

Roots to grow; wings to fly.



Everyone achieves their potential.

Pupil premium strategy statement 2020-21

TATTENHALL PARK PRIMARY SCHOOL

We respect, we enjoy, we believe.

1. Summary information					
School	Tattenhall Park Primary School				
Academic Year	2020-21	Total PP budget (inclusive of Pupil Premium Plus from Virtual School)	£33,485	Date of most recent PP Review	Sept 2020
Total number of pupils	233	Number of pupils eligible for PP	38 pupils	Date for next internal review of this strategy	July 2021

2. Current attainment						
Attainment for: 2020-2021 and Whole school	End of KS1	End of KS2 test	End of Y1,3,4 & 5	Pupils not eligible for PP		
	5 pupils	4 pupils	26 pupils	End of KS1	End of KS2	End of Y1,3,4,5
% achieving expected standard or above in reading, writing and maths	0%	25%	40.9%	58.1%	20%	51.4%
% achieving expected standard or above in reading	0%	50%	48%	77.4%	45%	68.2%
% achieving expected standard or above in writing	0%	25%	32%	58.1%	25%	57%
% achieving expected standard or above in maths	0%	50%	54.2%	80.6%	60%	66.4%

These figures represent teacher assessment with no statutory testing. Lockdown in place from end of March 2020, with closure of schools and only partial school opening to some year groups from June 2020. Further lockdown January 2021 to March 2021.

Planned expenditure for this year						
Academic year	2020-21					
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 implementat ion?
All pupils particularly the disadvantaged, SEND and vulnerable given catch-up support where needed to make substantial progress by the end of the academic year.	High quality education Broad and ambitious curriculum - taught wide range of subjects Remote education where needed - high quality and aligns closely with school priorities Use of Kagan strategies - to rebuild class identity, articulate thinking and recap on learning Third Space Learning IDL literacy and Maths ELKLAN WELLCOMM NELI - staff training	Covid -19 impact on learning	Pupils identified and assessed by class teachers. WELLCOMM screening completed for all children showing concerns / Planned programme in place to address gaps referrals made to SALT (CWAC). School (TA/CT) to support with recommendations from Speech and Language Therapist. ELKLAN - used to support identified children	PP Leader (SDD) English Subject Leader (AT) Maths Subject Lead (MM) SENCO (FD) ELKLAN (SH) Y6 Teacher (DJ)	IDL Bundle (English and Maths) £698 Monitoring of IDL English £85 (1xday to release GL) £1760 Y6 class teacher Head teacher Cost of Programme	Termly assessments

	spring 2021/Assess pupils on their return to school		Third Space Learning (1-1 online maths tuition National Tutoring Programme) NELI staff training and assessment of pupils - Spring Term		to school (after NTP 75% discount), based on 30 weeks of tuition. NELI training -3 staff 6 hours	

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	<p>WELLCOM Screening with interventions focus. Children re-assessed termly</p> <p>To use ELKLAN to assess and support children with speech, language and communication needs</p> <p>Speech and Language Traded Service - bought in school support</p> <p>NELI - programme in Reception (January 2021)</p>	Concerns over children's speech - EYFS and KS1	<p>Non- contact time for WellComm trained staff to complete assessments and feedback to class teachers and TA</p> <p>Non-contact time for ELKLAN trained staff (SH) to complete assessments and feedback to staff</p> <p>NELI - Staff to complete initial</p>	<p>SENCo (FD)PP Leader(SDD) SDD(Trained Wellcomm) ELKLAN (SH) NELI - Lead SDD/Support ed by KR, SH and EP</p>	<p>£600 ELKLAN assessment - TA cover £85 (termly) Cover for Wellcomm trained leads to assess children £300 (2xdays) Speech and Language bought in support</p>	Termly through pupil progress meetings

