

Pupil premium strategy statement 2018-19

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Summary information** | | | | | |
| **School** | Tattenhall Park Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget (inclusive of Pupil Premium Plus from Virtual School)** | £17,120 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 216 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | July 2019  July 2020 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2. Current attainment** | | | | | | |
| **Attainment for: 2018-2019 (13 pupils) and Whole school** | *End of KS1*  3 pupils  (1 with SEN) | *End of KS2 test*  *4 pupils* | *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** | 66%  65% (NA) | 75%  65% (NA) | 50% | 66% | 71% | 57% |
| **% achieving expected standard or above in reading** | 66%  75% (NA) | 100%  73% (NA) | 60% | 76% | 82% | 79% |
| **% achieving expected standard or above in writing** | 66%  69.8%(NA) | 100%  79% (NA) | 50% | 66% | 89% | 63% |
| **% achieving expected standard or above in maths** | 66%  75.7% (NA) | 75%  79% (NA) | 70% | 86% | 71% | 63% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Planned expenditure for this year** | | | | | | |
| **Academic year** | **2018-19** | | | | | |
| 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**  **And impact** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?**  **How we will measure the impact of e** | **Staff lead** | **Spend**  **(not including in PP spending costing as impact is to all pupils)** | **When will you review implementation?** |
| To improve pupils' progress and attainment in reading, writing and spelling. | CPD for staff to support the teaching of phonics  Baseline using PM Benchmarking  Purchase of Read Write Inc intervention resources and other intervention programmes recommended by SEN advisor to support, reading and spelling and application of spelling within writing  Whole class grammar lessons embedded into English lessons, supported by quality texts.  Purchase of new books to inspire children as readers.  Whole school Literacy festival and book project around the Refugee. | 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 (JH)  English Subject Leader (JH)  SENCO (FD)  Private speech therapist to be costed. | £1000  £900  £850  £2500 | 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.  Use of Maths No Problem, Numicon intervention, IDL Maths  CPD for staff to support a maths mastery approach and embed reasoning into daily maths lessons. | 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 | | £400 | Termly assessments | |
| **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** | | **Spend** | | | **When will you review implemented intervention?** |
| To improve pupils’ speech and communication skills | WELLCOM Screening (termly) with interventions focus | | | Too many of our PP children in Reception and KS1 have poor speech sounds and grammatical structures to sentences when spoken. | Non- contact time for WellCom trained staff to complete assessments and feedback to class teachers and TA | | SENCo and PP Leader | | £600 | | | Termly through pupil progress meetings  Half termly meetings between the SALT, SALT  assistant and SENCo |
| To be able to identify and track the specific needs of vulnerable children | GL SEN assessment toolkit | | | We need to fine tune the tracking and identification of specific needs to be able to identify gaps early. | TA training and non-contact for key members of staff to administer the assessments. | | SENCO | | £2000 | | | Termly through pupil progress meetings |
| To raise attainment in reading | Intervention delivered by a fully trained TA. (Rapid Readers, IDL, Toe by Toe, Dandelion Readers, Read, write Inc; Fischer Family Trust Wave 3) | | | 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  Training for Wave 3 for new TA. | | PP Leader TA  HLTA  Class Teachers Head  Teacher | | £8000 | | | Reading attainment at the beginning and end of the intervention via pupil progress meetings |
| To raise attainment in Writing and Maths | Targeted support delivered by Class teacher and HLTAs in writing and Maths (Power of two, IDL) | | | 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. | | PP Leader TA  HLTA  Class Teachers Head Teacher | | £2000 | | | Writing and maths attainment at the beginning and end of the intervention via pupil progress meetings |
| To enable pupils to access the wider curriculum and participate in educational visits and residentials. | Support for parents of pupil premium children to fund educational visits and residentials. | | | Parents requested support to enable their children to attend. | Agreement reached following discussion with parents. | | Headteacher  School business manager | | £ | | |  |
| To support the mental health and Wellbeing of pupils | ELSA intervention | | | Pupils displaying a range of social and emotional issues which are having a negative impact on learning. | Pupils will be referred for the appropriate intervention and receive support for a period of 6-10 weeks typically. | | HLTA  TA | | £2000 | | | Mental health and wellbeing will be reviewed at the end of intervention through discussion with pupils. |
|  |  | | |  |  | | Total (approximate) | | £20,250 | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation of Impact for 2018-19** | | | | |
| **4. Desired outcomes** | | | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* | *Impact Y2- 1 pupil* | *Impact Y6- 4 pupils* |
| **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. | TA and teacher intervention focused on specific learning interventions (handwriting and spelling) to address needs. The child made expected progress throughout the year and achieved age expectations. | All children achieved age expectations with one child achieving higher than expected in reading. Booster sessions in both maths and SPAG impacted positively on their learning. All the children made expected progress throughout the year except two pupils. One made less than expected progress in reading and the other made less progress in maths, reading and writing. |
| **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. | N/A | N/A |