

Pupil premium strategy statement Thorplands Primary School

1. Summary information					
School	Thorplands Primary School				
Academic Year	18/19	Total PP budget	£137,280	Date of most recent PP Review	12/9/18
Total number of pupils	208	Number of pupils eligible for PP	104	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected standard or above in reading, writing and maths	40%	64%
% achieving expected standard or above in reading	53%	75%
% achieving expected standard or above in writing	63%	78%
% achieving expected standard or above in maths	67%	75%
Reading Progress	-0.6	
Writing Progress	1.8	
Maths Progress	1.3	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	When children enter reception year a significant percentage of children have EYFS baseline scores which are well below national baseline scores, across all areas
B.	Significantly higher % of PP children also identified as having SEND.
C.	A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	NCC Social Care diminishing therefore support has been withdrawn for some families
E.	School serves an area of significant social deprivation.
F.	PP children within the school have lower attendance rates and rates of lateness than non-PP children.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	PP Children to meet their baseline scores across all areas when they enter Reception and leave Reception at age related age expectations.	<ul style="list-style-type: none"> • The majority of children, including PP children, will make accelerated progress and reach age related expectations by the end of Reception year. • School nursery provision successfully track the children's attainment and progress and meet the children's learning needs.
B.	All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.	<ul style="list-style-type: none"> • Evidence that all children have access to quality teaching which is supported, through training, by external specialists. • Evidence of the impact of interventions. (PASS retest, Boxall)
C.	Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through FSW interventions, Early Help, Child in Need, PASS (Pupil Attitudes to School).	<ul style="list-style-type: none"> • Evidence of identification of vulnerable pupils through the use of PASS (Pupil Attitudes to School) and Family Worker Support. • Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment. • Evidence of the impact of interventions. (PASS retest, Boxall)
D.	PP children to improve levels of attendance and punctuality.	<ul style="list-style-type: none"> • Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates' • Evidence of PP children with poor attendance being offered/attending breakfast club. • PP children to be in line with national average for attendance at 97%
E.	Gaps between PP/Non-PP pupils, as evidenced through PIRA, PUMA and PIXL assessments close over the course of the year through quality first teaching and appropriate interventions.	<ul style="list-style-type: none"> • Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. • Evidence that all children have access to quality teaching which is supported, through training, by external specialists.

5. Planned expenditure

Academic year

2018/2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps between PP/Non-PP pupils, as evidenced through PIRA, PUMA and PIXL assessments close over the course of the year through quality first teaching and appropriate interventions.	To use PiXL from Year 1 to Year 6 as an intervention tool to identify gaps within learning.	Identifies gaps and provides materials and training for teachers and TAs to deliver gap interventions.	Tracking checks online/data analysis/ progress measures	HT and AHT	Weekly/half termly
Improve Mathematics outcomes	<ul style="list-style-type: none"> • Maths No problem • Mathletics • Timestables through PIXL 	This allows all children to access mastery mathematics – specifically PP with SEND needs Access for learning for children at home and at school. Parental involvement increase. Improve timetables recall	Monitoring of books/Mathletics tracking/lesson planning/impact on reading data.	AHT and Maths Lead	Weekly/half termly
Improve Reading outcomes	Bug club	This allows specific intervention with individuals and groups to allow them to accelerate their learning. For home and school use.	Monitoring of books/reading records/lesson planning/impact on reading data.	AHT and English Lead	Half termly

Improve communication and language skill for all pupils.	Read write Inc. supporting Year 1 and Year 2 children Speech and Language therapist	This programme has impacted past children positively with their learning outcomes. Tracking children's progress shows that they are making accelerated progress.	Tracking through termly checks/monitoring of teaching and resources	RWI lead/ AHT	Termly
Pupils have access to reading resources	Reading and library books. Kindles Audio devices Learning environment	Pupils have limited access to reading materials at home. Promote reading within school and books as rewards for exceptional work. Increase parental involvement.	Monitoring of books/reading records/lesson planning/impact on reading data.	AHT and English Lead	Ongoing
Total budgeted cost					£41000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to improve levels of attendance and punctuality.	Parent link worker and attendance tracker (SOL Attendance) to ensure targeted pupils are in school. Breakfast club provision	Support for families in attendance, keeping track of attendance and offering places for breakfast club so children are fed and are at school on time. Low attendance affects children's academic achievements.	Regular monitoring Termly visits from SOL Attendance Tracking of children at breakfast club	PLW and HT	ongoing

<p>100% of children have access to support services they need. 100% of staff are trained in safeguarding procedures.</p>	<ul style="list-style-type: none"> • Family Support Worker to enable targeted work to take place for specific pupils and families • Protective behaviours delivery to whole school • Pass (Pupil attitudes to school survey). • Bereavement counselling/drawing and talking • Supervision • Training for DSL and all staff safeguarding 	<p>Employment of Family Support Worker ensures targeted children and families are supported. Parents are offered parenting support (eg 123 magic)</p> <p>Children and parents are aware of how to be safe.</p> <p>Children and parents are fed at home, offer of foodbank vouchers.</p> <p>PASS enables needs to be identified.</p> <p>Early Help Assessments are recognised means of pulling agencies to support families.</p>	<p>PASS survey Weekly FSW meetings Tracking of needs DSL meetings Behaviour log review Regular training for safeguarding</p>	<p>FSW/HT?AH T</p>	<p>Weekly</p>
Total budgeted cost					<p>£75000</p>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils experience active lunchtime provision through a specialist PE teacher facilitating sports clubs and competitions.</p>	<p>Part salary of PE teacher to continue with enhanced lunchtimes.</p>	<p>Pupils benefit from accessing a wide range of activities during the school lunch hour therefore promoting a healthier environment. 60% of pupils to attend an after school club.</p>	<p>Continue to fund a wide variety of activities offered in and after school.</p>	<p>RB/HT</p>	<p>ongoing</p>
<p>Pupil have experiences of a wide range of off-site visits</p>	<p>Ensure children attend off site trips and support with costs so that the children have a broad range of</p>	<p>Pupils have limited or no experience of leaving the local area.</p>	<p>More outdoor visits and cultural experiences to embrace British culture.</p>	<p>HT/AHT</p>	<p>Termly and yearly</p>

	experiences through primary school Hiring of minibus				
Pupils have opportunity to develop skills and interests	Ensure that all children have access to a range of afterschool clubs and experiences to nurture and develop talents. NMPAT/peripatetic Young Voices Afterschool clubs Royal and Dernagte	Pupils experience broad range of activities. This impacts positively on well-being developing self-confidence as well as team work.	Continue to fund a wide variety of activities offered in and after school. Eg music and drama	HT/AHT	Termly and yearly
Total budgeted cost					£26000

