



THORNLEY PRIMARY SCHOOL

Pupil Premium Expenditure 2017 – 18

Pupil Premium				
Total number of pupils on Roll April 2017		184		
% of pupils eligible		30%		
Total amount of PPG received		£88,440		
Areas for Development Barriers	Strategy	Cost	Proposed Impact	Evaluation and Impact
<p>Year 1 Phonics Check The gap between disadvantaged pupils in Thornley and other pupils nationally is 10% however disadvantaged pupils in Thornley perform better than disadvantaged pupils nationally.</p> <p>Speech, language and communication issues are common in EYFS and Year 1 and this impacts on attainment in phonics</p> <p>In 2017 – 18, there are 2 disadvantaged pupils with SEND and/or Speech, Language and Communication difficulties.</p>	<p>Access to small-group targeted phonics daily</p> <ul style="list-style-type: none"> Increased staffing (33 in cohort) 2 x teachers and 1 x TA split across two teaching areas Focused Interventions for pupils who are well-below expected <p>Reading to be promoted and parental-involvement to increase</p> <ul style="list-style-type: none"> New reading books to be added to the current scheme for variety and interest. Parents to attend weekly guided sessions to learn how to listen to their child reading. Reading sessions in school to include parents (1 session per week) 	<p>(11 x FSM pupils in Y1)</p> <p>1x NQT 1 hour per day £2,040</p> <p>New books £1,500 (30% of £4,000)</p> <p>£1,000</p> <p>Total Cost £4540</p>	<p>The proportion of disadvantaged pupils achieving the expected standard in the Y1 phonics screening will be closer to other pupils nationally.</p>	<p>71% of disadvantaged pupils met the expected standard in the Year 1 phonics screening test.</p> <p>This is broadly in line with others nationally due to the small size of the cohort.</p> <p>The 2 pupils who did not meet the expected standard in phonics both had SEND.</p> <p><i>This was a worthwhile strategy which the school may consider using in the future.</i></p>

Areas for Development Barriers	Strategy	Cost	Proposed Impact	Evaluation and Impact
<p>In EYFS, 2017 there was a gap of 40% between disadvantaged girls and disadvantaged boys in reading and writing and mathematics. This is not typical but such gaps need to be narrowed.</p> <p>Provision for disadvantaged girls may not be as effective as provision for the boys. Girls need a consistent adult.</p>	<p>In EYFS extra member of TA staff in afternoons to nurture younger nursery pupils and allow teachers extra time for focus activities and targeted phonics with the girls.</p>	<p>£1211</p> <p><u>Total cost</u> <u>£1211</u></p>	<p>The gaps between disadvantaged girls and other groups in school will narrow in EYFS.</p>	<p>There were four disadvantaged children in this cohort and 25% achieved a GLD. Due to small numbers in the cohort, comparisons in data cannot be made.</p> <p>More generally, all girls in the cohort achieved a GLD above national figures which is an improvement on previous years.</p> <p>Leader have seen the benefit that this has on children therefore may consider using this strategy in the future.</p>
<p>In EYFS, 2017 there was a gap of 40% between disadvantaged girls and disadvantaged boys in reading and writing and mathematics. This is not typical but such gaps need to be narrowed.</p> <p>Some disadvantaged pupils are also on the SEND register so it is more difficult for them to attain age-related expectations.</p>	<p>Employment of NQT for one year in Year 1 allowing two full-time teachers to share the class (33 pupils). Smaller groups for focus activities and teaching of reading, writing and phonics.</p> <p>New teaching area refurbishment to allow large class to be split for smaller group teaching and split the areas where one is for the continuous provision and the other for teaching groups.</p>	<p>£10,201</p> <p>£6,500</p> <p><u>Total cost</u> <u>£16,701</u></p>	<p>The gaps between disadvantaged girls and other groups in school will narrow both in current Y1 as they move through school.</p>	<p>100% of girls met the expected standard in the Year 1 Phonics Screening Test.</p> <p>Internal tracking shows that 100% of disadvantaged girls were at the expected standard in reading and maths, and 67% in writing. The gaps between boys and girls have diminished.</p>

