



Pupil Premium Strategy Statement – Thringstone Primary School

Thringstone Primary School – Pupil Premium Profile – September 2018	
Headteacher	Mrs Ella Roberts
Date	September 2018

1. Summary Information					
School	Thringstone Primary School				
Academic Year	2018-19	Total PP budget (for 18/19 academic year based on January 2018 census)	£60,000 estimate	Date of most recent PP Review	September 2018
Total Number of Pupils	180	Number of pupils eligible for PP (for 18/19 academic year)	41 (23%)	Date for next PP Strategy Review	January 2019

2. Current Attainment (end of 2017-18 academic year)	
<p>At the end of the 2017/18 academic year, 48% (14) of our Year 6 cohort received additional Pupil Premium funding of which 40% (12) were classed as disadvantaged. In the KS2 SATs, 57.1% of those children receiving Pupil Premium achieved at least the expected standard in Reading and 50% in Maths. 71.4% of those children achieved the expected standard in Writing and 33.3% achieved the expected standard in Reading, Writing and Maths combined. 14.3% were assessed at working at greater depth in Writing and 7% in Reading and Maths.</p>	

3. Barriers to future attainment (for pupils eligible for PP)	
A.	Pupil Premium pupils in some cohorts are making less progress in individually identified areas (Reading/Writing/Maths) than non-PP pupils in the same year group
B.	Lack of experiences/language/vocabulary to draw on to broaden their knowledge, especially in writing
C.	Need for more effective support for home learning in basic skills
D.	More able children and those working at Greater Depth need support to adopt a broader outlook and higher aspirations

External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Issues around persistent absenteeism and punctuality for some PP children
F.	Social care and family support workers involved with families

4. Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Narrow progress gaps between PP pupils and no-PP pupils in the year group where individual needs have been identified	Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by the end of the year so that the gaps closes in % of ARE and Greater Depth between PP and non-PP pupils
B.	Writing – the children’s writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to write at length	Gap narrows in % of secure objectives between PP and non-PP. Attainment of expected attainment for PP children is in line with national averages of PP
C.	Parents are more engaged in their children’s learning and supporting effectively at home	Evidence in homework and reading record books of parents more engaged. Increased parent attendance to workshops and parent meetings. Parents report positive experiences

		of working with their children on learning objectives at home
D.	More able pupils' attainment/rate of progress equals that of non-PP MAP group – they reach their potential	Gap narrows in % of secure and working at greater depth objectives between PP and non-PP. Attainment of expected and greater depth attainment for PP and non-PP children is in line with national averages
E.	Absence and punctuality are level with whole school averages for our PP children and cohort as a whole	Improved attendance/punctuality
F.	Family support impacts positively on pupils' character development	Children's attitude to learning, positive thinking, perseverance, resilience and aspiration are evident

5. Planned expenditure

Academic Year	2018-19				
<i>The three headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy and provide targeted support</i>					
i. Quality of teaching for all					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	When will you review implementation
Narrow identified individual progression gaps between PP and non-PP pupils in the same year group in Reading, Writing or Maths	Assessment to analyse gaps from Target Tracker	PP pupils making less progress in individual identified areas – Reading, Writing or Maths	Ensure plans, evaluations and interventions/support meet the needs/gaps of children	English & Maths coordinators/ Intervention Leads	January 2019
Writing – the children’s writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to write at length	We are part of a School Strategic Improvement Fund (SSIF) research project on improving writing – particular focus on PP boys writing	% Gap between PP Boys achieving expected standard and working at Greater Depth than non-PP pupils	Research project involves CPD work with staff, close monitoring of data, networking with cluster schools	Deputy/English coordinator	January 2019
Good and attainment progress for academically more able PP pupils in English and Maths	Assessment to analyse gaps from Target Tracker	Ensuring academically more able PP pupils continue to make good progress from their starting points	Ensure plans and evaluations meet the needs of the pupils and offer consistent challenge opportunities for pupils to demonstrate and develop their knowledge and understanding	English & Maths coordinators	January 2019
Total Budgeted Cost					£13,250

