



Pupil Premium Strategy Statement 2021-22



This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview:

Detail:	Data:
School name:	Tarleton Holy Trinity CE Primary School
Number of pupils in school:	197 (YR to Y6)
Proportion (%) of pupil premium eligible pupils:	18 children Sept 2021 - 9%
Academic year that our current pupil premium strategy plan covers:	2021 - 22
Date this statement was published:	12/10/2021
Date on which it will be reviewed:	25/01/2022
Statement authorised by:	Stephen Smith
Pupil premium lead:	Stephen Smith
Governor lead:	Richard Every

Funding Overview:

Detail:	Amount:
Pupil premium funding allocation this academic year:	£20,140
Recovery premium funding allocation this academic year:	£2,175
Pupil premium funding carried forward from previous years:	£0
Total budget for this academic year	£22,315

Part A: Pupil Premium Strategy Plan

Statement of intent:

At Tarleton Holy Trinity CE Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves developing confidence and their creativity in line with our THT approach.

Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness and a balanced playing field in the opportunities they can learn from and grow from.

Our key principles of our strategy plan are:

- Every child has access to a highly trained, well informed teacher to receive quality first teaching*
- Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more*
- Every child can achieve their academic potential from their starting points through targeted support if needed*
- Every child can grow as an individual through the provision of targeted opportunities and life experiences*
- Every child has the opportunity to develop skills and interests to find out what makes them extra-ordinary on their life's learning journey*

Challenges:

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number:	Detail of challenge:
1	Attainment in Reading, following national lockdown and periods of isolation, is below that of their peers and previous national comparators.
2	Attainment in Writing, following national lockdown and periods of isolation, is below that of their peers and previous national comparators.
3	Attainment in Maths, following national lockdown and periods of isolation, is below that of their peers and previous national comparators.
4	Due to the pandemic, pupils have been prevented from experiencing wider life opportunities that help them to grow contextual understanding of the world and confidence.

Intended Outcomes:

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome:	Success criteria:
A higher proportion of disadvantaged pupils are working at year group expectations in vocabulary.	<ul style="list-style-type: none">- A higher proportion of disadvantaged pupils are working at year group expectations in vocabulary- Evidence in books across the curriculum reflects better vocabulary choices
A higher proportion of disadvantaged pupils are working at age related expectations in Reading.	<ul style="list-style-type: none">- A higher proportion of disadvantaged pupils are working at age related expectations in Reading.- Each cohort of disadvantaged pupils make at least expected progress- 100% disadvantaged pupils make good progress- Pupil voice reflects a love of reading
A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	<ul style="list-style-type: none">- A higher proportion of disadvantaged pupils are working at age related expectations in Writing.- Each cohort of disadvantaged pupils make at least expected progress- 100% disadvantaged pupils make good progress

A higher proportion of disadvantaged pupils are working at year group expectations in vocabulary.	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils are working at year group expectations in vocabulary - Evidence in books across the curriculum reflects better vocabulary choices
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	<ul style="list-style-type: none"> - A higher proportion of disadvantaged pupils are working at age related expectations in Maths. - Each cohort of disadvantaged pupils make at least expected progress - 100% disadvantaged pupils make good progress
Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	<ul style="list-style-type: none"> - Well-being radars evidence improved confidence and attitudes to learning - Pupil Voice evidences improved confidence and attitudes to learning

Activity in this Academic Year:

This details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

Teaching:

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of teaching approaches through high quality CPD via membership of the TaRDis Cluster	<p><u>The EEF Guide to the Pupil Premium Pupil Premium:</u></p> <ul style="list-style-type: none"> - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. 	1,2,3,4

Targeted Academic Support:

Budgeted cost: £16,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths.	<p><u>Small Group Tuition:</u></p> <ul style="list-style-type: none"> - EEF evidences that this approach has an average impact of 4 months additional progress over a year - The average cost is low <p>Teaching Assistant Interventions:</p> <ul style="list-style-type: none"> - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed. - The average cost is moderate 	1,2,3,4

Wider Strategies:

Budgeted cost: £3,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective & targeted pastoral support through the school's Learning Mentor.	<p><u>Social & Emotional Learning:</u></p> <ul style="list-style-type: none"> - EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year - The average cost is low 	4
'Confident Me' programme for identified pupils.	The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.	4
All pupils have access to educational trips to enrich their cultural capital.	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.	4

<p>Pupil premium across the school is well led by a member of SLT as the school's Pupil Premium Champion.</p>	<p><u>Ofsted's The Pupil Premium: An Update (2014):</u></p> <ul style="list-style-type: none"> - Identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful. <p><u>Putting Evidence to Work: A School's Guide to Implementation Report (EEF):</u></p> <ul style="list-style-type: none"> - Identifies the importance of a school creating a leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve. 	<p>4</p>
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Total budgeted cost: £22,315

Part B: Review of Outcomes in the Previous Academic Year (2020-2021)

Pupil Premium Strategy Outcomes:

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcomes:	Success Criteria:	Further Evaluation:
Outcomes in Reading & Writing for children eligible for PP are in line with Other pupils.	<ul style="list-style-type: none"> • <i>Targets are met for proportion of PP pupils in KS1 to be at age related expectations in Reading and Writing</i> • <i>Targets are met for proportion of PP pupils in KS2 to be at age related expectations in Reading and Writing</i> • <i>Targets are met for proportion of PP pupils in KS2 to be at the higher standard in Reading</i> • <i>Targets are met for proportion of PP pupils in KS2 to be at the higher standard in Writing</i> • <i>PP whole school data evidences that on average at least good progress is made in both Reading & Writing from baseline</i> 	A higher proportion of PP pupils are on track for ARE in Reading & Writing since the October 2020 Baseline Assessment and have made good progress, especially given the National Lockdown in the Spring Term and continuous disruption with isolation subsequently. The attainment gap (PP/Non) has diminished in Writing but not in Reading and the 2021-22 strategy needs to continue to targeted and improve PP pupil's attainment.
Outcomes in Maths for children eligible for PP are in line with Other pupils.	<ul style="list-style-type: none"> • <i>Targets are met for proportion of PP pupils in KS1 to be at age related expectations in Maths</i> • <i>Targets are met for proportion of PP pupils in KS2 to be at age related expectations in Maths</i> • <i>Targets are met for proportion of PP pupils in KS2 to be at the higher standard in Maths</i> • <i>PP whole school data evidences that on average at least good progress is made in Maths from baseline</i> 	A higher proportion of PP pupils are on track for ARE in Maths since the October 2020 Baseline Assessment and have made progress. The National Lockdown in the Spring Term was also impactful and continuous disruption with isolation subsequently. The attainment gap (PP/Non) remains in Maths and the 2021-22 strategy needs to continue to targeted and improve PP pupil's attainment through small group intervention.
To increase resilience in learning and to enable children to regulate	<ul style="list-style-type: none"> • <i>PP pupils have increased resilience but hard to measure</i> 	PP pupils with identified anxieties returning from both lockdowns targeted through Learning Mentor focused worked

behaviour ready to learn.		
To develop good mental well-being and self esteem	<ul style="list-style-type: none"> PP pupils have increased self esteem but hard to measure 	PP pupils with lower self esteem returning from both lockdowns targeted through Learning Mentor focused worked
Not Met	Partially achieved	Achieved

Externally Provided Programmes:

Programme:	Provider:
Nessy Reading & Spelling	Nessy
Confident Me	Confident Minds