

## Pupil premium strategy statement May 2019 - May 2020

1. Summary information					
School	Thorpe CoE Primary School				
Academic Year	2019-2020	Total PP budget	Budget £47, 000 Received £45,820.	Date of most recent PP Review	April 2019
Total number of pupils	208	Number of pupils eligible for PP	32 +5 chn funding not due until April 2020.	Date for next internal review of this strategy	Nov 2019

2. Current attainment (SATs 2018 based on 6 children)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for PP children</i>
% achieving in reading, writing and maths	33%	70%
% making progress in reading	67%	80%
% making progress in writing	83%	83%
% making progress in maths	67%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers*</b>	
<b>A.</b>	High level of social and emotional needs and SEND within PP population impacting on attainment and progress (35% of PP children are also SEND)
<b>B.</b>	Lack of vocabulary and oral language skills across the school, affecting reading and writing.
<b>C.</b>	Provide wider enrichment opportunities for the children outside of school.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	Attendance rates for children eligible for PP are <b>92.4%</b> (School Attendance Target <b>96%</b> ) This reduces their school hours and causes them to fall behind their peers.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve outcomes for PP children by implementing individualised learning programmes including emotional and social support (Additional support from ELSA)	All pupils eligible for PP will make expected or better progress from starting points and are well supported with their social and emotional needs.
<b>B.</b>	Improve vocabulary and oral language skills in KS1 to support attainment in reading and writing.	All pupils eligible for PP will show increased levels of vocabulary and will make expected or better progress from starting points.
<b>C.</b>	Provide wider enrichment opportunities for the children outside of school.	All pupils to make expected or better progress from starting points with enhanced enrichment opportunities
<b>D.</b>	Increased attendance rates for pupil eligible for PP	Reduce the number of persistent absentees overall with a focus on PP children. Current persistent absence figure is 10% for the whole school. Overall PP attendance improves from <b>92.4 %</b> to <b>96%</b> in line with 'other children'

5. Planned expenditure					
Academic year	2019 - 2020				
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?
<b>A.</b> Improve outcomes for PP children by implementing individualised learning programmes.	Identified PP chn to receive intensive 1:1 support from TA on agreed targets to close the gap. Targets to be shared with parents.  Intervention to also develop secure relationships with school staff to support emotional and social needs.  Establish 3 <sup>rd</sup> Space learning Maths tuition for DP children in years 5 and 6.	Using information from <b>the NFER report 'What are the most effective ways to support disadvantaged pupils achievement?'</b> we want to meet individual learning needs based on the experiences and knowledge of children and their parents.  Progress in Maths for DP children is lower than in reading or writing.	Each half term a PP child will be chosen based on level of need. Assessments from class teacher will inform target setting and these targets will be worked on with TA and CT. Targets shared with parents and then reviewed at the end of the 6 week block to determine impact.  Data review will identify the children who require additional support in Maths. These children will be invited to use 3 <sup>rd</sup> Space learning Maths tuition after school.	<b>LW</b>	<b>Each term with data review and pupil progress meetings.</b>
<b>B. Target 1</b> Improve vocabulary and oral language skills in Reception and Year 1 to improve attainment	<b>Reception</b> Lighting Up Learning Project – improving outcomes in writing for vulnerable children and boys. <b>Year 1 and 2</b> Assessment of children's vocabulary skills. Increase opportunities for talk and use of language. Strategies from Lighting Up Learning Project used in Year 1 & 2.	"Vocabulary at the age of 4 is the best predictor of achievement at the age of 16 out of all measure studied" (Roulstone et al 2011)  <b>Babcock 4S – Raising attainment in Writing.</b> (Stories, vocabulary, modelling talk and play)	Data review – how PP chn made expected attainment and progress?  Book moderation – Does the children's writing reflect an increased use of wider vocabulary choices?  Are the children making expected progress in reading, showing comprehension of new words?	<b>PF</b>  <b>KS1 Team/LW</b>	<b>Each term with data review and pupil progress meetings.</b>  <b>Individual vocabulary assessments reviewed to show progress.</b>
<b>Budgeted cost</b>					£24,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B Target 2</b> Improve vocabulary and oral language skills in Reception and Year 1/2 to support attainment in reading and writing.	To implement a writing strategy across the school to empower teachers to raise attainment in writing	Vocabulary at the age of 4 is the best predictor of achievement at the age of 16 out of all measures studied" (Roulstone et al 2011)  <b>Babcock 4S – Raising attainment in Writing.</b> (Stories, vocabulary, modelling talk and play)	Pupil progress meetings to assess children's progress in writing.  Lesson observations	<b>LW</b>	<b>Each term with data review and pupil progress meetings.</b>  <b>Individual vocabulary assessments reviewed to show progress.</b>
<b>C</b> Provide wider enrichment opportunities for the children outside of school.	Liaise with parents and children to ensure all PP children access enrichment opportunities.  Ensure all families are aware funding is available.	Using information from <b>the NFER report 'What are the most effective ways to support disadvantaged pupils achievement?'</b> we want to meet individual learning needs based on the experiences and knowledge of children and their parents.	All PP children will have access to clubs, music lessons and school trips.  Parents will report feeling confident about the school's use of PP expenditure.	<b>LW</b>	<b>Ongoing – monitor PP children's attendance in clubs.</b>
<b>D Target 1</b> Increased attendance rates for pupils eligible for PP	Designated lead for attendance to support parents to get their children to school.	Children need to be in school in order to learn as they are missing vital blocks of understanding.	Letters home, support plans, Early Help Assessments	<b>PF/LW/EWO</b>	<b>Ongoing through careful monitoring of attendance data.</b>
<b>Budgeted cost</b>					£11000
<b>Additional Spending to reduced barriers to learning at our school to support the above Outcomes;</b> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• TRACKS (Year 1 and year 2 Literacy Intervention)</li> <li>• Fresh Start (Year 5 and 6 Literacy Intervention)</li> <li>• Earlybird Places</li> </ul>					
<b>Budgeted cost</b>					£12500
<b>Total budgeted cost</b>					£47,500

