

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



1. 8	Summary Info	rmation					
Academ	ic Year	2018/19	Total PP budget	£22,020	Date of most recent PP Review	02/09/18	
Total nu	mber of pupils	182	Number of pupils eligible for PP	18	Date for next internal review of this strategy	21/01/19	
		ure attai	nment (for pupils eligible for	PP)			
In-school	ol barriers						
Α.	Key skills in Re	eading and	Writing for children eligible for PP he	old back a	ttainment on track.		
B.	Key skills in Maths for children eligible for PP hold back attainment on track.						
C.	•	•	tion of pupils eligible for PP need to organisational skills.	develop re	silience in learning to combat issues such as cond	centration	
External	Barriers	derice or c	rganisational skiils.				
D.		pupils elig	ible for PP are in care or have previo	usly beer	in care therefore associated issues impact on lea	 irning.	
	Desired Outco				Success Criteria		
A.	Key skills in Reback attainmen	•	Writing for children eligible for PP h	old •	Data reflects a higher proportion of PP pupils are accreading and writing compared to cohort baseline (Su Data reflects progress is at least Good KS2 progress overtime for FSM/Disadvantaged for v to National Averages Work scrutiny reflects key GPS skills being applied it writing.	ummer 2018) writing is closer	
B.	Key skills in attainment on t		children eligible for PP hold ba	ack •	Data reflects a higher proportion of PP pupils are acceptable Maths compared to cohort baseline (Summer 2018) Data reflects progress is at least Good KS2 progress overtime for FSM/Disadvantaged for I to National Averages Work scrutiny in Maths reflects key skills being applied of reasoning and problem solving tasks.	Maths is closer	
C.			increased resilience in learning. Tincreased progress in Reading, Writ		Monitoring shows that pupils are developing skills the increased resilience in learning	at show	

		 Pupils working with Learning Mentor make at least expected progress (removal of barriers to learning) Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.
D.	Any issues that are barriers to learning have been reduced.	 Pupils working with Learning Mentor make at least expected progress (removal of barriers to learning) Outcomes show targeted pupils are making at least good progress in RWM.

4	4. Planned Expenditure							
i.	i. Improving outcomes							
	Desired Outcome	Action/	What is the evidence & rationale	How will you measure the	Staff lead	When will you review		
		Approach	for this choice?	impact?		implementation?		
	A. Attainment Gap	Marking &	Education Endowment Foundation	Work Scrutiny.	S B Smith	Oct 2018		
	narrowed in R & W	Feedback	(EEF) research shows that highly	Pupil Attitudinal Questionnaires	(HT)	Dec 2018		
			effective marking and feedback can	(PAQ).	SLT	Feb 2019		
	B. Attainment Gap		support up to 8 months additional	Observation/Learning Walks.		June 2019		
	narrowed in M		progress for pupils.			£0.00		
ø	B. Attainment Gap	Maths Hub	The school believes in collaborative	Staff/Pupil attitudinal surveys	SENCO	March 2019		
Achieve	narrowed in M		learning for staff – through identifying	Work scrutiny	SLT	July 2019		
ch			barriers to teaching and learning,	Data analysis.				
ď			practitioners are solution focused and	Observation.				
			this will impact on pupils learning and					
			progress.			£1500.00		
			The school want to explore other					
			strategies to improve teaching and					
			learning in Maths.					

			100% have opportunity to access		
			appropriate Intervention and Booster Groups are in place.		2400.00
			data analysis/scrutiny and ensure		£450.00
narrowed in M			their subject throughout the year by	(Maths)	
B. Attainment Gap		outcomes.	Subject leaders to identify needs in	T Dimmock	
	subjects)	pupils it will have an impact on their	attend.	(3)	
narrowed in R & W	(academic	high quality study support to targeted	monitored to ensure targeted pupils	(English)	
A. Attainment Gap	Study Support	The school believe that if we provide	Registers will be collected and	R Birkby	March 2019
		assessment for learning strategies – for example review and Do sessions			£14180.00
		and fill gaps in learning and supports	Data analysis.		
narrowed in M		direct learning and can help to identify	SLT.		
B. Attainment Gap		The school feels that this allows for	leaders to monitor and fed back to		July 2019
	Focus Groups	groups or accessing 1:1 support.	Learning Walk focus by subject		May 2019
narrowed in R & W	1:1 & Teacher	progress for pupils working in small	Pupil Progress Meetings.		Jan 2019
A. Attainment Gap	Small Group &	EEF reflects significant gains in	Support provision mapped during	SLT	Oct 2018

ii.	ii. Removing barriers to learning							
	Desired Outcome	Action/	What is the evidence & rationale	How will you measure the	Staff lead	When will you review		
		Approach	for this choice?	impact?		implementation?		
9 P	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	Curriculum Enrichment	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of	Monitoring of registers and activities to ensure targeted pupils can access		March 2019
resilience in learning	Ennonment	educational experiences in their top ten	all opportunities.		
D.Barriers to learning		of 'Gap Busters' identifying the levers	PP Pupils can attend all activities		
have been reduce.		for improvement so that all pupils have	available to ensure equality of		
		full access to broad educational	provision		
		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.			£1000.00
C.Increased	Development of	The school recognised that in the	PAQ results reflect impact.	S B Smith	March 2019
resilience in learning	Mindfulness	Summer of 2016, the more rigorous	Staff feedback.	(HT)	July 2019
	Approach	testing had a greater impact on the	Learning walks/observation.		
D.Barriers to learning		emotional well-being of pupils therefore			
have been reduce.		want to provide pupils with the skills to			
		be resilient learners.			
					£770.00
		EEF research shows that by focusing			
		on social and emotional learning, pupils			
		can make additional progress.			
C.Increased	Educational	The school recognises that it has	Ed Psych to complete report.		
resilience in learning	Psychologist	increasing need for support from	Update meetings with HT.		
		Educational Psychologists to support			
D.Barriers to learning		IEPs and EHC plans due to the needs			
have been reduce.		of our current pupils and their families.			
		EEF research shows that by focusing			
		on social and emotional learning, pupils			£1000.00
		can make additional progress.			
	l	<u> </u>	Total buc	lgeted cost	£6,340.0

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	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
	experiences. Total budgeted cost					£0.00

iv.	iv. Developing strategic leadership of Pupil Premium					
	Desired Outcome	Action/	What is the evidence & rationale	How will you measure the	Staff lead	When will you review
		Approach	for this choice?	impact?		implementation?
	A.Attainment gap	Nominated	The school is in agreement with John	Reports at termly Curriculum and	SLT	July 2019
	narrowed in R&W.	Governor	Dunford (National PP Champion) that	Standards Committee produced and	CoG	
			using this approach can benefit eligible	shared with Full Governors.		
	B.Improved phonic		pupils through the collection and	Learning Walks/Scrutiny have taken		
	skills of targeted KS1		analysis of data so that the Champion	place and fed back to SLT.		
eadership	pupils		can ensure interventions are put into	Data analysis.		
မြာ			place rapidly if a pupil's progress slows;			
-ee	C.Increased		data is analysed and reported to all			
-	resilience in learning		stakeholders; and the main barriers to			
			learning are identified.			
	D.Barriers to learning					CO 00
	have been reduce.					£0.00
				Total bud	dgeted cost	£0.00

Total Cost of Strategy £22,020.00		
	Total Cost of Strat	egy £22,020.00