



## Thornley Primary School

### Pupil Premium Strategy Statement 2019– 2020

#### Rationale

At Thornley Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We aim to ensure that the best provision is made for all pupils including those who belong to vulnerable groups. We aim to ensure that the needs of such pupils are accurately assessed and addressed so that their needs can be met in the best possible way. Through this, we aim to overcome barriers to learning, and where necessary accelerate progress to enable pupils who are 'disadvantaged' to achieve similar outcomes to all other pupils right across the school. Our aim is to continue to narrow the attainment gap between those pupils who are entitled to Pupil Premium Grant (PPG) funding and those who are not.

#### Pupil Premium Summary Information

<b>Total Number of Pupils</b>	173	<b>Number of Pupils Eligible</b>	47	<b>Date of most recent PP review</b>	September 2019
<b>Total Pupil Premium Budget</b>	£	<b>% of Pupils Eligible</b>	24.5%	<b>Date for next internal review</b>	July 2020

#### Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PPG Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
47 x 1320 <b>62,040</b>	x Per Pupil £1,320	x Per Pupil £1,320	1 x Per Pupil £1,700	1 x Per Pupil £300



**2019 – Outcomes**

EYFS / KS1	PPG Pupils			Other			SCH GAP PPG : other	KS2	PPG Pupils			Other			SCH GAP PPG : other
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD *	60%	54%	+6%	69%	73%	-4%	-13%	Expected Standard Reading	69%	60%	+9%	82%	77%	+5%	-8%
Year 1 Phonics	33%	69%	-36%	74%	84%	-10%	-51%	Expected Standard Writing	85%	66%	+19%	91%	81%	+10%	+4%
Expected Standard Reading	78%	60%	+18%	79%	79%	0%	-1%	Expected Standard Maths	92%	63%	+29%	100%	80%	+20%	+12%
Expected Standard Writing	67%	50%	+17%	70%	72%	-2%	-5%	Expected Standard GPS	85%	66%	+19%	100%	82%	+18%	+3%
Expected Standard Maths	56%	58%	-2%	76%	79%	-3%	23%	Expected Standard R/W/M	69%	48%	+21%	100%	82%	+18%	+2%
<b>KS2 Higher Levels</b>															
								Higher level Reading	46%	18%	+28%	41%	28%	+13%	+18%
								Higher level Writing	8%	11%	-3%	18%	20%	-2%	-12%
								Higher Level Maths	31%	14%	+17%	27%	24%	+3%	+7%
								Higher Level GPS	54%	24%	+30%	45%	34%	+11%	+20%

..(NA data based on 2018 as 2019 NA not currently published)



		Barriers to Future Attainment	Desired Outcomes
<b>Internal Barriers</b>	A	Outcomes at Higher Levels / Greater Depth for some pupils in receipt of PPG are not as strong as for other groups particularly in reading and writing at the end of KS2.	Faster rates of progress across Key Stage 2 for the higher-attaining pupils eligible for PP.
	B	Oral language skills in EYFS are generally lower for pupils eligible for PPG than other pupils. This slows progress in subsequent years.	To improve oral language skills in pupils eligible for PPG in EYFS.
	C	In KS1, a high proportion of pupils eligible for PPG are on SEND register and have complex needs	Ensure that PPG pupils who are also SEND make at least expected progress
	D	A small percentage of PPG pupils are displaying challenging behaviour and causing low-level disruption during playtimes, lunchtimes and some lessons which impacts on academic progress.	Support and strategies put in place to result in fewer incidents of challenging behaviour throughout the day.
	E	In general, PPG pupils are not making the expected progress in reading, writing and maths compared to that of their peers nationally.	To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally

		Barriers to Future Attainment	Desired Outcomes
<b>External Barriers</b>	F	Attendance is lower for PPG than for other pupils impacting significantly on their progress	Improved attendance for PPG pupils and support for parents
	G	Emotional wellbeing of a high proportion of PPG children is preventing them from achieving good progress	Children are able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress
	H	A high proportion of PPG children are struggling to engage and maintain focus in lessons without a visual or physical stimulation	Children are able to access outdoor learning to engage interest and increase motivation to learn



**Pupil Premium Planned Expenditure**

Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
<p>Faster rates of progress across KS2 for higher -attaining pupils.</p>	<p>Intervention strategies for pupils who need more time or more help in their learning.</p> <p>Afternoon intervention timetable to operate.</p> <p>Small group interventions based on:</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Basic skills</li> <li>• Speech and language</li> <li>• Numeracy skills</li> <li>• </li> </ul>	<p>Bloom’s Mastery learning suggests that almost all pupils can learn a topic to mastery but some need more help and others need more time.</p>	<p>TA interventions:</p> <p>Cost: (23%)</p> <p><b><u>£20,470</u></b></p>				



