Premium Strategy 2017 -2018*



1. Summary Information					
Academic Year	2017/18	Total PP budget	£21,180	Date of most recent PP Review	11/09/17
Total number of pupils	178	Number of pupils eligible for PP	15	Date for next internal review of this strategy	21/01/18
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment gap.				
B.	Phonics skills are less developed for KS1 children (mostly eligible for PP) and this impacts on Reading and Writing outcomes.				
C.	Staff report a high proportion of pupils eligible for PP need to develop resilience in learning to combat issues such as concentration skills, low confidence or organisational skills.				
External Barriers					
D.	A proportion of pupils eligible for PP are in care or have previously been in care therefore associated issues impact on learning.				
3. Desired Outcomes			Success Criteria		
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.		<ul style="list-style-type: none"> <li>• <i>Data reflects a narrowing of the gap between PP and Non PP groups in R &amp; W.</i></li> <li>• <i>Work scrutiny reflects key GPS skills being applied in a range of writing.</i></li> </ul>		
B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing.		<ul style="list-style-type: none"> <li>• <i>Tracking shows an increase in outcomes of the phonics screening.</i></li> <li>• <i>Targeted pupils make expected progress in Reading &amp; Writing.</i></li> </ul>		
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.		<ul style="list-style-type: none"> <li>• <i>Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.</i></li> <li>• <i>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</i></li> </ul>		
D.	Any issues that are barriers to learning have been reduced.		<ul style="list-style-type: none"> <li>• <i>Outcomes show targeted pupils are making at least good progress in RWM.</i></li> </ul>		

## 4. Planned Expenditure

### i. Improving outcomes

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?	
<b>Achieve</b>	A.Attainment gap narrowed in RWM.	Marking & Feedback	Education Endowment Foundation (EEF) research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	S B Smith (HT) SLT	Oct 2017 Dec 2017 Feb 2018 June 2018 <b>£0.00</b>	
	A.Attainment gap narrowed in RWM.	Lesson Study	The school believes in collaborative learning for staff – through identifying barriers to teaching and learning, practitioners are solution focused and this will impact on pupils learning and progress.	Staff/Pupil attitudinal surveys Work scrutiny Data analysis. Observation.	SENCO SLT	March 2018 July 2018 <b>£1500.00</b>	
	A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils	Small Group & 1:1	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. Data analysis.	SLT	Oct 2017 Jan 2018 May 2018 July 2018 <b>£14180.00</b>	
	A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils	Study Support (academic subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes.  EEF shows phonics intervention can support an additional 4 months progress.	Registers will be collected and monitored to ensure targeted pupils attend. Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Intervention and Booster Groups are in place.	R Birkby (English)  T Dimmock (Maths)	March 2018  <b>£0.00</b>	
	<b>Total budgeted cost</b>						<b>£15680.00</b>

ii. Removing barriers to learning						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
<b>Believe</b>	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Learning Mentor	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils and their families.  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Pupil/parent attitudinal questionnaire Learning Mentor to complete logs form timetabled sessions. Update meetings with HT.	E. Neilson	Dec 2017 Mar 2018 July 2018  <b>£3500.00</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Curriculum Enrichment	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.  One child in Y5 is allowed to participate in After school Club activities; EEF research shows that participation in such activities has a positive impact on pupil progress.	Monitoring of registers and activities to ensure targeted pupils can access all opportunities.		March 2017  <b>£1000.00</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Development of Mindfulness Approach	The school recognised that in the Summer of 2016, the more rigorous testing had a greater impact on the emotional well-being of pupils therefore want to provide pupils with the skills to be resilient learners.  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	PAQ results reflect impact. Staff feedback. Learning walks/observation.	S B Smith (HT)	March 2017 July 2017  <b>£0.00</b>

	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Educational Psychologist	The school recognises that it has increasing need for support from Educational Psychologists to support IEPs and EHC plans due to the needs of our current pupils and their families.  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Ed Psych to complete report. Update meetings with HT.		
						£1000.00
<b>Total budgeted cost</b>						<b>£5,500.00</b>
<b>iii. Developing confidence and resilience</b>						
	<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	C.Increased resilience in learning  D.Barriers to learning have been reduce.	Study Support (creative subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes.  Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	Registers will be collected and monitored to ensure targeted pupils attend.  Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Study Support Clubs are in place.	SLT	March 2018
						£0.00
<b>Total budgeted cost</b>						<b>£0.00</b>

iv. Developing strategic leadership of Pupil Premium						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Leadership	A.Attainment gap narrowed in RWM.	Nominated Governor	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the Champion can ensure interventions are put into place rapidly if a pupil's progress slows; data is analysed and reported to all stakeholders; and the main barriers to learning are identified.	Reports at termly Curriculum and Standards Committee produced and shared with Full Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. Data analysis.	SLT CoG	July 2017
	B.Improved phonic skills of targeted KS1 pupils					
	C.Increased resilience in learning					
	D.Barriers to learning have been reduce.					£3500.00
<b>Total budgeted cost</b>						<b>£3500.00</b>
<b>Total Cost of Strategy</b>						<b>£24680.00</b>