

Roots to grow; wings to fly.



Everyone achieves their potential.

Pupil premium strategy statement 2021-22

TATTENHALL PARK PRIMARY SCHOOL

We respect, we enjoy, we believe.

| 1. Summary information | | | | | |
|------------------------|--------------------------------|---|-----------|--|-----------|
| School | Tattenhall Park Primary School | | | | |
| Academic Year | 2021-22 | Total PP budget (inclusive of Pupil Premium Plus from Virtual School) | £37,520 | Date of most recent PP Review | Sept 2021 |
| Total number of pupils | 238 | Number of pupils eligible for PP | 34 pupils | Date for next internal review of this strategy | July 2022 |

| 2. Current attainment | | | | | | |
|--|------------|-----------------|-------------------|----------------------------|------------|--------------------|
| Attainment for: 2021-2022 and Whole school | End of KS1 | End of KS2 test | End of Y1,3,4 & 5 | Pupils not eligible for PP | | |
| | 3 pupils | 11 pupils | 21 pupils | End of KS1 | End of KS2 | End of Y1, 3, 4, 5 |
| % achieving expected standard or above in reading, writing and maths | | | | | | |
| % achieving expected standard or above in reading | | | | | | |
| % achieving expected standard or above in writing | | | | | | |
| % achieving expected standard or above in maths | | | | | | |

| Planned expenditure for this year | | | | | | |
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| Academic year | 2021-22 | | | | | |
| 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. | <p>High quality education</p> <p>Broad and ambitious curriculum - taught wide range of subjects</p> <p>Use of Kagan strategies - to rebuild class identity, articulate thinking and recap on learning</p> <p>Mathletics- purchased to assist with closing of GAPS in maths.</p> <p>IDL literacy and maths Literacy - 37 pupils Maths - 37 pupils</p> <p>ELKLAN WELLCOMM NELI</p> <p>Catchup Premium to be</p> | Covid -19 impact on learning | <p>Pupils identified and assessed by class teachers.</p> <p>WELLCOMM screening completed for all children showing concerns / Planned programme in place to address gaps referrals made to SALT (CWAC).</p> <p>School (TA/CT) to support with recommendations from Speech and Language Therapist.</p> <p>ELKLAN - used to support identified children</p> <p>NELI staff training and assessment of pupils -Spring Term</p> | <p>PP Leader (DJ)</p> <p>English Subject Leader (AT&AC)</p> <p>Maths Subject Lead (MM&EG)</p> <p>SENCO (FD)</p> <p>ELKLAN (SH)</p> <p>NELI (EP, SH, MM currently being trained)</p> <p>WELLCOMM (MM, KR online training, SH, AE, EE)</p> <p>All class teachers 3:1 PP tutoring</p> | <p>IDL Bundle (English and Maths) £698</p> <p>Monitoring of IDL English & maths £85 (2 xday to release KR)</p> <p>Headteacher (JH)</p> <p>Cost of Programme Mathletics £1377 per year</p> <p>NELI Training</p> <p>WELCOMM Training</p> | <p>Termly assessments</p> <p>Intermittent assessment of IDL by IDL lead, to track progress</p> |