Academic Year	2018-19				
ii. Targeted support					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	When will you review implementation
Narrow identified individual progression gaps between PP and non-PP pupils in the same year group in Reading, Writing or Maths	Weekly small group or 1:1 sessions with Intervention lead or experienced LSA in addition to class lessons Use Write Boost, Talk Boost, 1:1 phonics/non-phonics programme, Spelling, Maths and Science intervention groups	Small group work and 1:1 tuition with high quality feedback, both verbal and written have shown to be effective (EEF Toolkit)	Intervention lead and experienced LSAs deployed specially for these sessions. Impact monitored by English & Maths coordinators Liaison/moderation with Intervention teacher, class teacher	English/Maths coordinators Intervention leads HLTA	January 2019 £8500
	In class use targeted support, collaborative learning and high quality feedback for Reading, Writing or Maths	Collaborative learning and high quality feedback have shown to be effective (EEF Toolkit)	Effective deployment of classroom support staff. Regular in-house CPD for support staff On-going monitoring, moderation, pupil interviews to assess impact	Deputy HLTA	January 2019 £7200
Good progress for academically more able PP pupils in Reading, Writing and Maths	Targeted teacher-led sessions for pupils assessed as higher attaining in KS2 – specific focus on PP pupils	Targeted work and thinking skills/problem solving activities develop reasoning and greater depth skills in core curriculum areas	HLTA time to release staff and Lead On-going monitoring, moderation, pupil interviews to assess impact	ER HLTA	March 2019
Children have the opportunity to extend and reinforce their learning and specific skills	Subscriptions to effective on-line learning programmes- MyMaths, Times Table Rock Stars, Curriculum Visions, Espresso, Discovery	Effective on-line learning supports children in school and at home in practising their basic/key skills.	On-going monitoring, pupil & parent interviews to assess impact There is a lunchtime club available at school for children to use MyMaths and Times Table Rock Stars	ER	March 2019 £6000

			if they have restricted/no internet access at home		
				Total Budgeted Cost	£21,700

Academic Year	2018-19				
iii. Other approaches					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	When will you review implementation
Pupils identified as needing emotional well-being or behaviour support are supported to address their needs and reduce the barriers to learning	Emotional literacy/Nurture/behaviour/ social skills groups and 1:1 work, such as 'Seasons for Growth' and 'Lego' Therapy, led by Pastoral Support workers and experienced LSAs Continued work on a NHS funded project on character development 'Route to Resilience' Develop 'Place2Be' approach to supporting mental health and well-being	Timely and early intervention creates opportunities for social and emotional support, collaborative learning and small group tuition	Route to Resilience and Place2Be projects are whole school approaches and involves CPD for staff, close monitoring of data, networking with cluster schools	AS/LW/HLTA/ER	January 2019 £19,550
Improved self-esteem and fuller engagement in a wider, richer curriculum in and out of school	Music lessons Extra-curricular clubs Memorable experiences Continued work on a NHS funded project on character development 'Route to Resilience'	Being engaged and physically and mentally active encourages children to have good levels of confidence and self-esteem. Participation in artistic, imaginative and creative activities can support improved outcomes in core curriculum subjects	Commitment to Leics Music Service for Vocalease, Ukulele, Djembe and Steel Pans tuition Plans and evaluations of trips and memorable experiences Records of extra-curricular club take-up and attendance Discussions with pupils	ER	March 2019 £5,500
PP pupils have access to educational visits and activities	Funding available for PP pupils who meet the charging criteria to enable participation in educational	Enables all children to be able to participate with their peers in all	Budget allocation following agreed criteria HT and Business Manager to monitor take-up	ER/RG	July 2019 £3,500

	visits and activities such as weekly swimming in KS2	educational visits and activities	Ensure parents are informed of funding available		
PP pupils engage in school life and feel healthy and well during the school day	Funding available for milk, swimming and extra-curricular activities specifically aimed at PP pupils - cooking club, sewing club, Forest Schools, Club Activ8.	Some of our pupils need support to engage with activities that promote health and well-being through collaborative learning	Budget allocation following agreed criteria HT and Business Manager to monitor take-up Ensure parents are informed of funding available	ER/RG	July 2019 £1000
Total Budgeted Cost					£29,550

