



### Tarleton Mere Brow CE Premium Strategy 2017-2018

1. Summary Information					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£8490  Planned expenditure  £10,822	<b>Date of most recent PP Review</b>	6/9/17
<b>Total number of pupils</b>	79	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	21/03/18

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment gap.
B.	Phonics skills are less developed for KS1 children (mostly eligible for PP) and this impacts on Reading and Writing outcomes.
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.	A higher proportion of targeted KS2 pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.	<ul style="list-style-type: none"> <li>Data reflects a narrowing of the gap between PP and Non PP groups in R &amp; W.</li> <li>Work scrutiny reflects key GPS skills being applied in a range of writing.</li> </ul>
B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing.	<ul style="list-style-type: none"> <li>Tracking shows an increase in outcomes of the phonics screening.</li> <li>Targeted pupils make expected progress in Reading &amp; Writing.</li> </ul>
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"> <li>Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.</li> <li>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</li> </ul>
D.	Any issues that are barriers to learning have been reduced.	<ul style="list-style-type: none"> <li>PAQ and parent consultations reflect targeted pupils improved attitudes to learning/life.</li> <li>Outcomes show targeted pupils are making at least good progress in RWM.</li> </ul>

4. Planned Expenditure						
i. Improving outcomes						
	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?
Achieve	A. Attainment gap narrowed in RWM.	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Weekly Work Scrutiny (PPG on rota & SEND). Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	(HT)	Oct 2017 Dec 2017 Feb 2018 June 2018
						<b>Morning supply £80x4 £320</b>

A.Attainment gap narrowed in RWM.	Lesson Study	The school believes in collaborative learning for staff – through identifying barriers to teaching and learning, practitioners are solution focused and this will impact on pupils learning and progress.	Staff/Pupil attitudinal surveys Work scrutiny Data analysis. Observation.	J	March 2018 July 20178
					<b>£160</b>
A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils	Small Group & 1:1	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 & Do sessions.	Support provision mapped during Pupil Progress Meetings.  Learning Walk focus groups by governor and deputy senco to monitor and fed back to HT.  Data analysis.	(English)  (Maths)	Oct 2017 Jan 2018 May 2018 July 2018
					<b>Morning supply £80x4 £320</b>
A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils	SEAL &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.  EEF shows phonics intervention can support an additional 4 months progress.	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 lunch time phonics club, are in place.	Bursar & HT	Mrs Dewhurst
					<b>fsee below</b>
A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils	Teacher Focus Groups	EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by a qualified teacher, pupils will make additional progress.  EEF shows phonics intervention can support an additional 4 months progress.	Support provision mapped during Pupil Progress Meetings.  Learning Walk focus by subject leaders to monitor and fed back to HT classroom observations.	(HT)	Oct 2017 Jan 2018 May 2018 July 2018
A.Attainment gap narrowed in RWM.	KS2 Reading Scheme	In school data reflects attainment in Reading at KS2 needs to improve, therefore we want to ensure that resources support all & those eligible for PP, are progressive and engage pupils.	Monitoring shows targeted pupils are reading regularly and if not actions are taken in school to ensure that this is the case.  Data analysis.		Oct 2017 March 2018
					<b>£ 311new reading books/ comprehension scheme</b>

	A. Attainment gap narrowed in RWM.	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Training implemented for staff and is monitored through observation/ learning walks Impact monitored by data analysis.		On going in focus groups
<b>Total budgeted cost</b>						<b>£ 4157</b>
ii. Removing barriers to learning						
	<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Believe</b>	C.Increased resilience in learning  D.Barriers to learning have been reduced.	SEAL teacher	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 SEAL teacher to complete logs form timetabled sessions. Update meetings with HT.	HT & BD	March 2018 July 2018

	C.Increased resilience in learning  D.Barriers to learning have been reduced.	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.  The Y6 cohort participate in an outdoor and adventurous residential; 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.	Ht & Bursar	March 2017
	C.Increased resilience in learning  D.Barriers to learning have been reduced.	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.	PA & HT & BD & JR ( deputy SEnco) (PSHE Lead)	March 2017 July 2017
<b>Total budgeted cost</b>						<b>£ 2500</b>

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?
<b>Create</b>	D.Barriers to learning have been reduced.	Musical Instrument lessons	The school believes that learning to play an instrument develops skills and builds confidence as does the performance element of this strategy which will translate into confidence in learning. Wider Ops LMS  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 to ensure targeted pupils attend. PAQ analysis and results.	JR (Music Lead)	March 2017 July 2017
		Children's University Programme	Through Children's uni. Involvement all pupils benefit from after school and lunch time clubs , visits & visitors that enrich the curriculum and learning with parental	Online registers collate pupil passports with a target of 30 hours learning outside classroom hours.	PA – PSHE & CU lead	<b>£1500</b>

			partnership. Now rolled out to all KS2 , 100% graduated last year.			
	C.Increased resilience in learning  D.Barriers to learning have been reduced.	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.		March 2017
<b>Total budgeted cost</b>						<b>£1500.00</b>

iv. Developing strategic leadership of Pupil Premium						
	<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Leadership</b>	A.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils  C.Increased resilience in learning  D.Barriers to learning have been reduced.	Appointment and development of PP Champion & Nominated Governor	The school is in agreement with David Laws (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 SEC produced and shared with Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. PP Champion has worked with HT to implement strategic actions. Data analysis.	JR (PP Champion) TLR 2.1	July 2017
	<b>Total budgeted cost</b>					
<b>Total budgeted cost</b>						<b>£2616</b>