PPG School	
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		
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	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.	See end of year data below
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	See end of year data below
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	See end of year data below
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	No data available due to phonics screening postponement. See data from 20/21
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.	See end of year data below
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.	See end of year data below
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.	See Roots data below

Targeted Academic Support					
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.	See end of year data and intervention below
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..	See intervention data below.
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..	See intervention data below.

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.	See data below
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.	£35,562	Pastoral Assistance Head / SEND Leaders to monitor lead, impact and future need.	Over the course of the year, two children were gradually re-integrated with their peers, with one child not needing this level of support in the next academic year.
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.	Four people were trained in total including the PP champion and TA in Lego therapy.

Wider Strategies					
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.	Due to school closure, the barriers to learning document was not updated to measure impact past March. See intervention data below
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.	All children attending the Nuture Hub were on a reduced Nuture timetable and were beginning to interact successfully with peers. See intervention data below.
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.	48% of PP children achieved more than 64% reading nights.
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.	Children who had previously borrowed PE kits more than 4 times were all given a new kit. School uniform was given to families who requested.

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.	See intervention data below.
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.	A total of £2210.90 was spent on trips for PP children (£1796.90 for day trips and £414 for the Y5 residential).
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.	A total of £1705.47 was spent on Breakfast club provision, this included an initial cost of £628.50 up until November, then £1076.97 after Novemeber as a percentage of wages.
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	This took place in the Autumn term with identified areas to work on. After reviewing the impact vs the cost, we concluded that we will not be continuing with this strategy.
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.	Forest schools took place every week for Y4 at the start of the year and then Y3. See intervention data below
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.	The training took place in the Spring term and was used during lockdown. This will be built upon in the next academic year.

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	See end of year data below. The resources were used to deepen understanding.
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)	See intervention data below. Barriers to learning could not be updated due to school closure.
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	This did not take place due to school closure.

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.	The Sports Coach led the games 4 days a week which were enjoyed by the groups. This led to children leading games for younger children. The barriers to learning document could not be updated due to school closure.
Learning resources to support at home	To improve home-school link	Purchase SATs guides, phonic cards	£450	Phase leaders to monitor homework returns	SATs guides were purchased and word wallets were created for Reception. See end of year data below
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	Resources were purchased. However, these could not be used due to school closure; this will start in 20/21
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.	During the autumn term five PP families participated in the Webster Stratton course. In the spring term another 7 PP families began the WS course, but they did not complete it because of the school closure.
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.	The PiXL programme was delivered and improved attainment was made in Y5. See end of year data below.

Total scheduled spend	£150,189	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

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

ed governor: Colin Hammond

gy Reviews: December 2019 / March 2020 / **July 2020**

Attainment and Progress 2019-20
Pupil Premium

Reading Summary:
Due to COVID-19, this is a difficult year to draw conclusions. Attainment for PP children is strongest in Y3 and Y6 where it was above non PP or in line; attainment for PP children in R, and Y4 is broadly in line, but needs improvement. Outstanding progress was made in Y5 and strong in Y6, although below non PP children. In particular, KS1 PP children are significantly behind their peers: Y2 have narrowed this gap with accelerated progress. The teaching of early reading will be a focus moving into the next academic year alongside catch up programmes.

Writing Summary:
It is challenging to draw conclusions in writing as the children did not have the time to utilise the skills taught and show in a wide range of writing. PP children in Y6 showed good attainment and progress. Progress was also good in Y2 and Y5. However, PP children are performing below non PP children in almost all year groups. Catch up programmes will focus on this area next academic year and a review of writing for PP children.