6. Review of Expenditure – PP Grant received £45,000

Previous Academic Year	2017-18			
i. Quality of teaching for all				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned	Cost
Increase % of PP pupils attain age related expectations in Reading Writing and Maths	Assessment to analyse gaps from Target Tracker	Some year groups only have 2 or 3 PP pupils so carry significant % figures, however we also use evidence from learning walks, books, prior attainment, pupil progress meetings and pupil interviews See attached data for comparative Pupil Premium/Non Pupil Premium	We will continue to use Target Tracker. We have also designed a collaborative guidance with our local primary schools which helps us to focus precisely on needs by understand gap analysis and effective intervention We have improved our ability to clearly identify and monitor vulnerable pupils and dual vulnerabilities	
Increase % of PP pupils attain age related expectations in Reading Writing and Maths	Extra teaching support in KS1 and KS2 to focus specifically on PP in Reading, Writing and Maths to help them attainment age related expectations	Additional support in classes overall worked well as early intervention, effective feedback, scaffolding and modelling were evidenced. Children’s improvements in other areas of the curriculum were transferred to the core subjects Allowed for needs-based intervention through-out the day Benefited all children	This year our support staff timetabling has allowed for additional intervention work in KS1 as we see a greater impact following early identification of support and intervention	£17,000
Through targeted staff CPD, greater understanding of the new curriculum with particular focus on PP pupils and targeted intervention	Use specialist services, training to effectively teach and deliver specialist intervention strategies	Increased confidence in staff providing effective stimulus and identifying when support and target intervention is required	Continue sharing of good practise, opportunities for peer observations and team teaching to further develop staff confidence and effective approaches	£1500
Total Budgeted Cost				£18,500

