



Pupil Premium Strategy 2020-21

PPG School Context 1920:	
Total Number of Pupils on Roll	537 (including Nursery)
Number of pupils eligible for PPG	118 (22%)
Number of eligible pupil that we have funding for this academic year	95 (18.34%)
PPG funding received per pupil	£1,320
Total PPG Funding	127775
Unspent balance b/f from 19/20 (tbc)	27170
Total PPG Funding 20/21	154945

Identified barriers to educational achievement

Due to COVID-19 pandemic, schools 'closed' on 20th March 2020 and remote learning took place in the summer term. Schools fully opened in September with a focus on a 'catch-up' curriculum. Schools remained open for the autumn term, apart from bubble closures in Y2, Y4 and Y5 due to confirmed cases. In January, schools were partially closed again for all children (apart from critical workers) and reopened on 8th March 2021.

- Parental engagement with school: especially regarding reading at home. A proportion of PP children often fail to have a complete PE kit in school and some parents have raised concerns about providing a complete school uniform.
- Attendance of PP children
- 'Catch-up' curriculum. The curriculum learning gap between disadvantaged pupils and their peers has increased by 46 per cent compared with July 2019. On average, primary teachers estimated their pupils were further behind normal expectations (by three months on average) Sharp, C. (2020). The challenges facing schools and pupils in September 2020 {online}. NFER
- Resilience is a development area and a number of PP children display a need for behaviour support.
- Challenging family circumstances affect a growing proportion of PP children.

Rationale for expenditure

Our strategy at Thorpe focuses on narrowing the gap in attainment between Pupil Premium children and their peers, which we know nationally has grown further during school closures, by using the latest evidence based research on proven strategies. As well as high quality class based teaching to narrow the gaps in attainment, we will also provide targeted small group/1:1 interventions with proven evidence of impact to assist our pupils who need additional support.

Due to the national school closure during the last academic year and the predicted on-going disruption to education accelerated progress is required for all PP children.

A number of PP children have been identified as benefitting from receiving support in developing resilience and self-esteem. Some PP children have been identified as benefitting from additional resources to support their learning. Additionally, funding may be used to support the cost of trips and residential.

Three Key Areas of Spending		
Teaching	Targeted Academic Support	Wider Strategies
Professional Development Support for early career teachers	Structured interventions Small group tuition 1:1 support	Parental support Social, Emotional, Mental Health and Well-being

Key expenditure – how the allocation will be spent

Teaching					
Record of PPG Spending					
Area of Spend	Aim of Spending	Actions	Planned Cost	Monitoring	Impact
Quality Phonics teaching	To ensure 80% of Y1 PP children and 80% of Y2 PP children pass the phonics screening	Release phonics leader during phonics sessions to support and monitor the delivery of phonics.	£5,168	Feedback from phonics lead to improve provision and targeted support after analysis of mock phonics screening	In the autumn term 71% of PP Y2 children passed the phonics screening check. Further assessments have been cancelled due to the on-going pandemic.
Lead Practitioner	To support early career teachers in providing quality first teaching	Half a day release to enable team teaching, coaching and support.	£2,584	Year group monitoring will show improved teaching and learning. End of term data shows good progress being made.	In the autumn term early career teachers were supported to use diagnostic assessments. In the Spring term support was given with planning and teaching strategies. Progress in reading was strong, good in maths and poor in writing which reflected the impact of impact on this subject across school.
NQT support programme	To develop NQT's to ensure good quality teaching is received by all children	Weekly meetings for 3 NQTs and 2 unqualified teachers with their mentors. Appropriate CPD from external providers	£4,306	Class monitoring will show improved teaching and learning. End of term data shows good progress being made.	In the autumn term some classes showed stronger progress, this was due to a number of factors including bubble closures and prior engagement with remote learning. By the end of the year progress had improved with progress in line with partner teachers.

Roots groups	To provide effective differentiated support in core subjects	Support SEN in smaller groups with a focus on stage not age. Smaller teaching groups across Y3-Y5	£7,651	SENCO to monitor progress and impact through summative data and book looks.	Smaller teaching groups across KS2 could not run as usual due to the COVID risk assessment. Children attending roots groups have been taught within their year group and not mixed across KS2. This, alongside school closures, has impacted the progress that is usually associated with roots groups.
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Targeted Academic Support					
Record of PPG Spending					
Area of Spend	Aim of Spending	Actions	Planned Cost	Monitoring	Impact
Assistant Head (Raising Standards)	To ensure accelerated progress is made to narrow the gap in every year group.	Monitor and track the progress and attainment of 'Forever 6' children in the school. Report to governors, parents and staff regularly on the progress of the children and monitor effectiveness of strategies implemented in school. Work with PP Champion to plan intervention across school.	£6,390	Assistant Head to monitor progress in books, TA feedback sheets to ensure appropriate pitch and challenge. Termly data analysis comparing PP children to non PP children and national expectations.	Diagnostic assessments, at the start of the autumn term and end of the spring term, have been used to identify key gaps in learning which then are addressed through whole class teaching and interventions. Progress has been strongest in reading and then maths. Writing progress has been impacted the most.
Pupil Premium children to have additional individual targeted TA support in Year 4 with the PP Champion	To ensure accelerated progress is made to narrow the gap.	Pupil Premium children in Y4 (due to the risk assessment) to receive additional support in Reading, Writing and Maths by Pupil Premium TA. Support/Interventions will be reviewed and planned every half term.	£21,968	Assistant Head to monitor progress in books, TA feedback sheets to ensure appropriate pitch and challenge. Termly data analysis comparing PP children to non PP children and national expectations..	Additional support took place in school when the school was open. Remote learning support was given across school, with the PP Champion delivering a range of academic and pastoral interventions. Progress was strongest in reading and maths.
Pupil Premium children to have additional individual targeted TA support in Year R to Year 6. PP TA	To ensure accelerated progress is made to narrow the gap	Pupil Premium children in Reception to receive additional support in Reading, Writing and Maths by Pupil Premium TA. Support/Interventions will be reviewed and planned every half term.	£9,564	Assistant Head to monitor progress in books, TA feedback sheets to ensure appropriate pitch and challenge. Termly data analysis comparing PP children to non PP children and national expectations..	Additional support for reception children has taken place since September and remotely for key children across school during the partial school closure. PP children's progress was strong in the Autumn term, but the impact of disruption is more noticeable by the end of the year compared to non PP.

Small group teaching for maths in year 6.	All children to reach end of year targets	Children are in smaller groups for maths, 4 times a week, so that they can receive targeted support.	£12,779	Assistant Head to monitor progress in books. Termly data analysis comparing PP children to non PP children and national expectations.	Smaller group teaching in maths took place in Y6 which allowed for specific gaps to be closed, this allowed the children most furthest behind to make strong progress. PP progress was stronger than non PP children.
Small group teaching for Y2	All children to reach end of year targets	Children are in smaller groups for maths, daily, so that they can receive targeted support. PiXL writing interventions.	£9,830	Assistant Head to monitor progress in books. Termly data analysis comparing PP children to non PP children and national expectations.	In the autumn term children were taught in smaller groups which allowed specific gaps to be closed - these were identified in the diagnostic assessments. PP progress was strong and in line with non PP children.
1:1 support for emotional / behavioural needs	Allow children to access learning at the required pace with the aim to be re-integrated with peers.	Organise 1:1 support for key children, liaise with HLTA (TA line-managers) to organise adults. Support needed for 2 children.	£16,325	Pastoral Assistance Head / SEND Leaders to monitor lead, impact and future need.	1:1 support for key children has been provided with a carefully structured curriculum led by the SENCO. Due to SEND / SEMH needs limited re-integration with peers has been possible. One child is temporarily receiving alternative provision and the other child is due to move schools in autumn term 2021.

CPD for PP champion	Improve quality and range of interventions offered to ensure children make accelerated progress	1st class@writing programme to be delivered to Y4	£775	Assistant Head to monitor impact of inte	Dragon Hunters CPD has taken place remotely and intervention planned for the next academic year - this is a delay compared to our scheduled plan due to the partial school closure in the Spring Term.
CPD for early language development	Early Language intervention	Training for Jo Trott and Shabana Mehmood - Eklan training	£765	Assistant Head to monitor impact of interventions.	Training has taken place in the autumn / spring term and the intervention has begun at the end of the spring term. Further CPD for Y1 is planned for the summer term.

Wider Strategies					
Record of PPG Spending					
Area of Spend	Aim of Spending	Actions	Planned Cost	Monitoring	Impact
Assistant Head (Pastoral)	Increased resilience and self-esteem for all PP children, leading to accelerated progress.	Lead and manage interventions led by TA's to support children in reading, writing and maths across school. Update PP lists, liaise with office team and monitor barriers to children learning. Support and monitor daily reading room provision. Support and monitor weekly Homework club	£6390	Assistant Head to monitor incident log, problem boxes and TA's feedback sheets weekly. Focus for Raising Standards meeting – discuss individual PP children's resilience, self-esteem, attainment and progress.	Support meetings took place in the autumn term with all TAs and SEMH training is planned for June 2021. Daily reading room and homework clubs have not taken place due to Covid safety restrictions. Whole school focus on resilience and emotional well-being was key through the summer term and post partial-school lockdown.