## 6. Review of expenditure 2019 - 2020

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>A.</b> Improve outcomes for PP children by implementing individualised learning programmes.</p>	<p>Identified PP chn to receive intensive 1:1 support from TA on agreed targets to close the gap. Targets to be shared with parents.</p> <p>Intervention to also develop secure relationships with school staff to support emotional and social needs.</p> <p>Establish 3<sup>rd</sup> Space learning Maths tuition for DP children in years 5 and 6.</p>	<p>Progress Data for PP children making good or better progress: Reading: 80% Writing:73% Maths: 63%</p>	<p>This approach has worked well and will continue. Progress data shows interventions are working to support children. A greater focus on maths for PP children will be implemented next year.</p>	As budget
<p><b>B.</b> <b>Target 1</b> Improve vocabulary and oral language skills in Reception and Year 1 to improve attainment</p>	<p><b>Reception</b> Lighting Up Learning Project – improving outcomes in writing for vulnerable children and boys. <b>Year 1 and 2</b> Assessment of children's vocabulary skills. Increase opportunities for talk and use of language. Strategies from Lighting Up Learning Project used in Year 1 &amp; 2.</p>	<p>86% of PP children making expected or better progress in reading.</p>	<p>A whole school focus on vocabulary in both English and Maths has been carried out this year and will continue. Pre-teaching and guided reading sessions have focussed on vocabulary and children's ability to use and explain key words.</p> <p>The Lighting Up Learning Project has been completed but Reception continuing with the helicopter stories to increase story telling language in writing and using extensive poetry to develop rich vocabulary.</p>	As budget
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>B</b> <b>Target 2</b> Improve vocabulary and oral language skills in Reception and Year 1/2 to support attainment in reading and writing.</p>	<p>To implement a writing strategy across the school to empower teachers to raise attainment in writing</p>	<p>86% of PP children making expected or better progress in reading.</p>	<p>A whole school focus on vocabulary in both English and Maths has been carried out this year and will continue. Pre-teaching and guided reading sessions have focussed on vocabulary and children's ability to use and explain key words.</p> <p>The Lighting Up Learning Project has been completed but Reception continuing with the helicopter stories to increase story telling language in writing and using extensive poetry to develop rich vocabulary.</p>	As budget

<p><b>C</b> Provide wider enrichment opportunities for the children outside of school.</p>	<p>Liaise with parents and children to ensure all PP children access enrichment opportunities.  Ensure all families are aware funding is available.</p>	<p>Increased numbers of children accessing extracurricular activities. (Yr 4 and Yr 6 residential, music lessons, sports and dance clubs, choir)</p>	<p>Continue to ensure all parents are aware of the funding that is available. Communicate this to parents in September or as children become eligible for funding. Quote from a Thorpe Parent whose child accessed music lessons: <b>‘The opportunity to learn a musical instrument is something that I know will benefit him throughout his life’</b></p>	<p>As budget</p>
<p><b>D</b> <b>Target 1</b> Increased attendance rates for pupils eligible for PP</p>	<p>Designated lead for attendance to support parents to get their children to school.</p>	<p>Monitoring attendance figures and using early help to improve attendance figures for vulnerable families.</p>	<p>Whole school attendance from September 3<sup>rd</sup> 2019 to 20<sup>th</sup> March 2020 = <b>94.79%</b> <b>Pupil Premium attendance for the same period: 93.68%</b>  Whole School and Pupil Premium attendance are comparable but attendance figures remain a whole school target.</p>	<p>As budget</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Earlybird Places</li> <li>• TRACKS (Year 1 and year 2 Literacy Intervention)</li> <li>• Fresh Start (Year 5 and 6 Literacy Intervention)</li> </ul>		<p>ELSA has a profound and long lasting impact on the wellbeing of children in our school and their families. Behaviour, self-confidence and better understanding of and ability to explain emotions are key to the ELSA support given. We have increased the amount of ELSA sessions that can be offered to children. Quote from a Thorpe Parent whose child accessed ELSA. <b>‘ELSA helped my child to overcome their anxiety. They learned how to cope with their feelings and how to talk about them which eventually led them to settle in the school well’</b></p> <p>Early bird places are invaluable for some of our PP families and enable children to come into school having shared a nutritious breakfast. Parents report their children are more ready for school following an Early birds’ session.</p> <p>Progress Data for PP children making good or better progress: Reading: 80% Writing:73%</p> <p>Interventions working well and delivering a good level of progress. In January 2020 the Turnabout Programme was introduced in Yrs 2 - 6, to deliver 1:1 sessions developing auditory and visual memory and processing skills to children with literacy difficulties. This will continue next year and staff in Reception and Year 1 will have training so the intervention can be used through the school.</p>		<p>As budget</p>