



Tarleton Holy Trinity Church of England (Aided) Primary School
Pupil Premium Strategy 2018 -2019



1. Summary Information					
Academic Year	2018/19	Total PP budget	£22,020	Date of most recent PP Review	02/09/18
Total number of pupils	182	Number of pupils eligible for PP	18	Date for next internal review of this strategy	21/01/19
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Key skills in Reading and Writing for children eligible for PP hold back attainment on track.				
B.	Key skills in Maths for children eligible for PP hold back attainment on track.				
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.	Key skills in Reading and Writing for children eligible for PP hold back attainment on track.		<ul style="list-style-type: none"> Data reflects a higher proportion of PP pupils are achieving ARE in reading and writing compared to cohort baseline (Summer 2018) Data reflects progress is at least Good KS2 progress overtime for FSM/Disadvantaged for writing is closer to National Averages Work scrutiny reflects key GPS skills being applied in a range of writing. 		
B.	Key skills in Maths for children eligible for PP hold back attainment on track.		<ul style="list-style-type: none"> Data reflects a higher proportion of PP pupils are achieving ARE in Maths compared to cohort baseline (Summer 2018) Data reflects progress is at least Good KS2 progress overtime for FSM/Disadvantaged for Maths is closer to National Averages Work scrutiny in Maths reflects key skills being applied in a range of reasoning and problem solving tasks. 		
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"> Monitoring shows that pupils are developing skills that show increased resilience in learning 		

	A. Attainment Gap narrowed in R & W B. Attainment Gap narrowed in M	Small Group & 1:1 & Teacher Focus Groups	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 – for example review and Do sessions	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. Data analysis.	SLT	Oct 2018 Jan 2019 May 2019 July 2019
	£14180.00					
	A. Attainment Gap narrowed in R & W B. Attainment Gap narrowed in M	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.	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. 100% have opportunity to access study support / homework club	R Birkby (English) T Dimmock (Maths)	March 2019
	£450.00					
Total budgeted cost						£16130.00

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?
Believe	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 2018 Mar 2019 July 2019
	£3570.00					

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 Y6 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. PP Pupils can attend all activities available to ensure equality of provision		March 2019
					£1000.00
	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 2019 July 2019
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
Total budgeted cost					£6,340.00

iii. Developing confidence and resilience						
	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?
	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. 100% have opportunity to access study support / homework club	SLT	March 2019
						£0.00
Total budgeted cost						£0.00

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 R&W.	Nominated Governor	The school is in agreement with John Dunford (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 2019
	B.Improved phonic skills of targeted KS1 pupils					
	C.Increased resilience in learning					
	D.Barriers to learning have been reduce.					£0.00
Total budgeted cost						£0.00
Total Cost of Strategy						£22,020.00