



Pupil Premium Strategy Statement – Thringstone Primary School

**Thringstone Primary School – Pupil Premium Profile – 2020 - 2021**

Headteacher	Mrs Ella Roberts
Date	September 2020

**Summary Information**

School	Thringstone Primary School				
Academic Year	2020-21	Total PP budget (for 20/21 academic year based on January 2020 census)	£55145	Date of most recent PP Review	September 2020
Total Number of Pupils (January 2019)	181	Number of pupils eligible for PP (for 19/20 academic year)	41 (23%)	Date for next PP Strategy Review	September 2021

**Current Attainment (end of 2019-20 academic year)**

Due to COVID-19, all end of key stage assessments, EYFS profile, Year 4 times table check and Year 1/2 phonics screening check were cancelled.

At the end of the 2018/19 academic year, 42% (10) of our Year 6 cohort received additional Pupil Premium funding of which 33% (8) were classed as disadvantaged. In the KS2 SATs, 50% of those children receiving Pupil Premium achieved at least the expected standard in Reading and Writing and 38% in Maths. 75% achieved at least the expected standard in GPS. 38% of those children receiving Pupil Premium achieved the expected standard in Reading, Writing and Maths combined. 13% were assessed at working at greater depth in all subjects including GPS and 13% in RWM combined.

**Pupil Average Scale Scores for 2018-19 (for pupils eligible for PP)**

Subject	Score
Reading	100.1
GPS	101.9
Maths	98.1

**Pupil Progress Scores for 2018-19 (for pupils eligible for PP)**

Subject	Score
Reading	-0.97
Writing	-0.30
Maths	-3.99

**1. Barriers to future attainment (for pupils eligible for PP)**

A.	Standards on entry are significantly below national expectations. 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 reading and writing
C.	Aspirations for the future for some of our disadvantaged families
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

G	Need for more effective support for home learning in basic skills
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<b>2. Outcomes (Desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
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.	Reading and Writing – the children’s reading and writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to read and 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
	To address and support any lost learning experienced by pupils due to school closure during COVID-19	
C.	All children in school have access to a variety of Enrichment opportunities and activities to enhance the curriculum and their learning	Children’s attitude to learning, positive thinking, perseverance, resilience and aspiration are evident
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
G	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

### 3. Planned expenditure

Academic Year	2020-21				
<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>					
<b>i. Quality of teaching for all</b>					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review date
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 and Cornerstone Maestro	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 2021 & termly  <b>£3000</b>
Reading and Writing – the children’s reading and writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to read and write at length	We are part of a Reading Improvement Project (commissioned by the LA) on improving comprehension skills in Reading Invest in CPD/staff training and additional resources.	% Gap between PP pupils achieving expected standard and working at Greater Depth than non-PP pupils	Project involves CPD work with staff, gap tasks, strategy implementation and monitoring, networking with cluster schools	Deputy/English coordinator	January 2021 & termly  <b>£3500</b>
Good attainment and progress for academically more able PP pupils in English and Maths	We are part of a Maths Mastery Project (2 <sup>nd</sup> year of the project) on improving maths mastery across the school. Assessment for learning strategies to analyse strengths, gaps, misconceptions and next steps Invest in CPD/staff training and additional resources Maintain teacher pupil ratio across the school	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 2021 & termly
<b>Total Budgeted Cost</b>					<b>£6,500</b>

Academic Year	2020-21				
<b>ii. Targeted support</b>					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review date
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	March 2021  <b>£9245</b>
	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	March 2021  <b>£9245</b>
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 2021
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 2021  <b>£5000</b>

			if they have restricted/no internet access at home		
				<b>Total Budgeted Cost</b>	<b>£23.400</b>

Academic Year	2020-21				
<b>iii. Other approaches</b>					
Desired Outcome	Chosen Action/Approach	What is the evidence & rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review date
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 ELSA & LSAs Continued work 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 and evaluation of strategies, networking with cluster schools	AS/LW/HLTA/ER	February 2021  <b>£18490</b>
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 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 and Djembe drum tuition Plans and evaluations of trips and memorable experiences Records of extra-curricular club take-up and attendance Discussions with pupils	ER	March 2021  <b>£5,500</b>
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 educational visits and activities	Budget allocation following agreed criteria HT and Business Manager to monitor take-up	ER/RG	July 2021  <b>£3,500</b>

	visits and activities such as weekly swimming in KS2		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 2021  <b>£1000</b>
<b>Total Budgeted Cost</b>					<b>£28490</b>

#### 4. Review of Expenditure – PP Grant received £54680

Previous Academic Year	2019-20		
<b>i. Quality of teaching for all</b>			
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned
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 statements in 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
Through targeted staff CPD, greater understanding of the 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

Previous Academic Year	2019-20		
<b>ii. Targeted support</b>			
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned
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
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 statements in 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
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.
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

Previous Academic Year	2019-20		
<b>iii. Other approaches</b>			
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson learned
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
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
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
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

## 7. Additional information

### Key Stage 2 Reading Tests: Percentage of Pupils Achieving Expected Standard 2018/19

Selection is ...	Disadvantaged				Not Disadvantaged			
	50.0%		-12.1%		68.8%		-9.4%	
	in 2018/19		Below National for 2018/19		in 2018/19		Below National for 2018/19	