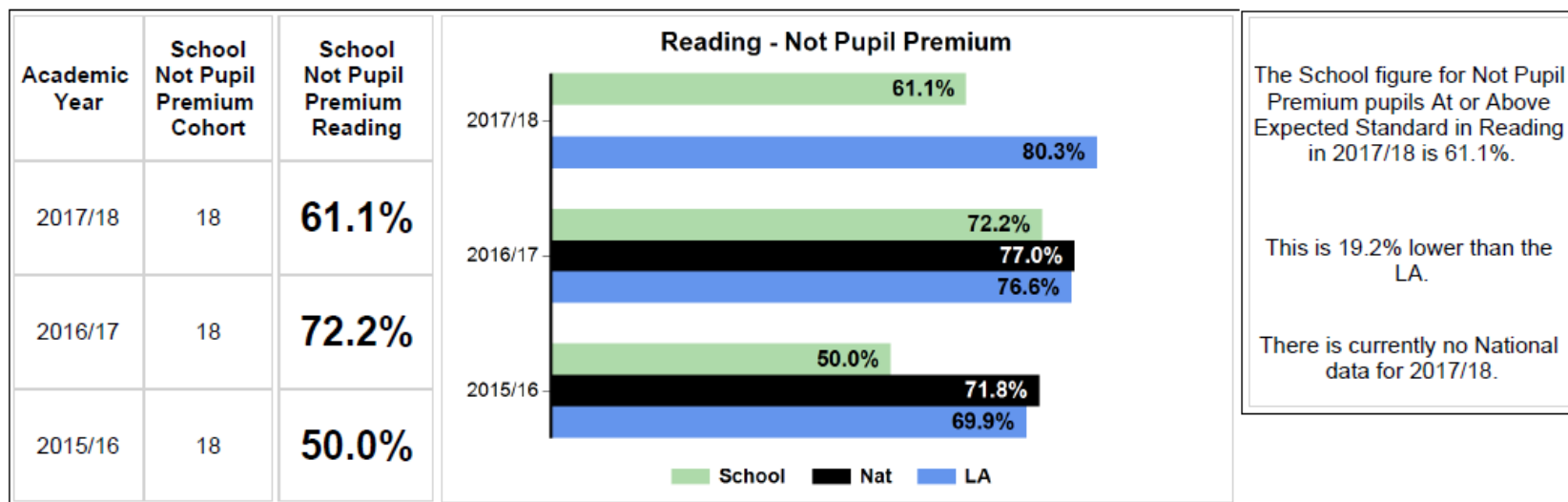
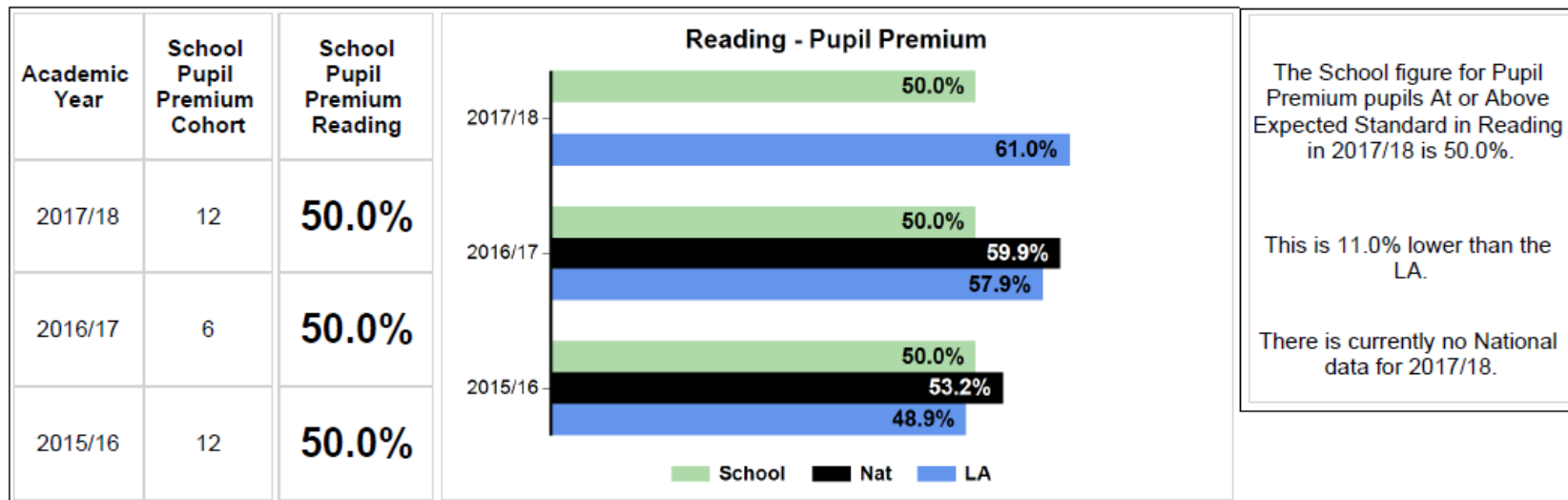
Previous Academic Year	2017-18			
ii. Targeted support				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned	Cost
Use of personalised learning programmes support progress of both SEN PP and non-PP SEN	Purchase curriculum resources recommended by specialists	School have identified that children have very different learning needs that need addressing through specific intervention and resourcing. Children have made good small steps progress	We would like to continue to reshape some of our interventions so they involve less withdrawal from the classroom	£1,500
Narrow the gap between the attainment of more able PP pupils and non-PP pupils	Teacher-led more able groups in KS2	Children had the opportunity to demonstrate and develop their understanding and learning Children were encourage to take a lead in class discussions and projects	Use Target Tracker to identify trajectory of more able pupils over time and break down pupil strengths and abilities extending the opportunities for more pupils rather than take overall approach	£10,000
Resources are used effectively to improve the attainment of more able pupils	Purchase curriculum resources to challenge and further develop more able pupils with a particular focus on PP pupils	Resources enabled pupils to further develop and explore aspects of learning and develop more collaborative learning	We will continue to look for additional resources that have been positively reviewed.	£250
Narrow identified individual progression gaps between PP and non-PP pupils in the same year group in Reading, Writing or Maths	Weekly small group or 1:1 sessions with Intervention teacher or experienced LSA in addition to class lessons Use Write Boost, Talk Boost, 1:1 phonics/non-phonics programme, Spelling, Maths and Science intervention groups	Small group work and 1:1 tuition with high quality feedback, both verbal and written have been shown to be effective	Impact more closely monitored by English & Maths coordinators including liaison and moderation with Intervention teacher and class teacher	
Total Budgeted Cost				£11,750

