

Pupil premium strategy statement: Tackley CE Primary School



1. Summary information					
School	Tackley CE Primary School				
Academic Year	2019/2020	Total PP budget	£8,220	Date of most recent PP Review	September '19
Total number of pupils	79	Number of pupils eligible for PP	6	Date for next internal review of this strategy	March '20

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
Barriers to Learning	
A.	Low self-esteem and poor perception of themselves as learners
B.	Engagement and involvement with learning at home
C.	SEN/additional needs alongside Pupil Premium
D.	Well-being and social/emotional needs

3. Outcomes		
Barriers addressed	Desired outcomes and how they will be measured	Success criteria
A, B and C	<p>Outcome Children will make good progress from their starting points and achieve their potential. Children will enjoy coming to school and have positive self-worth as a member of the school community.</p> <p>Measure End of EYFS, Phonics, KS1 and KS2 results will be in line with national for Reading, Writing and Maths.</p>	<p>Pupil Premium children who are not SEN will achieve at least age related expectations in Reading. Children who are SEN will close the gaps.</p> <p>Pupil Premium pupils will achieve phonics pass mark at end of KS1.</p> <p>Pupil Premium pupils will improve fluency and comprehension in Reading so that by the end of KS2 they are performing in line with their peers</p>

		compared to their starting points. This will be assessed through PIRA (x3 a year) and ongoing teacher assessment and feedback in lessons.
A, B, C and D	<p>Outcome Staff will be confident and have secure subject knowledge to deliver Quality First Teaching in phonics and reading, and identify children who would benefit from intervention groups to close the gap.</p> <p>Measure All staff have received CPD training in delivery of phonics, teaching of whole class reading and evidence based (EEF) interventions being used.</p>	<p>Project X Code delivered to Year 3 and Year 2 throughout the year. Children in group make better than expected progress and catch up.</p> <p>Phonics one to one catch up for all children at risk of not achieving the Year 1 phonics pass mark. Children catch up and make progress evidenced through internal phonics assessments.</p> <p>Whole school reading training delivered to all staff and has a positive impact on staff confidence in teaching of reading, and pupil progress</p> <p>Quality First Teaching is being used throughout the school for phonics teaching and whole class reading lessons. Lesson monitoring and learning walks evidence this from internal and external sources.</p>
A and D	<p>Outcome Children will have positive mental-being and any emotional needs/social needs identified support will be provided for through one to one or small group.</p> <p>Measure Children receiving support will show improved readiness to learn, they will check in positively with their class teacher more frequently.</p>	<p>TA intervention will be provided in the afternoon learning slot for additional identified support for children.</p> <p>Progress of interventions will be reviewed at least half termly with the SENCo/HT and feedback given to the class teacher.</p>
Proposed Expenditure		
Provision of Project X Code, phonics intervention and catch up phonics, Assisted Reading for Children		£4,722
Professional development for staff, to include: Early Years Talk Boost, 2 day Read, Write Inc training, whole class reading training, Project X Code training		£3,500

4. Review of expenditure			
Previous Academic Year 2019 – 2020		Expenditure: £8,222	
Area of expenditure	Intended Outcomes	Actions	Monitoring and Impact
Provision of Project X Code, phonics intervention and catch up phonics	<ul style="list-style-type: none"> To improve reading age and phonics age using Project X Code intervention Provide 3 x 20 mins pre-teaching and catch up phonics sessions for children in KS1 	<ul style="list-style-type: none"> 1 x TA and teacher to receive Project X Code training at cost of £350 TA to lead a Project X Code intervention group 4 x 30 minutes a week with 4 children Additional catch up phonics to be offered for all children not working at age related expectations 	<p>Training and delivery of intervention:</p> <p>£1500</p> <p>Summer 2020</p> <p>Internal phonics check data up to point of school closure for pandemic showed children were working at age related expectations</p>
Assisted Reading for Children	<ul style="list-style-type: none"> To improve reading age for children taking part in programme To ensure children know and understand how they can read for pleasure and the type of books they enjoy To raise self esteem of all children involved in the programme 	<ul style="list-style-type: none"> 2 x 30 min sessions a week with 3 children from trained volunteer reader 	<p>£450</p> <p>Summer 2020</p> <p>Children receiving ARCH support had improved reading ages up to point of school closure for pandemic. Children in reading surveys reported improved reading for pleasure and frequency of reading at home</p>
Learning Mentor to support learning skills in vulnerable children	<ul style="list-style-type: none"> Improved self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Relationships developed with parents to support children's learning inside and outside of school 	<ul style="list-style-type: none"> Teachers to be refer children to SENCO who would benefit from additional emotional and social support Timetabled support 1:1 and small group to help build pupils emotional development as required e.g. Drawing and Talking, Lego Therapy, friendship skills 	<p>£1000</p> <p>Summer 2020</p> <p>Children supported through global pandemic with mental health and well-being work. Additional teaching took place in class as well as development of check-in boards and PSGE curriculum</p>

Funding for educational and residential trips	<ul style="list-style-type: none"> ▪ Pupils are able to participate fully in school trips and residential visits ▪ Social skills, independence, perseverance and team-work are developed through participation in group activities and residential visits 	<ul style="list-style-type: none"> ▪ All educational visit letters make clear schools position on paying for visits for pupils eligible for PP 	<p>£500</p> <p>Limited trips took place due to global pandemic March 2020</p>
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3. Additional detail

Our full strategy document can be found online at <http://tackley.oxon.sch.uk/V3/wp-content/uploads/2013/11/Pupil-Premium.pdf>