



Tarleton Holy Trinity Church of England (Aided) Primary School
Pupil Premium Strategy 2020-2021



1. Summary Information

Academic Year	2020/21	Total PP budget	£18,760	Date of most recent PP Review	14/10/2020
Total number of pupils	192	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Jan 2021

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.
D.	Staff report a high proportion of pupils eligible for PP need to develop self-esteem and improve social and emotional regulation

External Barriers

E.	A proportion of pupils eligible for PP are in care or have previously been in care therefore associated issues impact on learning.
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3. Desired Outcomes

Success Criteria

A.	Targeted pupils show an improvement in achievement in Reading and Writing,	<ul style="list-style-type: none"> Gaps have been identified as children were home schooled owing to pandemic. Data at Spring reflects a higher proportion of PP pupils were achieving ARE in reading and writing compared to cohort baseline Autumn 2019 Progress could not be measured owing to no end of year assessments taking place. 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.	Targeted pupils show an improvement in achievement of basic skills in Mathematics	<ul style="list-style-type: none"> Gaps have been identified as children were home schooled owing to pandemic. Data at Spring reflects a higher proportion of PP pupils are achieving ARE in Maths compared to cohort baseline (Autumn 2019) Progress could not be measured owing to no end of year assessments taking place. KS2 progress overtime for FSM/Disadvantaged for Maths is closer to National Averages

		<ul style="list-style-type: none"> 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 Pupils working with Learning Mentor make at least expected progress (removal of barriers to learning) Data at Spring reflects all targeted pupils have made expected progress and a proportion of pupils have made better than expected progress in RWM.
D.	Targeted children show an improvement in social skills and gain confidence.	<ul style="list-style-type: none"> Monitoring shows pupils are improving social and emotional regulation. Targeted children know how to interact with their peers and play appropriately.
E.	Any issues that are barriers to learning have been reduced.	<ul style="list-style-type: none"> 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.

Planned Expenditure					
	Objectives	Action/ Approach	How will you measure the impact?	Staff lead	When will you review implementation?
Improving outcomes	To improve attainment in reading and writing	Intervention groups 1:1 study groups Finger gym sessions	Observation and learning walks Data analysis – writing assessment's Work scrutinies Monitoring of intervention evaluations	HT SLT	
					£6,164.00
	To improve attainment in phonics	Additional phonics boosters for KS2 pupils Toe by Toe intervention Booster groups for KS1 pupils	Y1 phonics screening outcomes – now to be screened in Autumn 2 of Y2 Spelling assessments in KS2 Data analysis – Reading assessments – termly through NFER and SATs assessments Pupil interviews focused on reading skills	HT SLT	
					£3,196.00

	To improve attainment in mathematics.	Intervention groups 1:1 study groups Booster maths sessions focusing on basic skills	Observation and learning walks Data analysis - Mathematics assessments termly through NFER and SATs assessments Work scrutinies Monitoring of intervention evaluations	HT SLT	
					£6,200.00

	Objective	Action/ Approach		How will you measure the impact?	Staff lead	When will you review implementation?
Improving resilience in learning and mental well-being	To increase resilience in learning and to enable children to regulate behaviour ready to learn	Learning Mentor	1:1 pastoral support Social stories Lego therapy Growth Mind-set resources	Pupil/parent attitudinal questionnaire Learning Mentor to complete logs from timetabled sessions. Update meetings with HT.	L. Flowers	July 2021
						2,000
	To increase engagement in learning by widening opportunities and experiences	Curriculum Enrichment	Support with cost of school trips All pupils eligible for pupil premium funding to access clubs Clubs and trips restricted at present due to pandemic CLA children entitled to cost of photos, ASC provision, specific therapy provided by outside agencies as and when needed.	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		July 2021
						£1,000

	To develop good mental well-being and self esteem	Development of Mindfulness Approach	Purchase 'Confident Me' PSHE resources	PAQ results reflect impact. Staff feedback. Learning walks/observation.		July 2021
						£200.00
Total budgeted cost						£