Previous Academic Year	2017-18			
iii. Other approaches				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned	Cost
Pupils identified as needing emotional well-being or behaviour support are supported to address their needs and reduce the barriers to learning	Emotional literacy/Nurture/behaviour/ social skills groups and 1:1 work, such as 'Seasons for Growth' and 'Lego' Therapy, led by Pastoral Support workers and experienced LSAs	Higher confidence and self-esteem Children work with a trusted adult and staff adapt to their needs	This work will continue but we need to introduce more varied resources and approaches Further develop purpose of groups so they match the needs of the pupils taking part	£4715
Improved self-esteem and fuller engagement in a wider, richer curriculum in and out of school	Music lessons Extra-curricular clubs Memorable experiences	Children were able to access music lessons and develop new skills All children offered extra-curriculum clubs and given a range of experiences both in and out of school	We will continue with this as impact is positive and transferred to other areas of the curriculum. We also want to ensure all PP pupils have access to all opportunities offered	£3640
PP pupils have access to educational visits and activities	Funding available for PP pupils who meet the charging criteria to enable participation in educational visits and activities such as weekly swimming in KS2	PP pupils able to access all visits and activities including weekly swimming in KS2 throughout the year	We will continue as we want to ensure all PP pupils have access to all opportunities offered	£1646
PP pupils engage in school life and feel healthy and well during the school day	Funding available for milk, swimming and extra-curricular activities specifically aimed at PP pupils - cooking club, sewing club, Forest Schools, Club Activ8.	Children are more engaged and confident in school. These activities have a clear impact on personal development, behaviour and welfare	We will continue with this – it also supports our positive engagement with parents	£4816
Total Budgeted Cost				£14817

