



TATTENHALL PARK PRIMARY SCHOOL

We respect, we enjoy, we believe.

Pupil premium strategy statement 2017-2018

(Including summary and analysis of data for 2016-17)

1. Summary information					
School	Tattenhall Park Primary School				
Academic Year	2016/17	Total PP budget	£28440	Date of most recent PP Review	n/a
Total number of pupils	207	Number of pupils eligible for PP	23	Date for next internal review of this strategy	January 2018

2. Current attainment						
Attainment for: 2016-2017 (23 pupils) Whole school	End of KS1 1 pupils eligible	End of KS2 test 6 pupils eligible	End of Y1,3,4 & 5	Pupils not eligible for PP		
				End of KS1	End of KS2	End of Y1,,3, 4, 5
% achieving expected standard or above in reading, writing and maths	0% (PP) 60% (NA)	17% (PP) 53% (NA)	53.3% (PP)	75%	46%	66.5%
% achieving expected standard or above in reading	0% (PP) 79% (NA)	50% (PP) 77% (NA)	73.3% (PP)	88%	71%	86%
% achieving expected standard or above in writing	0% (PP) 72% (NA)	50% (PP) 81% (NA)	53.3% (PP)	75%	83%	70.2%
% achieving expected standard or above in maths	100% (PP) 79% (NA)	17% (PP) 80% (NA)	86.7% (PP)	79%	54%	78.9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	22% of our PP children have a Special Educational Needs - cognitive barriers or significant communication difficulties. 1 pupil has English as an additional language. 50% of Y6 pupil premium pupils have SEN
B.	17% of pupil premium have had recent support from Social Care
C.	Communication barriers (speech and attention)
D.	PP children's writing

External barriers

E	Attendance/Punctuality-monitored as part of termly school monitoring. Issues are followed up with parents affects 9% of pupils
F	Social and emotional issues related to home circumstances-affecting 30% of pupil premium children
G	2 pupils moved from our setting during 2016-17

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will improve so their attainment is closer to age related expectations nationally in Reading, writing and maths at KS1 and KS2	All non SEN pupils will have significantly closed the gap so that they are closer to national ARE. Targeted TA support for pupils to enable pupils to make accelerated progress. Social and emotional support delivered by ELSA to enable pupils to be ready to learn. The progress of PP pupils will be tracked closely and gaps in learning will be identified and closed through small group support.
B.	High attaining PP pupils will be identified and supported to make the best possible progress	High attaining PP pupils will achieve the same standard as high attaining non-PP pupils. All staff will be aware of who their

		high attaining PP pupils are and tailor the learning to their needs, setting aspirational targets. Evidence of <i>Greater Depth</i> learning objectives in books.
C.	PP pupils' writing and spelling will improve so their attainment is closer to age related expectations nationally at KS1 and KS2	Whole school daily spelling lessons through Phonics programme in Reception and Key Stage One and Babcock spelling programme in Key Stage Two. Evidence of application of spelling skills applied across the curriculum evidenced through work in pupils' books and strategies like self-correcting and collaborative editing. Phonics support and catch up interventions delivered by HLTAS to support pupils in segmenting and blending all sounds in words accurately in order to spell them correctly.
D.	To improve the % of PP achieving ARE in Reading, Writing and Maths combined at KS1 and KS2	Progress and attainment of PP pupils will be tracked closely and gaps in learning will be identified and addressed (evidence in books and through assessments/pupil progress meetings). Provision of small group support for PP pupils. New approach to the teaching of Maths with corrective teaching delivered before the next lesson. Evidence that all PP pupils are closing the gap in Reading, Writing and Maths.
E.	Our PP pupils will have the same opportunities in school as non PP pupils - ie, music tuition, residential visits, off site trips	ALL PP pupils will be funded to attend residential visits and off site visits where parents cannot afford it. Parents will make a contribution towards the cost if at all possible. PP children will have access to music tuition if requested.
F.	The punctuality of PP pupils improves	Reduce the number of late PP pupils by; Headteacher to engage with the PP families who are persistently late.

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve pupils' speech and communication skills	Employing a Speech and Language Therapist. Training of a specialist Speech and Language Teaching Assistant-ELKLAN	Too many of our PP children in Reception and KS1 have poor speech sounds and grammatical structures to sentences when spoken.	Timetabled approach to the delivery of our Speech and Language Therapist and SALT support.	SENCo and PP Leader	Termly through pupil progress meetings Half termly meetings between the SALT, SALT assistant and SENCo
To improve pupils' progress and attainment in reading, writing and spelling.	SENCO and English lead to research interventions to support following contact with SLE and Sue Calvely to identify programmes which are the most effective.	Pupils were not able to apply skills learnt in Phonics as they were not able to pronounce all sounds correctly. They were unable to compose full sentences and infer meaning when reading texts.	Pupils are identified and assessed by class teachers, referred to assistant head for WELCOM screening and referred into our onsite Speech and Language Therapist (see above) and then supported by TA or referred to SALT (CWAC).	PP Leader English Subject Leader SENCO	Termly assessments

To improve pupils' progress and attainment in Maths.	New whole school approach to the teaching of Maths - Mastery approach supported by the White Rose Hub.	Teaching fluency, application, reasoning and problem solving across the curriculum. Using Concrete-Pictorial-Abstract approach to support pupils' learning.	Consistent approach to the teaching of Maths Mastery across the school. Lesson drop-ins, book monitoring and pupil voice.	PP Leader Maths Subject Leader Head Teacher	Termly assessments
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise attainment in reading	Intervention delivered by a fully trained TA.	Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children.	SLT will monitor the achievements of our PP children through the school's monitoring cycle. For our PP children this will be at least twice each half term. Baseline assessment at beginning of programme compared with attainment at the end of the programme.	PP Leader TA Class Teachers Head Teacher	Reading attainment at the beginning and end of the intervention.
To raise attainment in Writing and Maths	Targeted support delivered by Class teacher and HLTAs in writing and Maths	Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children.	Our PP leader will monitor the achievements of our PP children through the school's monitoring cycle. For our PP children this will be at least twice each half term.		

To identify targeted families and provide support	To provide information evenings for parents on spelling, phonics, maths and reading.	To enable parents to understand how to support their children at home.	Ensure that there are regular opportunities to speak to class teacher and monitor the impact that support is having through increased responses in homework books. Ensure that there are opportunities to speak to pupils.	Class Teachers Head Teacher SLT	Ongoing
To enable PP pupils to access a greater range of extra-curricular activities.	To contribute to funding enrichment activities. To contribute to funding school trips.	To enable full inclusion of PP pupils and to provide them with the experiences that they would not otherwise have.	Monitoring the number of PP pupils who are accessing after-school clubs and trips.	Head Teacher class teachers School business manager and admin	Ongoing

6. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	

7. Additional detail