Tanners Brook Primary School: Pupil Premium Strategy 2018– 2019

Barriers to learning:

The main barriers to learning at Tanners Brook Primary School have been identified as being:

	Contextual Information
Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. 41% of Disadvantaged children at Tanners Brook Primary School are registered as SEND learners.
English as an additional language (EAL)	A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. 8% of Disadvantaged children at Tanners Brook Primary School are registered as EAL learners
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show that: 25% of Disadvantaged children at Tanners Brook Primary School have an attendance below 95% (January 2019). A further 13% of Disadvantaged pupils have attendance below 90%.
Punctuality	Punctuality can cause pupils to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore, they are not prepared for learning.
Communication and Language	Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance. 17% of Disadvantaged children are currently receiving support for speech and language difficulties.
Parental engagement	Parents of Pupil Premium children are under- represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies etc.
Previous low attainment	Low prior attainment requires rapid progress in order to meet age related expectations. Additional learning opportunities are required. 37 Disadvantaged children at Tanners Brook Primary School are identified being Low Prior Attainers – 31%
Limited life experiences	Some Disadvantaged children do not have the life experiences required to recall for use within the curriculum. As they do not have the opportunity to experience these they may need to be provided by the school.
Emotional literacy	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs can restrict pupil progress and disengagement from school life. We have systems, resources, and skilled people to work with these children.

Indicative Pupil Premium Grant 2018-2019

Proposed spending of Pupil Premium Funding 2018-2019

Proposed Intervention	Intended Outcome	How will this address barriers to learning?	How will the school measure the impact?
PP support teaching assistants	Personalised support and small group intervention to address misconceptions and gaps in learning provide support and extend pupils' learning in and out of class.	Additional learning opportunities are required to address attainment difference and consolidate conceptual knowledge.	All interventions are tracked carefully and data used to measure impact. Regular meetings to analyse data and target interventions.
PP lead **SENCo**	Monitoring and evaluating impact of SEND interventions and pupil premium provision. Analyse data and identify key priorities. Provide support and training for staff.	Additional interventions will address the gaps in children's learning and help to diminish the difference in attainment between disadvantaged children and others.	Regular observations of interventions and class work scrutiny to analyse impact. Regular data analysis to identify and narrow gaps in learning Key priorities identified to increase the learning progress.
ELSA support	Promote pupil attitudes in order to engage with learning.	Pupils will be provided with varying opportunities, resources and support to help to manage emotions.	Sleuth scrutiny to analyse behaviour which will help to target ELSA support to specific children. Case studies to prove impact.
Experiences, including trips	Engaging pupils and increasing the real life experiences which support their learning.	Pupils will have rich experiences which will develop spoken language and lead to increased attainment, particularly in writing.	Hooks to engage children in their learning. Progress against age related expectations
Curriculum resources	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources.	Resources will enrich the curriculum as well as giving extra support to interventions.	Progress against age related expectations

Information Technology	Extend resources and use of IT including I-pads and software.	Pupils will have increased opportunities to use IT, including during interventions	Pupil's use and access to IT supported in all areas of the curriculum, therefore raising attainment.
Additional specialist intervention	Provide specialist speech and language advice and support for pupil. Teachers understanding of appropriate activities to support speech and language needs.	Pupils who have speech and language difficulties will have support and confidence to access reading and writing activities.	Pupils who have speech and language difficulties will make greater progress and have higher attainment in reading and writing.
Reading engagement, including paired reading	Encourage children to develop positive and regular reading habits. Provide children with the opportunity to select books that they wish to read on a regular basis.	Pupils will have access to high quality reading opportunities as well as high quality resources.	Pupils will make greater progress and have higher attainment in reading. Data analysis.
Language acquisition programme	Target specific children to improve their vocabulary. Invite parents and carers in to work with their children.	Pupils will be exposed to a wide range of vocabulary	Pupils will make greater progress in reading and writing. Data analysis. Case studies.

Date of next Pupil Premium Strategy Review

To be completed by end of October 2019