	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
	<p>To improve oral language skills in pupils eligible for PPG in EYFS.</p>	<p>Member of EYFS staff to do ELKLAN training.</p> <p>Additional TA (pm sessions) to work with pupils on developing spoken language.</p> <p><i>10 pupils (33.3%) eligible for PPG</i></p> <p>Additional time for Speech &amp; Language therapists to carry out assessments. (COL funded)</p>	<p>EEF research says: High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p>	<p>ELKLAN training:</p> <p><b><u>£350</u></b></p> <p>Release time (equivalent 3 days)</p> <p><b><u>£300</u></b></p> <p>Additional TA support (pms)</p> <p><b><u>£4,132</u></b> (33%)</p> <p><b><u>Total :</u></b> <b><u>£4,782</u></b></p>	<p>EYFS profile 2018 only 25% of PP pupils achieved GLD.</p>			



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	<p>To diminish the difference between PPG attainment in reading, writing and <b>maths</b> compared to peers nationally</p>	<p>White Rose Jigsaw Training to be trialled in Spring Term completed over the course of the year to develop fluency, reasoning and problem solving skills alongside concrete and pictorial methods</p> <p>Assessment procedures to be implemented in school to allow accurate tracking</p> <p>Children will receive intervention to develop confidence, skills and application to a wider context</p> <p>To engage with parents through calculation workshops and sharing of school policies</p>		<p>Part time teacher to deliver interventions (pms)</p> <p><u>£1,500</u></p>	<p>Summer 2018 SAT results show that 29% of PPG children achieved RWM combined compared to 67% National other</p>			
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F	Improved attendance for PPG pupils and support for parents	<p>To reward good attendance /punctuality through the school reward system.</p> <p>Effective monitoring of attendance will ensure a swift response and follow-up to absence, Increase parental awareness of need for good attendance and the impact on attainment/achievement.</p> <p>Free breakfast club offered to PP children.</p> <p>PSA to liaise with parents and bring school-refusers in to school.</p>	EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'	<p>Reward 100% attendance &amp; best attending class</p> <p><b><u>£500</u></b></p> <p>Attendance &amp; Inclusion Officer (0.2)</p> <p><b><u>£4695</u></b></p> <p>Annual Safeguarding Training - <b><u>£288</u></b></p> <p>Free breakfast club x5 children - <b><u>£950</u></b></p> <p>PSA costs – see G</p>	End of year data shows that 3.3% of PPG were persistent absentees compared to the national rate of 4%			



G	<p>Children who have social, emotional and mental health issues are able to develop coping strategies for managing their feelings and emotions in school. This will impact positively on their progress</p>	<p>To continue to employ a PSA for an additional 1.5 days per week.</p> <p>To continue to employ a counsellor for 0.5 days per week.</p> <p>To continue to provide 'Listening Matters' for 4 hours per week.</p> <p>To continue to run 'Relax Kids' for one afternoon per week</p> <p>To continue to provide 'Lego Therapy' 2 hours per week.</p>	<p>EEF research states that: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p> <p>Recent evaluations show that SEL interventions have a positive impact on pupils who are low-attaining or disadvantaged.</p>	<p>Support staff for Listening Matters/ Lego Therapy / Relax Kids (£4,667 + 1,166 + 3,184)</p> <p><b><u>£9,017</u></b></p> <p><b>PSA costs : <u>£9,000</u></b></p> <p><b>Counsellor Costs <u>£3,000</u></b></p> <p><b><u>£20,017</u></b></p>				
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H	<p>Children are able to access outdoor learning to engage interest and increase motivation to learn</p> <p>To engage children in learning through a greater use of ICT</p>	<p>To source and purchase iPads to be used by children</p> <p>To source apps and software to address key areas and stimulate learning for children</p>	<p>EEF states 'The use of technology in schools has never been more widespread. It offers new ways to engage pupils and parents.'</p>	<p>iPads <b>£8000</b></p>	
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Budget Summary		
	Desired Outcome	Cost
	Faster rates of progress across Key Stage 2 for the higher-attaining pupils eligible for PP.	
	Oral language skills in EYFS are generally lower for pupils eligible for PPG than other pupils. This slows progress in subsequent years.	
	Children are able to access apps and online learning platforms to engage in their learning and make progress through using a range of mediums	£1,000
<b>Total Budget Spent</b>		



## Governance

### Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Lisa Hunter (Governor) Jennifer Watt (Head Teacher) Pupil Premium Lead

Autumn Term Update:

Spring Term Update:

Summer Term Update: