

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Tanfield Lea Community Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£95,040.00	<b>Date of most recent PP Review</b>	Nov 18
<b>Total number of pupils</b>	338	<b>Number of pupils eligible for PP</b>	72	<b>Date for next internal review of this strategy</b>	Feb 19 June 19
2. Current attainment					
<u>Year 6 2017-18 data</u>			<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>	
% achieving expected standard or above in reading, writing & maths (%)			33%	64%	
% making expected progress in reading (as measured in the school)			-0.1	0	
% making expected progress in writing (as measured in the school)			-1.5	0	
% making expected progress in mathematics (as measured in the school)			-0.5	0	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Lack of ability to regulate emotions – can impact on behaviour and therefore engagement				
<b>B.</b>	Poor literacy skills				
<b>C.</b>	Difficulty in retaining basic number facts				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Lower attendance of PP children as opposed to Non PP (about 50% of PP have pattern of attendance lower than 95%)				
<b>E.</b>	Lack of enrichment experiences in the local area and beyond				
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )					Success criteria

<b>A.</b>	Children engage in learning as they can regulate their emotions	Behaviour Data shows increase in engagement through reduced loss of P.T.
<b>B.</b>	Accelerated progress for PP children in reading and writing	Progress accelerated evidenced through iTrack data, other internal data and books.
<b>C.</b>	Accelerated progress for PP children in maths	Progress accelerated evidenced through iTrack data, other internal data.Children can readily recall Learn Its and Times Tables
<b>D.</b>	Attendance of PP children increases	Gap closes between attendance of PP and Non PP

#### 5. Review of expenditure

<b>Previous Academic Year</b>	<b>N/A see report for 2017-2018</b>
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#### 6. Planned expenditure

<b>Academic year</b>	<b>2018-2019</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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Focus on Non-Negotiables/Basic maths facts throughout school (Eng and Maths)	A concentrated focus on basic skills will improve Writing attainment across the school.	Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	MT, SLT	Approximately monthly.
Accelerated Reader to continue to be used throughout KS2	Reading for 20 minutes a day with high accuracy will secure accelerated progress in Reading.	Accelerated Reader has had a positive effect on all children, including PP. Progress scores for Reading +2.0 (statistically significant in 2017-18).	Termly STAR assessments and review of ITrack data	MT	February 2019 June 2019
Maths Rockstarz and Mathletics to be used throughout KS1 and KS2	Regular skills practice will secure accelerated progress in Mathematics.	Focus on basic skills will ensure that application is stronger in Year 5 and 6.	Mathletics/Rockstarz data and review of ITrack data Work scrutinies and discussion with children	MB/MP	February 2019 June 2019

Lexia	15 minutes x 2 a week for vulnerable children will accelerate decoding skills, which are essential to later language acquisition.	A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment (EEF).	Termly review of ITrack data and Pupil Progress Meetings	KH	February 2019 June 2019
Quality Questioning for deeper learning	A greater variety of questioning will lead to more probing questioning, which will in turn accelerate progress within lessons.	Quality questioning will enable children to secure deeper understanding across the curriculum.	Termly observations	KH/SLT	Spring 2019 Summer 2019
Developing vocabulary	Developing children's vocabulary will enhance the wider curriculum and access to challenging comprehension texts.	There is a large vocabulary deficit between DA and non-DA peers (A.Quigley).	Termly review of Reading data Curriculum coordinator time  Baseline of EE's MLDP project.	MT/MP/KH  Curriculum coordinators  EE	February 2019 June 2019

Marking and Feedback termly scrutiny for PP children	Written feedback for children is high impact. Developing this will support accelerated progress.	A leadership focus on feedback. Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	MT, SLT	Approximately monthly.
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**Total budgeted cost**    **£42,730.00**

**ii. Targeted support**    Every cohort to have targeted intervention according to the needs of the PP

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reception to plan small group intervention according to need	<p>Gap reduced between PP and non PP – currently</p> <p>Reading gap 50% vs 78% = 28%</p> <p>Writing gap 33% vs 76% = 43%</p> <p>Maths (N) gap 16% vs 76% = 50%</p> <p>Overall (From ITrack) 33% vs 86% = 53%</p>	Small group intervention focusing on specific areas has higher impact than whole class teaching for this group.	<p>Termly monitoring of the intervention to ensure it is having impact.</p> <p>* Being inline defined as having 30 – 50 most on entry</p>	AG	Termly

Y1 to trial Precision Training to ensure basic skills in English and Maths are consolidated	Gap reduced between PP and non PP - currently Reading gap 39% Writing gap 39% Maths gap 51%	Children need consolidation of the basic skills in phonics and recall of number facts. Through repetition and specific teaching this intervention has been shown to have impact.	Monitoring every 15 days.  Termly monitoring of the intervention to ensure it is having impact.	AMc / KH	Termly
Y2 To plan small group intervention according to need	Gap reduced between PP and non PP - currently Reading gap 11 ahead% Writing gap 22 ahead % Maths gap 30 ahead%	Certain children need additional consolidation of skills in English and Maths.  These groups will focus on PP children.	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.
Y3 To plan small group intervention according to need	Gap reduced between PP and non PP - currently Reading gap 35% Writing gap 21% Maths gap 25%	Catch up Numeracy will be used as this is a proven intervention (EEF) Phonics will be used as it gives 'moderate impact for very low cost' (EEF)	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.

Y4 To plan small group intervention according to need	Gap reduced between PP and non PP - currently Reading gap 16% Writing gap 13% Maths gap 8%	In addition, certain children need additional consolidation of skills in English and Maths.	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.
Y5 To plan small group intervention according to need	Gap reduced between PP and non PP - currently Reading gap 33% Writing gap 27% Maths gap 14%	PP Breakfast Club supports PP children in Maths (previously shown to have a positive impact).  Phonics will be used as it gives 'moderate impact for very low cost' (EEF)	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.
Y6 To plan small group intervention according to need	Gap reduced between PP and non PP - currently Reading gap 5% ahead (GD 8% gap) Writing gap 20% Maths gap 11%	In addition, certain children need additional consolidation of skills in English and Maths.	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.

**Total budgeted cost**    **£53,500**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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Addressing barriers to attendance (Parents) - Meetings with parents	Raised parental awareness of the importance of good attendance. Attendance to be 96%+.	This intervention has 'moderate impact for moderate cost' (EEF).  Previously, the school has shown that these interventions can improve attendance of persistent absentees.	Termly meetings between KH and LB	KH	Termly
Barriers to attendance (Children) - Weekly meetings, reward system, Termly awards (98% get a certificate, 100% = badge, trophy)	Raised child awareness of the importance of good attendance. Attendance to be 96%+.	This is designed to build upon previous success with persistent absentees, by raising aspirations for DA children whose attendance is less than 95%.	Weekly meetings between PM and target group.  Termly review and reward trip.	KH/PM	Termly.
Peer tutoring (Reading buddies)	Improved reading scores for those mentored.	Peer tutoring has moderate impact for very low costs (EEF).	Termly review between Y3 and Y6 children	MT	Termly.

**Total budgeted cost    £6,400.00**

**7. Additional detail**

BARRIER E: Lack of enrichment experiences in the local area and beyond

Y5 / 6 Residentials (Howtown, Germany, Grinton), trips to the theatre and the beach, class excursions, work with artists (Sue Warlock, Graeme Hopper), Waterstones Reading Challenge, music tuition, visits from authors all offer opportunities to disadvantaged pupils to access experiences that they would not otherwise get.

**TOTAL Cost of these activities: £7,800.00**

**TOTAL PUPIL PREMIUM EXPENDITURE: £110,430**