Areas for Development Barriers	Strategy	Cost	Proposed Impact	Evaluation and Impact
<p>In Year 2 2017, (current Year 3) there are 3 boys who are disadvantaged and only 1 boy achieved age-related expectations in reading and maths. No boys achieved ARE in writing. The gap between disadvantaged boys and other boys nationally is -61%</p> <p>2 / 3 disadvantaged boys are on SEND register and both display complex needs. Lack of parental engagement.</p>	<p>Targeted- Intervention Groups (4 x afternoon per week)</p> <p>X 6 sessions per week from TA3</p> <p>NESSIE intervention Programme (lunch-times) Cost of NESSIE and supervision costs</p> <p>Author visits to school to engage interest of boys and improve writing. (8/20ths of £2,000)</p>	<p>£6,365</p> <p>£3,000</p> <p>£800</p> <p><u>Total cost</u> <u>£10,165</u></p>	<p>Progress though KS2 to accelerate so that disadvantaged boys achieve better and gap narrows from 61% at the end of Year 3.</p>	<p>Boys' progress has been accelerated from their lower starting points. (see internal tracking data).</p> <p>Boys' behaviour is now more settled as a result of the targeted intervention.</p> <p>Staff were disappointed with the impact of NESSIE with these pupils. School will not be using this strategy again.</p>
<p>In Year 6, 13/26 pupils are on the 'ever 6' list 50% of the class.</p> <p>In Year 5, 14 pupils (61%) are disadvantaged.</p> <p>In Year 4, 8 pupils (35%) are disadvantaged.</p> <p>PP pupils need additional teaching in order to help them make accelerated progress.</p>	<p>Intervention strategies for pupils' slow-moving or behind peers. These to be identified in Pupil Progress meetings each half-term.</p> <p>Intervention timetable to operate with all TAs in the afternoons.</p> <p>Small group interventions based on</p> <ul style="list-style-type: none"> • Phonics and spelling • Basic skills (reading, writing & mats) • Speech and language • Gross and fine motor skills <p>Teachers to monitor impact of interventions and adjust to maximise.</p>	<p><u>Total Cost</u> <u>£32,659</u></p>	<p>We need to ensure that disadvantaged pupils across Key Stage 2 are given every opportunity to achieve in line with other pupils.</p>	<p>Internal tracking shows that over time, gaps between disadvantaged pupils and other pupils in school are diminishing.</p>

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<p>Disadvantaged pupils with social and emotional issues often under-achieve.</p> <p>Pupils with behavioural problems at school and home need a link between school and home.</p> <p>Some parents are reluctant to give consent for their child to work with a counsellor.</p> <p>Availability of counsellor and listeners is limited.</p>	<p>The school offers a range of provision for pupils with Social, emotional and mental-health issues:</p> <p>Listening Matters - 4 hours per week (2 staff)</p> <p>Lego Therapy - weekly X 1 staff EYFS</p> <p>Relax Kids weekly 1 hour x 2 staff</p> <p>Counselling - ½ day per week</p> <p>Parent Support Adviser 1 ½ days per week</p>	<p>£4,667</p> <p>£1,166</p> <p>£3,184</p> <p>£3,000</p> <p>£9,000</p> <p>£20,017</p>	<p>Disadvantaged pupils with social, emotional, mental health needs will develop strategies for managing their feelings and emotions in school thus removing the barriers to learning and enabling them to achieve well.</p>	<p>Reports from School Counsellor show improvement in well-being in pupils seen.</p> <p>Pupils who have accessed some or all of the strategies present as happier and more focused.</p>
<p>Before and After-school provision & Enhancement activities. Disadvantaged pupils should be able to access all activities in school.</p> <p>Parents reluctant to ask for help with costs of before and after-school clubs.</p>	<p>Breakfast Club daily from 08.00 until start of school. 2x staff paid for 1.25 hours. Cost £1.00 per day. 64 pupils x 190 days</p> <p>Staff costs 36% of wages</p> <p>After-school clubs £1 per day (Mon – Thurs) 152 days</p> <p>Contribution towards school visits and / or visitors in to school 36% of £5,000</p>	<p>£1216</p> <p>£1714</p> <p>£972</p> <p>£1797</p> <p>Total £5699</p>	<p>All pupils have equal opportunity for attending breakfast club or after-school clubs. Social skills will improve. Access to learning will improve after a good breakfast. Attendance will improve as a result of access to Breakfast Club.</p>	<p>Both attendance and punctuality have improved as a result of disadvantaged pupils having access to Breakfast Club. Behaviour in Breakfast Club is good. Older pupils help younger ones.</p> <p>The strategy has been successful and will be continued next year.</p>
<p>Total cost of Pupil Premium Provision</p>		<p>£90,992</p>		
<p>Budget for Pupil Premium</p>		<p>88,440</p>		
<p>Deficit to be paid from School's budget</p>		<p>£2,472</p>		