Reading

Year Group		Expected Standard	Greater Depth	APS	Difference	Progress	Difference
R	PP	43%	7%		0	2.14	-0.57
	Non PP	40%	7%			2.71	
Y1	PP	29%	6%	18.59	-2.51	3.1	-1
	Non PP	66%	25%	21.1		4.1	
Y2	PP	25%	0%	24.17	-1.86	4.8	0.8
	Non PP	53%	15%	26.03		4	
Y3	PP	73%	27%	33.4	0.93	3.75	-0.16
	Non PP	63%	16%	32.47		3.91	
Y4	PP	47%	26%	36.26	-1.46	3.59	-0.53
	Non PP	51%	16%	37.72		4.12	
Y5	PP	55%	9%	41.55	-2.08	6.34	0.94
	Non PP	69%	35%	43.63		5.4	
Y6	PP	86%	43%	52.5	0.93	4.92	-1.1
	Non PP	89%	33%	51.57		6.02	

Reading 2019		
National	Expected	Above
EYFS	77%	19.50%
KS1	76%	25%
KS2	73%	28%

Writing

Year Group		Expected Standard	Greater Depth	APS	Difference	Progress	Difference
R	PP	43%	7%		0	2.5	-0.5
	Non PP	40%	0%			3	
Y1	PP	18%	0%	18.8	-1.6	3.2	-0.6
	Non PP	54%	0%	20.4		3.8	
Y2	PP	33%	0%	24	-2.4	4.7	-0.3
	Non PP	60%	10%	26.4		5	
Y3	PP	47%	13%	31.73	0.37	3.3	0.1
	Non PP	57%	7%	31.36		3.2	
Y4	PP	33%	11%	34.56	-2.03	3.5	-0.4
	Non PP	54%	4%	36.59		3.9	
Y5	PP	36%	0%	40.09	-2.58	4	0
	Non PP	67%	8%	42.67		4	
Y6	PP	79%	14%	51.5	1.85	4.5	-0.4
	Non PP	67%	9%	49.65		4.9	

Writing 2019		
National	Expected	Above
EYFS	72.70%	11.70%
KS1	68%	16%
KS2	76%	24%

Maths Summary:
The CPD investment in maths this year had started to show with good progress made in most areas. Where progress was not as strong, this had been reviewed through the year and support or adaptations had been made which showed promise. PP attainment is outstanding in Y6 and above or in line with non PP in R and Y3; whilst in other year groups it is 20-30% below non PP children. The catch up programme will utilise the speedy intervention strategy.

Maths							
Year Group		Expected Standard	Greater Depth	APS	Difference	Progress	Difference
R	PP	71%	7%		0	3.07	0
	Non PP	72%	2%			3.07	
Y1	PP	41%	0%	19.59	-1.55	3.4	-0.8
	Non PP	68%	12%	21.14		4.2	
Y2	PP	25%	0%	24.67	-1.69	3.8	0.1
	Non PP	58%	17%	26.36		3.7	
Y3	PP	73%	20%	33	0.51	4.17	0.28
	Non PP	63%	13%	32.49		3.89	
Y4	PP	55%	20%	37.4	-2.17	5	-0.2
	Non PP	75%	26%	39.57		5.2	
Y5	PP	45%	27%	43.64	-0.92	4.8	-0.5
	Non PP	67%	46%	44.56		5.3	
Y6	PP	93%	29%	52.57	1.07	4.9	-1.1
	Non PP	83%	24%	51.5		6	