### Gaps to National and Cohort size for Thringstone Primary School (8552164)

	Disadvantaged				Not Disadvantaged							
	Cohort	% of Cohort	Selection	Diff to National	National	Cohort	% of Cohort	Selection	Diff to National	National		
	12	40.0%	50.0%	-3.2%	53.2%	18	60.0%	50.0%	-21.8%	71.8%		
	6	25.0%	50.0%	-9.9%	59.9%	18	75.0%	72.2%	-4.8%	77.0%		
	12	40.0%	50.0%	-14.3%	64.3%	18	60.0%	61.1%	-19.1%	80.2%		
	8	33.3%	50.0%	-12.1%	62.1%	16	66.7%	68.8%	-9.4%	78.1%		
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19

### Key Stage 2 Writing Teacher Assessment: Percentage of Pupils Achieving or Exceeding Expected Standard 2018/19

Selection is ...	Disadvantaged				Not Disadvantaged			
	50.0%		-17.7%		87.5%		4.4%	
	in 2018/19		Below National for 2018/19		in 2018/19		Above National for 2018/19	

### Gaps to National and Cohort size for Thringstone Primary School (8552164)

	Disadvantaged				Not Disadvantaged							
	Cohort	% of Cohort	Selection	Diff to National	National	Cohort	% of Cohort	Selection	Diff to National	National		
	12	40.0%	58.3%	-5.5%	63.8%	18	60.0%	83.3%	4.6%	78.7%		
	6	25.0%	66.7%	0.8%	65.8%	18	75.0%	77.8%	-3.3%	81.1%		
	12	40.0%	75.0%	7.6%	67.4%	18	60.0%	83.3%	0.3%	83.1%		
	8	33.3%	50.0%	-17.7%	67.7%	16	66.7%	87.5%	4.4%	83.1%		
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19

## Key Stage 2 Maths Tests: Percentage of Pupils Achieving Expected Standard 2018/19

Selection is ...	Disadvantaged				Not Disadvantaged			
		<b>37.5%</b> in 2018/19		<b>-29.9%</b> Below National for 2018/19		<b>81.3%</b> in 2018/19		<b>-2.4%</b> Below National for 2018/19

### Gaps to National and Cohort size for Thringstone Primary School (8552164)

	Disadvantaged				Not Disadvantaged			
	Cohort	12	6	12	8	18	18	18
% of Cohort	40.0%	25.0%	40.0%	33.3%	60.0%	75.0%	60.0%	66.7%
Selection	<b>58.3%</b>	<b>66.7%</b>	<b>50.0%</b>	<b>37.5%</b>	<b>61.1%</b>	<b>77.8%</b>	<b>61.1%</b>	<b>81.3%</b>
Diff to National	0.8%	3.3%	-13.9%	-29.9%	-14.4%	-2.5%	-19.6%	-2.4%
National	57.5%	63.3%	63.9%	67.4%	75.5%	80.2%	80.7%	83.7%
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19

## Key Stage 2 RWM Tests: Percentage of Pupils Achieving Expected Standard 2018/19

Selection is ...	Disadvantaged				Not Disadvantaged			
		<b>37.5%</b> in 2018/19		<b>-13.8%</b> Below National for 2018/19		<b>62.5%</b> in 2018/19		<b>-8.4%</b> Below National for 2018/19

### Gaps to National and Cohort size for Thringstone Primary School (8552164)

	Disadvantaged				Not Disadvantaged			
	Cohort	12	6	12	8	18	18	18
% of Cohort	40.0%	25.0%	40.0%	33.3%	60.0%	75.0%	60.0%	66.7%
Selection	<b>33.3%</b>	<b>50.0%</b>	<b>33.3%</b>	<b>37.5%</b>	<b>38.9%</b>	<b>61.1%</b>	<b>50.0%</b>	<b>62.5%</b>
Diff to National	-6.0%	2.5%	-17.4%	-13.8%	-21.1%	-6.3%	-20.5%	-8.4%
National	39.3%	47.5%	50.7%	51.3%	60.0%	67.5%	70.5%	70.9%
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19

Attainment July 2019 - End of KS1 - Achieving the Expected Standard

Reading						
Academic Year	School's PP Cohort	School's Pupil Premium	School's Other Pupils	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2018/19	6	33%	80%	56%	62%	79%
2017/18	3	100%	77%	55.4%	63%	79%
2016/17	6	66.7%	91%	54.5%	63.2%	79.1%

Writing						
Academic Year	School's PP Cohort	School's Pupil Premium	School's Other Pupils	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2018/19	6	67%	80%	48%	55%	73%
2017/18	3	100%	73%	46.5%	55%	74%
2016/17	6	33.3%	82%	44.8%	54.4%	72.2%

Maths						
Academic Year	School's PP Cohort	School's Pupil Premium	School's Other Pupils	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2018/19	6	67%	80%	56%	62%	79%
2017/18	3	100%	86%	56.5%	63%	80%
2016/17	6	50%	91%	53.3%	62.5%	78.8%

Reading, Writing & Maths						
Academic Year	School's PP Cohort	School's Pupil Premium	School's Other Pupils	LA's Pupil Premium	Nat. Pupil premium	Nat. Other Pupils
2018/19	6	33%	80%	42%	50%	69%
2017/18	3	100%	73%	55.4%	50%	69%
2016/17	6	66.7%	82%	54.5%	63.2%	79.1%