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| | <p>used for additional interventions in maths, writing and reading.</p> <p>School led tutoring 1:1</p> | | <p>Mathletics offered to all children.</p> <p>(Homework based learning)</p> <p>(Can be used as intervention for PP children alongside class taught session.)</p> <p>Interventions will be monitored and recorded by CT who carries out intervention.</p> <p>Interventions to be created by CT to ensure GAPS for relevant pupils are filled.</p> <p>Interventions will be monitored and recorded by TA who carries out intervention.</p> | | | |
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| ii. Targeted support | | | | | | |
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| 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? |
| <p>To improve pupils' speech and communication skills</p> <p>To improve children's cognition with a focus on memory and concentration</p> | <p>WELLCOM Screening with interventions focus. Children re-assessed termly. Whole Nursery (22/25) COMPLETED MAY '22 (3 still on programme MAY '22)</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 2022) MM NELI - complete programme (Y1 - OA, ID, FN, EG) Alongside 4 Rec Children COMPLETED MAY '22</p> | <p>Concerns over children's speech - EYFS and KS1</p> | <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 CT</p> <p>NELI - Staff to complete initial assessments and interventions with identified children. Impact reviewed July 22 (Lead KR, Interventions - EP, MM and SH)</p> | <p>SENCo (FD)</p> <p>PP Leader (DJ)</p> <p>WELLCOMM (SH, AE, EE)</p> <p>ELKLAN (SH)</p> <p>NELI - Lead KR, SH and EP</p> | <p>£600</p> <p>ELKLAN assessment - TA cover £85 (termly)</p> <p>Cover for WELLCOMM trained leads to assess children £300 (2xdays)</p> <p>NELI 5x 20 mins £22.09 per week x 39 weeks Total £861.51</p> | <p>Termly through pupil progress meetings</p> |
| <p>To be able to identify and track the specific needs of vulnerable</p> | <p>Staff to use SEN assessment toolkit</p> | <p>Early identification and tracking of specific needs to be able to identify gaps early.</p> | <p>TA training and non-contact for key members of staff to administer the assessments.</p> | <p>SENCO (FD)</p> <p>KR (To lead English & Maths IDL)</p> | <p>£2000</p> | <p>Termly through pupil progress meetings</p> |

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| children | | | Monitoring of support by class teacher, SENCO, SLT | TA 1-1 support MG TA 1-1 support EVD | TA 1-1 support for child in KS1 £11896.03 (full time support) TA 1-1 support for child in KS2 £7600 (full time support) | |
| To raise attainment in Reading, Writing and Maths | Intervention delivered by a fully trained TA - Rapid Readers, IDL, Toe by Toe, Dandelion Readers, Read, write Inc. Mathletics used for intervention, securing knowledge and homework. Targeted support to be administered by CT with use of catch up funding (1:3 support based on ability levels of class teacher.) | Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children. To close the gap caused by lockdowns and weeks missed in school. | PP leader (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. To monitor the impact of interventions and the application of interventions by class teachers (pupil progress meetings). | PP Leader (DJ) TA Class Teachers (AT, DJ, TR, MM, LC, LD, FD, AC, EG, JU) Head Teacher (JH) | £1760 Y6 class teacher Head teacher Cost of Programme Mathletics £1377 per year | Writing, reading and maths attainment at the beginning and end of the intervention via pupil progress meetings |

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| <p>To support the mental health and Wellbeing of pupils</p> | <p>ELSA intervention in place for all identified children</p> <p>Sunshine Circles 18</p> <p>Y1 - 5</p> <p>Y2 - 3</p> <p>Y3 -</p> <p>Y4 -</p> <p>Y5 - 5</p> <p>Y6 - 6</p> | <p>Pupils displaying a range of social and emotional issues which are having a negative impact on learning, due to many factors, including:</p> <ul style="list-style-type: none"> • Home life • COVID • Bereavment • Social • Emotional • Behavioural • Bullying <p>Well-being assessment tool used, created and issued to CT by AC (Pastoral Lead)</p> | <p>Pupils will be referred for the appropriate intervention and receive support for a period of 6-10 weeks typically.</p> | <p>TA (KR, EP training November 21)</p> <p>AC Pastoral lead</p> | <p>£3000 each</p> | <p>Mental health and wellbeing will be reviewed at the end of intervention through pupil voice.</p> <p>Well-being tool used to assess by CT.</p> |
| | | | | <p>Total (approximate)</p> | <p>£37,520</p> | |

Evaluation of Impact for 2021-22

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, while also closing gaps caused by missing school through COVID for LA children. | | |
| 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. While also closing gaps caused by COVID for dis-advantaged children and children of the same ability using 3:1 NTP, school led tutoring. | | |
| C. | Children with identified social, emotional and behavioural needs, identified using the schools well-being tool will improve in these areas. | Children with social and emotional needs will be supported so they can regulate their emotions. Children will be able to use strategies to help them through situations where they would have previously struggled to cope. Children are supported to reflect and discuss how they feel and how they can overcome a wave of emotion. | | |