Maths 2019		
National	Expected	Above
EYFS	78.80%	15.70%
KS1	75%	21%
KS2	79%	34%

Pupil Premium Impact 1920

Yr Group	Reading			Writing			Maths		
	Cohort Progress	Intervention	PP Progress	Cohort Progress	Intervention	PP Progress	Cohort Progress	Intervention	PP Progress
R		See data overview. Interventions responded to weekly needs.							
Y1	3.9	P Y1 Drawing & Talking	0	3.7	P Y1 Drawing & Talking	0	4.1	P Y1 Drawing & Talking	0
		P Y1 ELSA	1		P Y1 ELSA	3		P Y1 ELSA	2
		P Y1 Drawing &Talking	5		P Y1 Drawing &Talking	4		P Y1 Drawing &Talking	4
		P Y1 ELSA	2.33		P Y1 ELSA	3.34		P Y1 ELSA	3.34
		PP Y1 ="1:1"	0		PP Y1 Pinny Time	3		PP Y1 ="1:1"	3
		PP Y1 Pinny Time	3		PP Y1 ="1:1"	2		PP Talking Partners	4
		PP Talking Partners	4.34		PP Talking Partners	3.67		P& SEN Nurture	3
		Nurture	1.34		P& SEN Nurture	2.33			
Y2	4.12	P Y2 Drawing & Talking	5	4.98	P Y2 Drawing & Talking	4	3.71	P Y2 Drawing & Talking	4
		P Y2 Drawing &Talking	5		P Y2 Drawing &Talking	4		P Y2 Drawing &Talking	4
		P Y2 ELSA	2.6		P Y2 ELSA	5.4		P Y2 ELSA	3
		P Y2 ELSA	5		P Y2 ELSA	4.66		P Y2 ELSA	3.67
		PP Y2 Non-fiction/AMR	4.4		PP Y2 Vocab group	3.8		PP Y2 Vocab group	4
		PP Y2 Vocab group	4.4						
Y3	3.89	P Drawing & Talking	3	3.17	P Y3 Drawing & Talking	3	3.94	P Y3 Drawing & Talking	2
		P Drawing &Talking	3		P Y Drawing &Talking	2		P Y Drawing &Talking	4
		Roots RWI Pink	2		Roots Language Development	1		PP Y3 Maths	3
		Roots Language Development	1		Roots RWI/AMR	2.34		PP Y3 Boxercise	4
		Roots RWI/AMR	2.67		PP Y3 Boxercise	3.5		PP Y3 Friendship Group	4
		PP Boxercise	3.5		PP Y3 Friendship Group	3.4		PP Y3 Forest school	4.11
		PP Forest school	3.78		PP Y3 Forest school	2.89		Roots Maths Y1	2
		PP AMR	3.17						
		PP Inference	4						
Y4	4.02	P Y4 Lego Therapy	3.75	3.81	P Y4 Lego Therapy	3	5.12	P Y4 Lego Therapy	5.75
		P Y4 Lego Therapy	3.75		P Y4 Lego Therapy	4.25		P Y4 Lego Therapy	4.75
		SEN Spring S&L	3		Roots Language Development	0		Roots Maths Y1	1
		PP Y4 AMR	4.43		SEN S&L	1.14		Roots Maths Y2	5
		PP Y4 Forest School	3.59		PP Y4 Writing	3.58		Roots Maths Y3	6
		Roots Language Development	0		PP Y4 Forest School	3.53		PP Y4 Forest School	5
		Roots RWI/AMR	0						
		Roots DR	7.6						
Y5	5.55	P Y5 Drawing &Talking	1	4	P Y5 Drawing &Talking	3	5.2	P Y5 Drawing &Talking	4
		P Y5 ELSA	8		P Y5 ELSA	3		P Y5 ELSA	4
		P Y5 ELSA	6		P Y5 ELSA	4		P Y5 ELSA	5
		Roots RWI Pink	2		PP Y5 Writing	4		Roots Maths Y2	3.75
		Roots DR	3		PP Y5 Mentoring	4		Roots Maths Y3	5.66
		Roots RWI/AMR	2.5		PP Y5 Mentoring	4		PP Y5 Mentoring	3
		PP Y5 AMR	5.33					PP Y5 Maths	4.75
		PP Y5 Mentoring	6					PP Y5 Mentoring	5
Y6	5.76	PP Y6 Mentoring	5	4.76	PP Y6 Mentoring	1	5.71	Small maths group	6.5
		PP Y6 Mentoring	8		PP Y6 Mentoring	6		PP Y6 Mentoring	8
		P Y6 ELSA	5.5		PP Y6 Writing	4.57		PP Y6 Mentoring	6
		P Y6 ELSA	4		P Y6 ELSA	5.5		P Y6 ELSA	5.25
		P Y6 ELSA	5		P Y6 Drawing &Talking	6		P Y6 Drawing &Talking	7
		Y6 PiXL Reading	5.78		P Y6 ELSA	4		P Y6 ELSA	6
					P Y6 ELSA	6		P Y6 ELSA	6
								Y6 PiXL Maths	6.45