

# Pupil premium strategy statement

## *Tarleton Mere Brow CE*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Tarleton Mere Brow CE Primary	
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	6.41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	S Livesey
Pupil premium leads	S Livesey & J Rowe
Governor / Trustee lead	Mrs E Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17485
Recovery premium funding allocation this academic year	£ 2400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19885

# Part A: Pupil premium strategy plan

## Statement of intent

- To ensure classroom teaching is high quality to meet the needs of all pupils including disadvantaged so that they make progress by meeting or exceeding age related national expectations unless SEND
- Aspirations finding each child's light to shine in all subjects and through involvement with Children's University and our TARDiS partner Schools
- Parents engage fully with the school in all areas, particularly in light of the restrictions and new procedures put in place due to Covid19. Outcomes are not adversely affected by extended periods of absence, for example, where children have had to self-isolate. A system for home learning has been put in place to ensure education can continue for children not attending school.

## Challenges

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

Challenge number	Detail of challenge
1 SEND & Outcomes	To support PP children that also have SEN needs through behaviour support, SENSS and Ed Psych 50 % children who are PPG are also on SEND register with learning difficulties which impacts on progress and learning with conceptual gaps and misconceptions
2 Outcomes	Available technology for some PP parents. Low levels of engagement with parents at home. Parental engagement with school during lockdown/ school closure and catch up
3 Pastoral & Outcomes	Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD. Impact on phonics screening results. Longer-term impact on average writing progress. The Covid pandemic has disproportionately impacted on those eligible for pupil premium in terms of growth mind set, resilience and mental health of pupils. Cultural capital experience that underpin development in language and communication. Ensuring staff use evidence-based whole-class teaching interventions.

## 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
<p>To ensure the outcomes for pupils in receipt of pupil premium are at least in line with peers across the curriculum ensuring high quality teaching is in place alongside targeted interventions</p>	<p>Increase progress for a key group of pupils in receipt of pupil premium in reading , writing and maths in line with their identified baseline</p> <p>Reading 78% ( 7pupil number )            Writing 78% ( 7pupil number )            Maths 78 % ( 7pupil number )</p>
<p>To ensure that pupils in receipt of pupil premium and have SEND make expected progress from their starting points</p>	<p>Reading 22% ( 2 pupil number )            Writing 22 % ( 2 pupil number )            Maths 22% ( 2 pupil number )</p>
<p>To ensure that the wellbeing needs of all our pupils in receipt of pupil premium are met to ensure they are ready for learning.</p>	<p>Children’s wellbeing needs are met and supported to ensure they are attending have what they need at home and in school to learn and can access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Attendance target 97% (except COVID) checked on CPOMS weekly looking at trends.</p>

### 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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra TA hours	Extra hours in Squirrel class and Badgers so that each class has at least full time morning support and afternoon support on wave 3 and EHCP	1 & 3
CPD	<p>Trauma and Ace informed</p> <p>The Language of Behaviour</p> <p>WISH involvement class observations and behaviour support plans</p> <p>Autism awareness training for new staff</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p>NELI – language program Early Years</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>Mastering Early Maths Program – Maths Hub Abacus</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 2 & 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	<p>Teacher time with each child 1 to 1 or small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1, 2 & 3
Interventions	<p>Pre teaching and interventions in class time and not at the expense of the wider curriculum</p> <p>NESSY, LBQ, IDL, Reading Eggs</p> <p><a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1, 2 & 3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £ 6029.36**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Morning Nurture group TA time	Nurture group TA time and resources including food if needed	1 ,2 & 3
Friday time with Mrs D	<u>SEMH teacher half a day a week -</u> Teacher appointed to work with all PP children over the year to develop practical skills, continuing to develop important skills such as resilience which could be transferred to the classroom.	1,2 & 3
PSHE sessions In KLS1 & KS2	Confident Me and confident Mini materials	1,2 & 3
Shine Art therapy group	Year 5 & ^ Free Art Therapy for resilience and growth mindset and building learners confidence	1,2 & 3
Support trips and residential		3
Children's Uni.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>	1,2,& 3
CPOMS	Professionals discussions teams around the child	

**Total budgeted cost: £ 15605**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See below for further information on how funding was used to support pupil premium families.

## Further information (optional)

COVID-19-20 Update Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG. During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Phase 1 provide food hampers/ vouchers and organise pickup and delivery
- Phase 2 provide work books or Ipads/ laptops for those who need it , free wifi sims offered
- Phase 3 liaise with parents / carers regularly , through phone calls and Seesaw ( online learning platform) to check or invite into School , all PPG children were in School during second lockdown.
- Phase 4 all PPG children will be assessed with others to plan for catch up in Maths & English skills, they will also be assessed for mental health via our specialist teacher and worked with 1 to 1 or in small groups, (see recovery plan) Future versions of the strategy will reflect the changes that are currently being made. School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:  
<https://www.childrenscommissioner.gov.uk/wpcontent/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-thecovid-19-crisis.pdf>  
<https://educationendowmentfoundation.org.uk/covid-19-resources/bestevidence-on-impact-of-school-closures-on-the-attainment-gap/> They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.