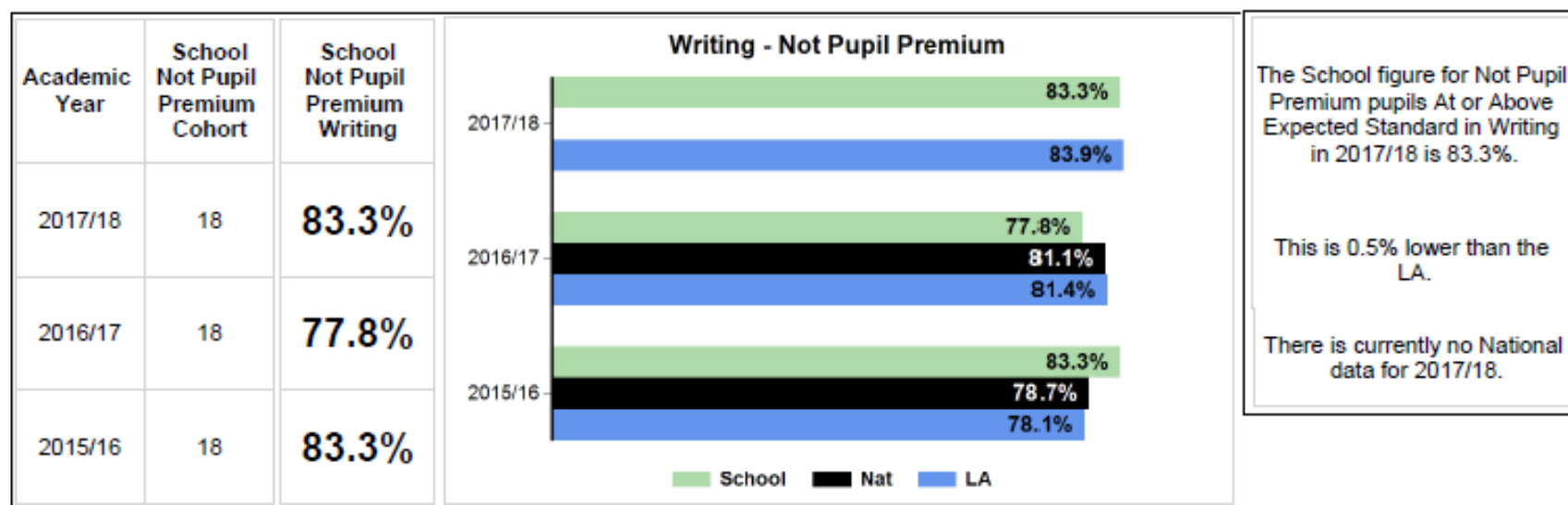
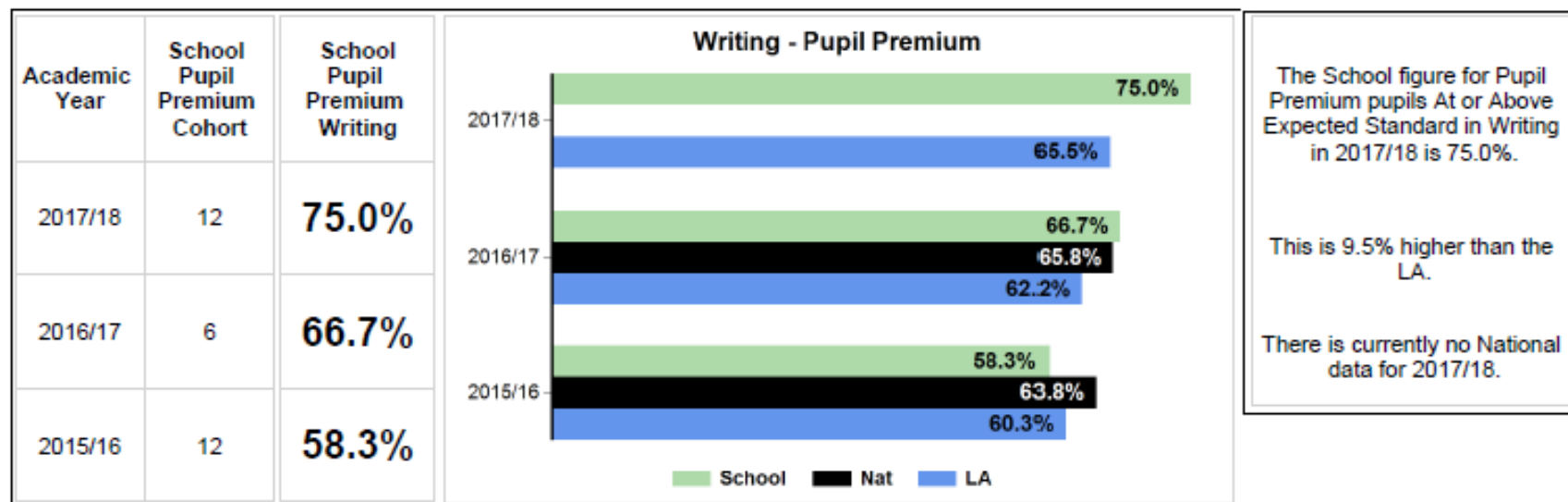
7. Additional information