Nurture Support	Support children to develop emotional resilience and understanding of themselves, so that they can engage in whole class activities.	SEND TA & Pastoral Support worker to plan and lead nurture activities for key children.	£4,350	Deputy Head to measure impact through Boxall and academic data. Pastoral Assistant Head to meet weekly and support with planning and monitor progress.	1:1 nurture sessions have taken place during the autumn term. Children's SEMH needs have been reviewed following the second partial school closure. Whole school focuses on emotions have taken place. During the summer term pastoral needs of children were reviewed and support / mentoring / therapies were delivered where needed. Additional Needs Standards meetings allowed plans to be made for the next academic year.
School Uniform	PP Children feel proud and part of the school community.	Survey parents to decide where support is needed.	£1,500	Parents to sign a contract agreeing to wash every half-term, return to school and replace any lost items.	School uniform has been purchased for some families and teachers will be asked to identify further families needing support.
Weekly resilience sessions with Pastoral Support Mentor	Children to meet end of year targets and show improved resilience.	Resilience group sessions planned and led by Behaviour Support Mentor to increase children's resilience.	£4,350	Assistant Head to collect and monitor anecdotal evidence and pupil profiles. Termly data analysis comparing PP children to non PP children and national expectations.	The Pastoral Support Mentor has continued to work with children in small groups and 1:1 therapies. This has continued remotely and by visits to school during partial school closure for non-critical worker children. Children who took part in Lego therapy and Drawing and Talking therapy made strong progress (specifically in maths and reading).
Support for trips/residential	N/A	Support towards the cost of trips/residential will be provided for PP children.	£1,000	All PP children to experience trips.	Trips are currently not permitted under current Government guidelines and this is under constant review. Trip did not commence during this academic year.
Breakfast Club for PP children.	Prepare children for learning and enhance social interactions	Support children with reading nights and Homework. Ensure they are ready for learning and receive a nutritional breakfast	£2,934	Liaise with parents, measure impact through anecdotal data.	Breakfast club has remained free for all PP children and still provided during the school closure for any critical workers. During the autumn term, support was giving for reading and again continued from March 21 until the end of the year.

Forest school	Support children's outdoor learning experience - increasing self-esteem and resilience	Forest School Lead to assess what is needed - order Ensure storage is purchased 3 hours a week of HLTA time to plan and lead activities	£2,718	Planning shared with Y4 team and Assistant Head. Ass H to monitor impact through RS meetings.	Forest school restarted in the summer term, with PP children in Y4 developing their social skills and increasing their self-esteem and resilience. Children's progress was shared at end of year RS meetings. Some Y3 children were also involved at the end of the summer term.
Classroom Secrets	To provide improved opportunities for differentiated problem solving and reasoning resulting in improved attainment.	Share resources with staff and agree how to maximise the impact of the resource.	£570	Book looks to ensure resource is used to maximum effect. Termly data analysis by Raising Standards Assistant Head teacher	Key resources have been shared with staff to support with the recovery curriculum. Book looks will begin again in the summer term. Book looks showed good use of classroom secrets resources particularly in maths that strengthened or deepened understanding.
Learning resources to support at home	To improve home-school link	Purchase SATs guides, phonic cards, catch up CPG books for Y1-Y6	£2,000	Phase leaders to monitor homework returns	CPG catch-up books were purchased for all PP children in the autumn term. SATs guides have not been purchased due to their cancellation. During the second school closure (Jan-Mar) seesaw was used for home learning and PP children were supported weekly by the PP team, either by phone or zoom. Parents have commented on the strength of the support given.

Reading books	To improve reading progress and phonics screening attainment	Purchase home reading books that match phonics scheme	£7,200	Phase leader regularly monitoring of home reading progression	Home reading books that match the RWI phonics scheme have been purchased and are used by all children in reception and Y1 and Y2 children still on RWI. Children have made good progress in phonics which is shown in the half-termly assessments and the Y2 check where 80% passed.
You are awesome	Deliver PiXL programme to all Y5 pupils to increase resilience and self-esteem	Purchase copies of books and journals, share resources with teachers and ensure timetable of delivery is in place.	£1,250	PP Leaders to facilitate and monitor. Compare self-assessments from start and end of course to measure impact.	From November to June Self-esteem levels of Y5 PP children overall reduced. However schools had experienced a period of partial school closure due to the Covid pandemic and this would have affected levels of self-esteem and resilience.

Total planned spend	£125,977
Total actual spend	£124,984.97
Actual Carry Forward	£30,030.03

148085

£22,108

How will the school measure the impact of the Pupil Premium?

At Thorpe Primary School, a termly cycle of data collection and the monitoring and tracking of the cohort's attainment and progress, will be used to inform and enable the early identification of need, support and appropriate intervention. Raising standards meetings will take place each term and will include the Assistant Heads, SENCO, teachers and Teas' PP attainment and progress will be compared against the school's non PP attainment and progress and then against National expectations. Each term the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item on the governors' School Effectiveness Committee

Paula Jeremaes Assistant Head (Pastoral), Natalie Oxer Assistant Head (Raising Standards)

Nominated governor: Colin Hammond

Date of next Pupil Premium Strategy Reviews: December 2020 / March 2021 / July 2021