



## Thornley Primary School

### Pupil Premium Strategy Statement 2020– 2021

#### Rationale

At Thornley Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We aim to ensure that the best provision is made for all pupils including those who belong to vulnerable groups. We aim to ensure that the needs of such pupils are accurately assessed and addressed so that their needs can be met in the best possible way. Through this, we aim to overcome barriers to learning, and where necessary accelerate progress to enable pupils who are 'disadvantaged' to achieve similar outcomes to all other pupils right across the school. Our aim is to continue to narrow the attainment gap between those pupils who are entitled to Pupil Premium Grant (PPG) funding and those who are not.

#### Pupil Premium Summary Information 2022 - 21

<b>Total Number of Pupils</b>	162 (Sept 2020)	<b>Number of Pupils Eligible</b>	63	<b>Date of most recent PP review</b>	October 2020
<b>Total Pupil Premium Budget expected</b>	£ 83,160	<b>% of Pupils Eligible</b>	32.7%	<b>Date for next internal review</b>	September 2021

#### Reception – Year 6 Pupil Premium Funding 2020 - 21

Pupils Eligible for PPG Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
63 x 1320 <b>83,160</b>	30x Per Pupil £1,320 <b>£39,600</b>	33 x Per Pupil £1,320 <b>£43,560</b>	2 x Per Pupil £2,300 <b>£4,600</b>	1 x Per Pupil £300 <b>£300</b>



## Disadvantaged Pupil performance overview for last academic year (2019-20)

### EYFS 2019

### EYFS 2020

<b>GLD</b>	60%	6/10 pupils	<b>GLD</b>	75%	9/12 pupils
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### Year 1 Phonic Screening 2019

<b>Pass</b>	33%	2/6 pupils (both SEN)
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\*Based on 2019 data for these groups (2019-20 data not available due to Covid-19)

### Key Stage 1 Data (2019 – 20)

<b>Measure</b>	Expected level	Greater Depth
Reading	50%	13%
Writing	50%	0%
Maths	50%	0%



## Key Stage 2 Data (2019 – 20)

### Disadvantaged pupil progress scores for last academic year (2019-20)

Measure	Score
Reading (2015 -2019)	2.05
Writing	0.88
Maths	3.46

### Disadvantaged Pupil attainment overview for last academic year (2019-20)

Measure	% of pupils	
	Meeting expected standard at KS2	All Subjects
	Reading	88%
	Writing	82%
	Maths	82%
Achieving high standard at KS2	All Subjects	0%
	Reading	12%
	Writing	6%
	Maths	24%



		Barriers to Future Attainment	Desired Outcomes
<b>Internal Barriers</b>	A	Outcomes at Higher Levels / Greater Depth for some pupils in receipt of PPG are not as strong as for other groups particularly in writing at the end of KS2.	Faster rates of progress across Key Stage 2 for the higher-attaining pupils eligible for PP.
	B	Oral language and communication skills in EYFS are generally lower for pupils eligible for PPG than other pupils. This slows progress in subsequent years.	To improve oral language skills in pupils eligible for PPG in EYFS and KS1.
	C	Some pupils who are eligible for PPG are also on SEND register 20 pupils (31%)	To diminish the difference between PPG attainment for SEND pupils in reading, writing and <b>maths</b> and SEND pupils nationally
	D		
	E		

		Barriers to Future Attainment	Desired Outcomes
<b>External Barriers</b>	F	Attendance is lower for some PPG than for other pupils impacting significantly on their progress	Improved attendance for persistent-absentees who are also PPG pupils and support for parents
	G	Emotional wellbeing of a high proportion of PPG children is preventing them from achieving good progress	Children are able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress
	H	A high proportion of PPG children are struggling to engage and maintain focus in lessons without a visual or physical stimulation	Children are able to access 'brain breaks' and outdoor learning to engage interest and increase motivation to learn



**Pupil Premium Planned Expenditure**

Pupil Premium Planned Expenditure							
Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	<p>Faster rates of progress across KS2 for higher -attaining pupils.</p> <p>Intervention strategies for pupils who need more time or more help in their learning.</p> <p>intervention timetable to operate. In Autumn Term for catch-up learning.</p> <p>Small group interventions based on:</p> <ul style="list-style-type: none"> <li>• Spelling &amp; basic skills</li> <li>• Higher-level writing skills</li> <li>• Higher –level Numeracy skills</li> </ul> <p>Purchase of maths (Numicon) equipment and training for staff</p>	<p>Bloom’s Mastery learning suggests that almost all pupils can learn a topic to mastery but some need more help and others need more time.</p>	<p>TA interventions:</p> <p>Cost:</p> <p><b><u>£20,470</u></b></p> <p>Numicon:</p> <p><b>£5,000</b></p>				



	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
B	To improve oral language skills in pupils eligible for PPG in EYFS.	<p>Additional TA (pm sessions) to work with pupils on developing spoken language.</p> <p><i>7 pupils (35%) eligible for PPG in 20-21</i></p> <p>Additional traded time for Speech &amp; Language therapists to carry out assessments.</p>	<p>EEF research says: High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p>	<p>Additional TA support (pms)</p> <p><b><u>£4,046</u></b> (35%)</p> <p><b><u>£1,500</u></b></p> <p><b>Total :</b></p> <p><b><u>£5,546</u></b></p>	<p>EYFS profile 2018 only 25% of PP pupils achieved GLD. 2019 rise to 60%</p> <p>3/12 pupils did not get expected in Speech &amp; Language (25%)</p> <p>2020 – end of year data is 75% (Teacher assessment)</p>			