KS2 2017-18

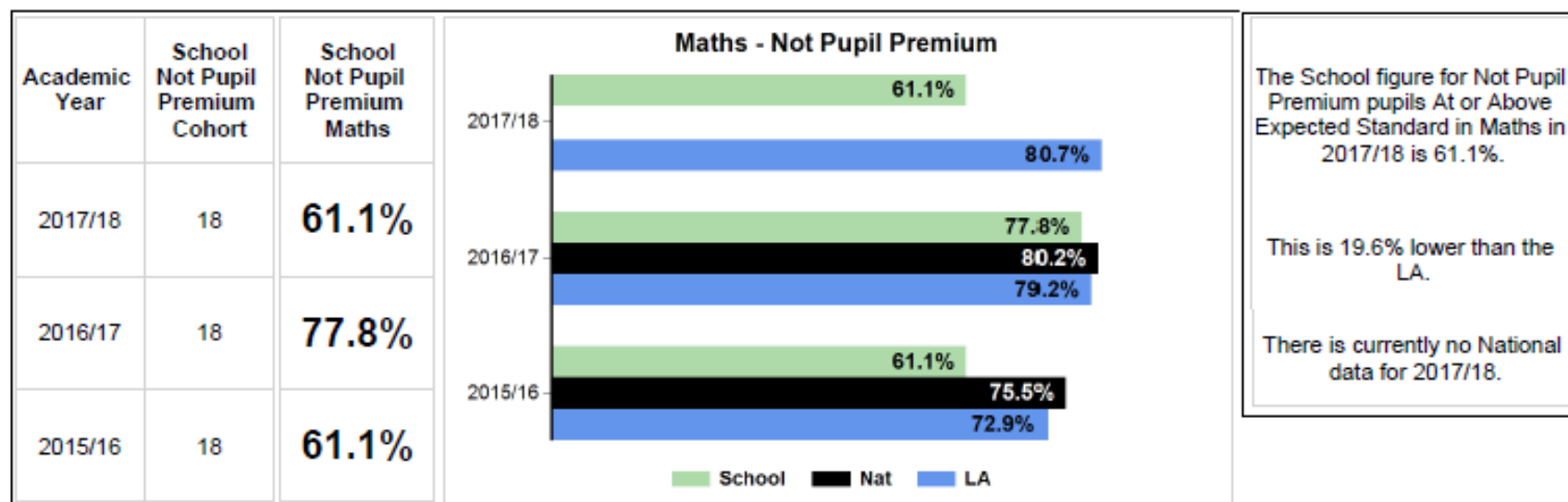
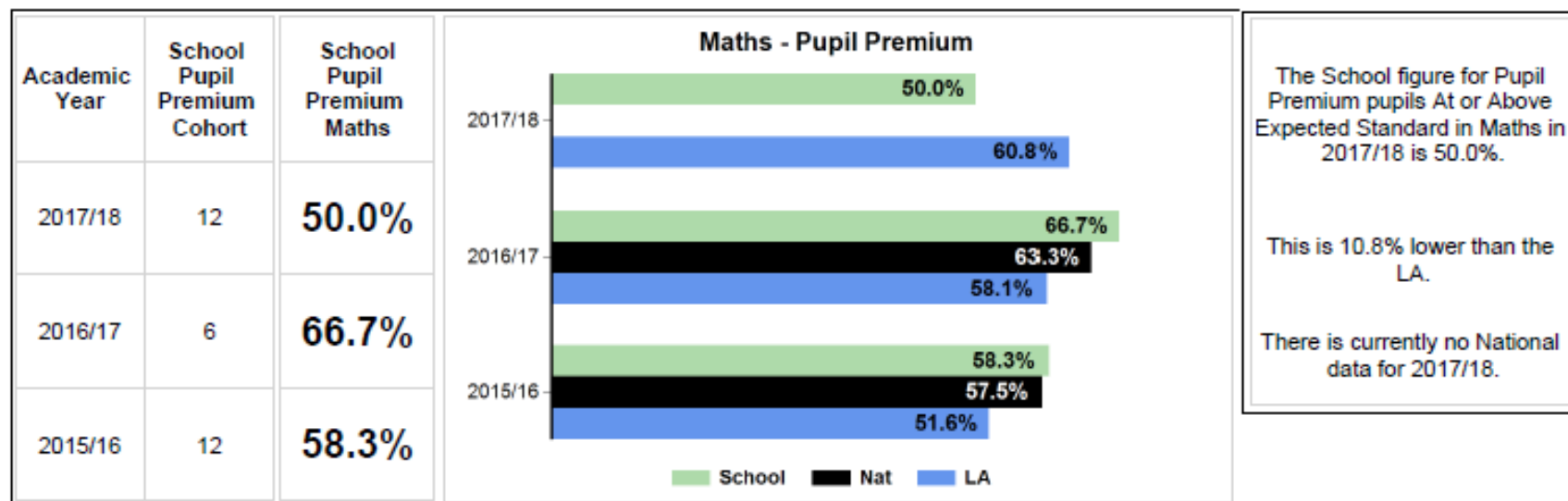
READING TEST - ACHIEVING THE EXPECTED STANDARD PERCENTAGE



