



Pupil Premium Strategy Statement

Date of next review; July 2017

Academic Year	2015/16	2016/17 (Estimated)
Pupil Premium Funding (£)	24,992	36,922

The Pupil Premium Grant is allocated to schools by the government to provide funding for the following two of its policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at Thorpe. We recognise that not all children attracting Pupil Premium will need support or are 'disadvantaged' and that not all pupils who are 'disadvantaged' or need support are eligible for Pupil Premium.

At Thorpe our Mission Statement is that "We value and develop all members of our school community, providing excellent opportunities for them to reach their full potential in body, mind and spirit." We work hard to ensure that all children achieve their potential and we review our practises to eliminate barriers to learning and diminish the difference between the attainment of our 'disadvantaged' children and others. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils, and that appropriate provision and or interventions are provided for those who require additional support.

The National Audit Office suggest that the top three barriers to educational achievement are as follows: 1. Parental involvement in pupils' learning. 2. Overall funding levels. 3. Aspiration. In addition to this, we believe our in school barriers, specific to Thorpe, are: Resilience (including learning behaviours), Attendance and the Development of a rich vocabulary.

The attainment of all pupils including Pupil Premium children is measured through careful half termly tracking. Termly Pupil Progress Meetings for individual children ensure that all children are meeting their projected targets – those who are not, are highlighted as requiring specific support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Governor meetings.

Designated staff members in charge: Mrs Helen Southgate, Mrs Carly Orriss and Mrs Jane Ford

Nominated Governors: Mrs Linda Gillham and Mrs Margaret Alderson

Date of next Pupil Premium Strategy Interim Review: 19.12.17, 10.02.17, 28.03.17, 24.05.17, 05.07.17

Date of external review of Pupil Premium: 28.03.17

Impact of Pupil Premium (PP) Spend on 2015/16 attainment							
Key;			Pupils eligible for pupil premium 2016 school		Pupils eligible for pupil premium 2016 national	Pupils not eligible for pupil premium 2016 school %	2016 national %
Improve	Take Action	Good	Attained Expected	Expected Progress			
			*-1	83%	50%	67	74
Met end of Year 2 Expectations in Reading							
			↔	100%	33%	70	65
Met end of Year 2 Expectations in Writing							
			*-1	83%	50%	80	73
Met end of Year 2 Expectations in Maths							

Evaluation of impact of pupil premium spending 2015/16; to diminish the difference between children who are eligible for pupil premium and those who are not eligible for pupil premium: this will lead to more focus on Reading 2016/17 and more focus for Maths 2016/17 (*school comparable with National PP standard for Writing. School required one more PP child to reach expected in Reading and Maths to reach national standard) see table below for additional interventions based on review of PP spending on attainment)

Pupil Premium money is targeted to specific groups. The table below outlines our spending:	
What we use the funding for - Interventions	Desired outcomes
Promote and encourage Resilience:	
Attendance - Incentive programmes to encourage all children to regularly attend school	Children will be in school so they can learn. Children and families will value education and support school and class teachers by regular attendance.
*ELSA – Training, funding and release time for an Emotional Literacy Support Assistance in 2016/17 to support children whose resilience is low.	Children who receive support from ELSA will feel more confident to 'have a go' at their learning and embrace difficult challenges. They will be gain strategies to support them to sort out friendship problems and therefore will be able to concentrate on learning. Learning outcomes for the target children will be better.
Home School Link Worker - The core purpose of the HSLW is to support children through families to remove barriers to learning.	Families are supported with; parenting advice; behaviour of their children; housing or financial issues.
Earlybirds Club from 8am - Support for parents who work or need extra time in the morning.	Attendance increases. Parents are able to attend appointments or work due to their child attending Earlybirds.
After School Sports	Children will take part in team sports or other after school activities to enhance their life chances.
Occupational Therapy delivered by teaching assistants with advice from SCC	Children who find fine or gross motor skill activities difficult will have a programme of support to help them achieve better development.
Food Bank	During the school holidays food bags are offered to those families who receive benefits to help alleviate financial pressures.
Assistance with Educational Trips	Those children who may not be able to take part in important educational trips have the opportunity to do so as a result of this funding.
Support with swimming fees	Ensures that all children are able to take part in swimming lessons.
Developing a rich and varied vocabulary:	
TRACKS - Children follow a specific programme in reading, writing and spelling to enhance their literacy skills. They enjoy the routine of each session and know exactly what they have to do.	Children are supported with reading and writing and improve their attainment across the curriculum. TRACKS also helps with children's self-esteem; especially in their reading and writing.
*Fresh Start - An English intervention for 2016/17 targeted at Junior children, for those that need an extra boost with reading and writing.	Children are supported with reading and writing and improve their attainment across the curriculum. Fresh Start also helps with children's self-esteem; especially in their reading and writing.
North Runnymede Learning Partnership (including drama and training for TA)	Children benefit from the various activities run by NRLP – drama project gives confidence to those children who are shy; training for teaching assistance supports children with various needs.
REMA – Race Equality and Minority Achievement	Children from different ethnic groups will have support from this agency ie Travellers; Romany Gypsy, children with an additional language
Additional support for children in class - To include teaching assistant or class teacher input as necessary for specific booster groups.	All children reach their potential progressing well from their starting point.
1st Class - Small group KS1 'light touch' intervention programme. To help children who have moderate learning difficulties in Maths to make faster progress and catch up with their peers.	Children's maths attainment is improving and they gain more confidence with all aspects of maths in class as a result.
*Success at arithmetic; Calculation for KS2 A maths intervention for 16/17 targeted at Junior children for those needing an extra maths boost	Children are supported with maths to improve their attainment. Success in arithmetic helps with children's self-esteem regarding tackling maths problems.
SNAP – KS1 Maths intervention - The programme consists of daily structured, practical activities that focus on and reinforce key objectives.	Children's attainment in maths is improving as a result of this intervention. Children receive support to close the gaps in their knowledge in maths and allay any misconceptions.

*New for 2016/17 to support areas highlighted from review of Pupil Premium spend on attainment 2015/16

At each review date, the school will collate information regarding the desired outcomes of each intervention, as outlined above, to review the impact of actions taken and plan how the funding will be allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school.

Please note that other funding was also used to support these activities.



Eric Peacock
Chairman of Governors



Helen Southgate
Headteacher