			assessments and interventions with identified children. Impact reviewed July 21 (Lead SDD, Class teacher KR, Interventions - EP and SH)		£1000	
To be able to identify and track the specific needs of vulnerable children	Staff to use SEN assessment toolkit	Early identification and tracking of specific needs to be able to identify gaps early.	TA training and non-contact for key members of staff to administer the assessments. Monitoring of support by class teacher, SENCO, SLT	SENCO KR (To lead with maths IDL) GL (To lead English IDL) TA 1-1 support EVD	£2000 TA 1-1 support for child in KS2 £11896.03 (full time support)	Termly through pupil progress meetings
To raise attainment in Reading, Writing and Maths	Targeted support delivered by Class teacher and TAs in Reading, writing and Maths (Power of two, IDL) Intervention delivered by a fully trained TA - Rapid Readers, IDL, Toe by Toe, Dandelion Readers, Read, write Inc. Third Space Learning (1-1 online maths tuition National Tutoring Programme)	Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children.	PP leader (SDD/DJ) to monitor the achievements of PP children through the school's monitoring cycle. For PP children this will be at least twice a term	PP Leader TA Class Teachers Head Teacher	£1760 Y6 class teacher Head teacher Cost of Programme to school (after NTP 75% discount), based on 30 weeks of tuition. Third Space £3175	Writing and maths attainment at the beginning and end of the intervention via pupil progress meetings / assessment and evaluation of Third Space Programme

					(including 75% NTP Discount)	
To enable pupils to access the wider curriculum and participate in educational visits and residential.	Support for parents of pupil premium children to fund educational visits and residential.	Parents requested support to enable their children to attend.	Agreement reached following discussion with parents.	Headteacher School business manager	£875 Restrictions have varied how this is used.	
To support the mental health and Wellbeing of pupils	ELSA intervention in place for all identified children	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)	£33,485	

Evaluation of Impact for 2020-21

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact Y2</i>	<i>Impact Y6</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	Reduce attainment gap between school's disadvantaged pupils and others	<p>COVID a factor in the ability to close gap for PP children. Most children have missed: 13 weeks - March - June 2020 10 weeks - January - March 2021 In total 23 weeks out of a possible 44 weeks of school missed due to COVID disruption in that period, 67 weeks to date.</p> <p><i>We are continuously working towards closing the attainment GAP.</i></p> <p>"GAP" for year 2 children previous year has widened. On average non-PP children 29 children (out of 33) made at least 4 points (expected) progress in writing, reading and maths, compared to PP children only 1 on average (out of 5).</p> <p>4 children not made 4 points or more progress. Some factors: SEN EHCP (1) Attendance low (1) No or very little home learning (5)</p> <p>On return to school, catch up from previous year was needed to</p>	<p>COVID a factor in the ability to close gap for PP children. Most children have missed: 13 weeks - March - June 2020 10 weeks - January - March 2021 In total 23 weeks out of a possible 44 weeks of school missed due to COVID disruption in that period, 67 weeks to date.</p> <p><i>We are continuously working towards closing the attainment GAP.</i></p> <p>"GAP" for year 6 children previous year has widened slightly. On average non-PP children 8 children (out of 25) made at least 4 points (expected) progress in writing, reading and maths (14 out of 25 reading), compared to PP children only 2 on average (out of 11).</p> <p>8 children not made 4 points or more progress. Some factors: SEN EHCP (1) Attendance low (3) No or very little home learning (8) Emotional reasons (2) Family issues (2) Bereavement (1)</p>

			ensure previous years targets were met.	<p>TAF and ELSA interventions in place, to be continued.</p> <p>On return to school, catch up from previous year was needed to ensure previous years targets were met.</p>
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.	In year 2 there were no high attaining PP children, to ensure they are identified and supported to achieve same standard as other children.	<p>In year 6 there are 5 reading, 4 writing and 4 maths, high attaining pupils on the PP register.</p> <p>These children have been identified and will be given further support to ensure they continue to progress at same as non-PP children.</p> <p>This will be followed up in the following year with the use of catch-up premium funding to ensure there is no slow-down in progress.</p>