WRITING TA - ACHIEVING THE EXPECTED STANDARD PERCENTAGE



MATHS TEST - ACHIEVING THE EXPECTED STANDARD PERCENTAGE



Attainment July 2018 - End of KS1 - Achieving the Expected Standard

Reading					
Academic Year	School's PP Cohort	School's Pupil Premium	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2017/18	3	100%	55.4%		
2016/17	6	66.7%	54.5%	63.2%	79.1%
2015/16	3	100%	53.9%	62.1%	78%

Writing					
Academic Year	School's PP Cohort	School's Pupil Premium	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2017/18	3	100%	46.5%		
2016/17	6	33.3%	44.8%	54.4%	72.2%
2015/16	3	100%	41.5%	52.5%	69.8%

Maths					
Academic Year	School's PP Cohort	School's Pupil Premium	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2017/18	3	100%	56.5%		
2016/17	6	50%	53.3%	62.5%	78.8%
2015/16	3	33.3%	52.6%	60.1%	76.8%

Attainment July 2018 - Other Years - Achieving the Expected Standard

Reading			
Year Group	School's PP Cohort	School's Pupil Premium	School's Non Pupil Premium
Year 1	6	50%	71.4%
Year 3	7	85.7%	85%
Year 4	6	100%	75%
Year 5	9	66.7%	86.7%

Writing			
Year Group	School's PP Cohort	School's Pupil Premium	School's Non Pupil Premium
Year 1	6	50%	71.4%
Year 3	7	57.1%	85%
Year 4	6	100%	54.2%
Year 5	9	66.7%	86.7%

Maths			
Year Group	School's PP Cohort	School's Pupil Premium	School's Non Pupil Premium
Year 1	6	50%	71.4%
Year 3	7	85.7%	90%
Year 4	6	66.7%	58.3%
Year 5	9	66.7%	80%

Reading, Writing, Maths Combined			
Year Group	School's PP Cohort	School's Pupil Premium	School's Non Pupil Premium
Year 1	6	50%	71.4%
Year 3	7	57.1%	75%
Year 4	6	66.7%	54.2%
Year 5	9	55.6%	73.3%