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C	<p>To diminish the difference between PPG attainment for SEND pupils in reading, writing and <b>maths</b> and SEND pupils nationally</p> <p>PPG Pupils who are also SEND will 'catch up' on missed learning at a faster rate.</p>	<p>Teachers will receive CPD across the year to improve provision for all pupils, including those with SEND.</p> <p>Children will receive excellent QFT and effective interventions to help them learn better</p> <p>Rigorous Assessment procedures to be implemented in school to allow accurate tracking of all pupils</p>	<p>EEF states that PPG spending is effective when used to train staff and improve provision in schools.</p>	<p>Part time teacher to deliver interventions programme in KS1. <b>£3,000</b></p> <p>Staff Training to ensure good quality first teaching and effective planned interventions</p> <p>CPD costs <b>£3,000</b></p> <p>Additional support for pupils with speech &amp; Language difficulties</p> <p>TA interventions 3 x afternoons per week <b>£4,047</b></p>				
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F	Improved attendance for PPG pupils and support for parents	<p>To reward good attendance /punctuality through the school reward system.</p> <p>Effective monitoring of attendance will ensure a swift response and follow -up to absence, Increase parental awareness of need for good attendance and the impact on attainment/achievement.</p> <p>Free breakfast club offered to PP children.</p> <p>PSA to liaise with parents and bring school-refusers in to school.</p>	EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'	<p>Reward 100% attendance &amp; best attending class</p> <p><b><u>£500</u></b></p> <p>Attendance &amp; Inclusion Officer (0.2)</p> <p><b><u>£4695</u></b></p> <p>Annual Safeguarding Training - <b><u>£288</u></b></p> <p>Free breakfast club x5 children - <b><u>£950</u></b></p> <p>PSA costs – see G</p>	End of year data shows that 3.3% of PPG were persistent absentees compared to the national rate of 4%			
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G	<p>Children who have social, emotional and mental health issues are able to develop coping strategies for managing their feelings and emotions in school. This will impact positively on their progress.</p> <p>There will be fewer incidents of challenging behaviour leaving pupils feeling more positive throughout the day. This will impact positively on their progress.</p>	<p>To continue to employ a PSA for an additional 1.5 days per week.</p> <p>To continue to employ a counsellor for 0.5 days per week.</p> <p>To continue to provide 'Listening Matters' for 4 hours per week.</p> <p>To continue to run 'Relax Kids' for one afternoon per week</p> <p>To continue to provide 'Lego Therapy' 2 hours per week.</p>	<p>EEF research states that: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p> <p>Recent evaluations show that SEL interventions have a positive impact on pupils who are low-attaining or disadvantaged.</p>	<p>27 pupils are identified as having social and emotional and / or behavioural problems. Of these 19 are PPG pupils.</p> <p>Support staff for Listening Matters/ Lego Therapy / Relax Kids (£4,667 + 1,166 + 3,184)</p> <p><b><u>£9,017</u></b></p> <p><b>PSA costs : <u>£9,000</u></b> (additional time)</p> <p>Counsellor Costs (1/2 day per week) <b><u>£3,000</u></b></p> <p><b><u>£20,017</u></b></p>				
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<p>H</p>	<p>Children are able to access outdoor learning to engage interest and increase motivation to learn.</p> <p>To engage children in learning through a greater use of ICT</p> <p>To engage children in a range of cross-curricular outdoor activities including gardening; looking after the pond and fish. Purposeful learning will aim to improve standards and achievement for all pupils including PPG pupils.</p>	<p>To source and purchase iPads to be used by children</p> <p>To source apps and software to address key areas and stimulate learning for children</p> <p>To provide outdoor waterproof suits and wellingtons</p> <p>To provide equipment for pupils to use in the school wildlife garden</p> <p>To subscribe to Commando Joe's package for 3 years.</p>	<p><b>EEF states</b> 'The use of technology in schools has never been more widespread. It offers new ways to engage pupils and parents.'</p> <p><b>Academic paper based on Research by Sue Waite (university of Plymouth) says:</b> Many children learn best when they can learn through direct experiences and through physical, fun activities which can take place outside. All children's learning styles need to be addressed including those who don't learn well sat at a table with pencil and paper.</p>	<p>iPads x 15 = <b>£4,500</b></p> <p>Outdoor Equipment for gardening &amp; pond maintenance: <b>£2,000</b></p> <p>Commando Joe Subscription (1 year) <b>£3,000</b></p>	
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Budget Summary		
Desired Outcome		Cost
A	Faster rates of progress across Key Stage 2 for the higher-attaining pupils eligible for PPG	£25,470
B	Oral language and understanding of language will improve in the Early Years so that PPG pupils achieve in line with other pupils nationally.	£5546
C	There will be an improvement in the difference between PPG attainment for SEND pupils in reading, writing and <b>maths</b> and SEND pupils nationally	£10,047
F	Improved attendance for persistent-absentees who are also PPG pupils and support in place for parents	£6433
G	Children are able to develop coping strategies to allow fewer outbursts during lessons impacting positively on their progress	£20,017
H	Children are able to access outdoor learning to engage interest, improve behaviour and increase motivation to learn.	£9500
<b>Total Budget Spent</b>		<b>£77,013</b>



## Governance

### Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Lisa Hunter (Governor) Jennifer Watt (Head Teacher) Pupil Premium Lead

Autumn Term Update:

Spring Term Update:

Summer Term Update: