



Pupil Premium Strategy 2019-20

| PPG School | |
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| Total Number of Pupils on Roll | 558 (including Nursery) |
| Number of pupils eligible for PPG | 99 (18%) |
| Number of eligible pupil that we have funding for this academic year | 89 (16%) |
| PPG funding received per pupil | £1,320 |
| Total PPG Funding | £117,480 |

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of PP funding:

- Parental engagement with school: especially regarding reading at home as 49% of PP children are not meeting minimum expectations. A quarter of PP children often fail to have a complete PE kit in school. Some children do not have a complete school uniform.
- Attendance of PP children (94.8%) is slightly below non-PP children (95.48%), but this is below national average.
- Other significant barriers, identified by teachers, are low self-esteem for 54% of children and lack of effort as well as for some children undeveloped social skills, 43%.
- Resilience is a development area for 46% of PP children and there are 33% of PP children who display a need for behaviour support.
- Challenging family circumstances affect a 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 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. Last year we appointed a PP Champion and a PP TA to support across school and deliver the additional support.

As identified in the 2018/19 standards analysis, accelerated progress is required for PP children to narrow the gap to national standards in (1920 cohorts):

- Reading : Y1, Y2, Y4, Y5 and Y6
- Writing : Y1, Y2, Y3 and Y6
- Maths : Y1, Y2, Y4, Y5 and Y6

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 | | |
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| 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 | | | | | |
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| Record of PPG Spending | | | | | |
| Area of Spend | Aim of Spending | Actions | Cost | Monitoring | Impact |
| Raising Standards Meetings – 25% of cover cost | All children to reach end of year targets | PP children discussed individually, data is shared and analysed to target support along with anecdotal evidence. | £800 | Termly data analysis comparing PP children to non PP children and national expectations. Ensure accelerated progress is being made. | |
| PiXL | A strategic approach to identify the needs and closing the gap for key marginal | Subscribe to PiXL, use resources where appropriate, attend conferences, create an action plan. | £3,000 | Led by Assistant Head teacher and monitored by phase leaders and core SLT | |
| CPA approach | To consolidate CPA approach across school | Invest in training and resources across school | £2,000 | Maths leaders to monitor teaching, books and data | |
| Quality Phonics teaching | To ensure 80% of Y1 PP children and 5 Y2 PP children pass the phonics screening | Release phonics leader during phonics sessions to support and monitor the delivery of phonics. | £4,955 | Feedback from phonics lead to improve provision and targeted support after analysis of mock phonics screening | |
| Lead Practitioner | To support early career teachers in providing quality first teaching | Half a day release to enable team teaching, coaching and support. | £2,437 | Year group monitoring will show improved teaching and learning. End of term data shows good progress being made. | |

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| NQT support programme | To develop NQT's to ensure good quality teaching is revived by all children | Weekly meetings with mentors. Appropriate CPD from external providers | £4,000 | Class monitoring will show improved teaching and learning. End of term data shows good progress being made. | |
| 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 | £6,717 | SENCO to monitor progress and impact through summative data and book looks. | |

| Targeted Academic Support | | | | | |
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| Record of PPG Spending | | | | | |
| Area of Spend | Aim of Spending | Actions | 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. | £7,118 | 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. | |

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| Pupil Premium children to have additional individual targeted TA support in Year R to Year 6. PP Champion | At least 80% of Children to meet end of year targets. | Pupil Premium children to receive additional support in Reading, Writing and Maths by Pupil Premium TA. Support/Interventions will be reviewed and planned every half term. | £20,360 | 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.. | |
| Pupil Premium children to have additional individual targeted TA support in Year R to Year 6. PP TA | At least 80% of Children to meet end of year targets. | Pupil Premium children to receive additional support in Reading, Writing and Maths by Pupil Premium TA. Support/Interventions will be reviewed and planned every half term. | £9,088 | 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.. | |
| 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. | £16,431 | Assistant Head to monitor progress in books. Termly data analysis comparing PP children to non PP children and national expectations. | |

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| 1:1 support for emotional / behavioural needs | Allow children to access learning at the required pace - with the aim to be re-intergrated with peers. | Organise 1:1 support for key children, liaise with HLTA (TA line-managers) to organise adults. Support needed for 2 children. | £35,562 | Pastoral Assistance Head / SEND Leaders to monitor lead, impact and future need. | |
| CPD for PP champion and TA | Improve quality and range of interventions offered to ensure children meet aspirational end of year targets | CPD courses that include Lego therapy, Project X | £2,000 | Assistant Head to monitor impact of interventions. | |

| Wider Strategies | | | | | |
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| Record of PPG Spending | | | | | |
| Area of Spend | Aim of Spending | Actions | 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 | £7,118 | 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. | |
| Nurture Hub | 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. | £4,096 | Deputy Head to measure impact through Boxal and academic data. Pastoral Assistant Head to meet weekly and support with planning and monitor progress. | |
| Reading Buddy support – peer training. | To achieve 64%+ reading nights | Year 6 children to support children in Year 4 & Reception with reading. KS2 phase leader to train and support | £309 | Assistant Head fortnightly monitoring of reading nights data and intervene if below minimum expectations. | |
| School Uniform | PP Children feel proud and part of the school community. | Based on 1819 data contact PP parents whose children had to borrow school PE kit on more than 4 occasions – offer these parents a free PE Kit | £310 | Parents to sign a contract agreeing to wash every half-term, return to school and replace any lost items. | |

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| 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. | £1,984 | Assistant Head to collect and monitor anecdotal evidence and pupil profiles. Termly data analysis comparing PP children to non PP children and national expectations. | |
| Support for trips/residential | N/A | Support towards the cost of trips/residential will be provided for PP children. | £3,000 | All PP children to experience trips. | |
| 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 | £3,000 | Liaise with parents, measure impact through anecdotal data. | |
| Boxall Profiling | Improve resilience and emotional well-being of Y5 pupils | Release teachers to complete Boxall Profiles, work to identify common gaps and support with teaching and learning to address these gaps | £1,500 | Led by Assistant Head teacher and monitored by HT | |
| 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 | £1,828 | Planning shared with Y4 team and Assistant Head. Ass H to monitor impact through RS meetings. | |
| Mini yoga | Develop children's resilience and teach the life long skill of well-being | Book CPD for staff and support the use of resources post training. | £1,750 | Measure impact on well-being and observe changes in resilience levels in children. | |

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| 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. | £525 | Book looks to ensure resource is used to maximum effect. Termly data analysis by Raising Standards Assistant Head teacher | |
| Boxercise | Improved resilience and self-esteem | External provider (£25 per hour) for 10 weeks to provide Boxercise / mentoring (2 groups: 8 from Y3/4, 8 from Y5/6) | £875 | Liaise with PE lead and monitor impact through soft data (child and teacher feedback) | |
| Inspirational visitor | Improved aspirations and resilience | Liaise with sports coach and arrange visitors to school from sports community | £250 | Ensure year group advance notices and monitor follow up work in phase meetings | |
| Sports Coach | Improve afternoon concentration and general self-esteem | Sports Coach to run games for years 1,2,3 & 4 (2 days a week for each year group, over 4 days) | £2,000 | Pastoral Assistant Head teacher to monitor engagement of identified children and support. | |
| School dinner | To improve concentration and well-being | Offer free school meals to PP children who are not entitled to FSM in KS2 | £4,000 | Assistant headteachers to monitor the number of children benefiting from this | |
| Learning resources to support at home | To improve home-school link | Purchase SATs guides, phonic cards | £450 | Phase leaders to monitor homework returns | |
| Reading books | To improve reading progress and phonics screening attainment | Purchase home reading books that match phonics scheme | £2,000 | Phase leader regularly monitoring of home reading progression | |
| Family Liaison | Support parents to support children: routines, relationships, routines. | Webster Stratton 1x12 days (2 staff), plus 1:1 support for key families. | £4,006 | Deputy Head teacher to oversee and monitor provision and impact. | |

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| 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. | £720 | PP Leaders to facilitate and monitor. Compare self-assessments from start and end of course to measure impact. | |
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| Total spend | £154,189 |
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Any costings over the grant amount received will be covered by the school.

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

Designated staff member in charge: Paula Jeremaes Assistant Head (Pastoral), Natalie Oxer Assistant Head (Raising Standards)

Nominated governor: Colin Hammond

Date of next Pupil Premium Strategy Reviews: December 2019 / March 2020 / July 2020

