

# Thurlbear School Pupil Premium Strategy Statement

1. Summary information					
School	Thurlbear Church of England Primary School				
Academic Year	2016/17	Total PP budget	£18940	Date PP Review	31/03/2017
Total number of pupils	211	Number of pupils eligible for PP	18		

	Pupils eligible for PP (your school)
% achieving in reading, writing and maths	38.9%
% making progress in reading	44.4%
% making progress in writing	38.9%
% making progress in maths	66.7%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	A high % of pupils eligible for PP are also on the SEN register
C.	Very few pupils eligible for PP are achieve ARE in all areas especially in foundation stage and key stage 1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	High % of pupil premium children are also experiencing emotional, and social issues

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or closer than in previous years.
B and C	Higher % of pupils eligible for PP achieve ARE Higher rates of progress across KS1 for pupils eligible for PP so they close the gap	Pupils eligible for PP to have focused interventions to ensure they make more rapid progress, and reach ARE by the end of the year. Pupils eligible for PP to have focused interventions to ensure they make more rapid progress and close the gap before entering KS2. Measured in Y1 and 2 by teacher assessments and successful moderation practices with other schools across the TLP

<b>D.</b>	Children eligible for pupil premium to feel more secure and emotionally stable	Children eligible for PP who need support to be part of a social skills group and ELSA intervention. This will enable them to become more stable enabling them to learn and make progress in their learning
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<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Improve oral language skills for pupils eligible for PP in Reception class	Staff training on high quality feedback.  Training for TAs in developing language skills for children who are demonstrating difficulties in this area	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.  We want to invest some of the PP money in longer term change and by training the TAs using our SENCO in this area it will help all pupils with poor language skills. We would also like to start to run talk boost through the school in other classes where it is needed.	Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.  Peer-observation of staff to reflect on good practice and develop skills from each other in this area.	SENCO  SLT	<b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b>
B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE 1 – focus especially in foundation stage and key stage 1	To look at new ideas for targeted interventions led by the new SENCO Claire Sweeney who has come with new, fresh ideas.	We want to ensure that PP pupils can achieve at least ARE in all areas. We want to train a small number of relevant teachers and TAs in new interventions to try with these children which have been proven to be successful in other schools and experienced by the new SENCO. This training would benefit all children on the SEN list or who require specific interventions to catch up the gap.	Course selected using evidence of effectiveness. Use INSET days / training mornings to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).  CPD as required for staff carrying out the interventions	SENCO supported by Maths and Literacy Lead	<b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b>

<p>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE I – focus especially in foundation stage and key stage 1</p>	<p>Consolidate the mastery approach throughout the school by having training sessions and sending staff on any relevant training to help with this approach.</p>	<p>The EEF toolkit states that lower attaining pupils may gain more from a mastery strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap.</p> <p>We want to invest some of the PP money in longer term change and ensure all staff are confident in delivering a mastery curriculum.</p>	<p>Use INSET days / training mornings to deliver training.</p> <p>SLT deliver training to TAs so they know their role in a mastery approach curriculum.</p> <p>Staff who need more support will be sent on relevant training and evaluate this to see it's effectiveness. The result will be staff feeling more confident in the mastery approach</p>	<p>SLT</p>	<p><b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b></p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Improved oral language skills and phonics for PP children in reception and key stage 1</p>	<p>121 and small group provision – Talk boost, targeted phonics intervention</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective. The EEF states Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>Use SENCO who is experienced in talk boost to deliver training – implement intervention through school to all PP children who need it.</p> <p>Organise timetable to ensure staff delivering provision have time to do so.</p>	<p>Reception teacher and key stage 1 teachers</p>	<p><b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b></p>

<p>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE</p>	<p>Targeted 1-1 interventions at least 3x weekly KS1: Max's Marvellous Maths, Breaking Barriers Numicon intervention, Extra phonics, IEP specific targets to work on with some 1-1 support KS2: rapid readers, power of 2, Numicon breaking barriers,</p> <p>Any 1-1 interventions brought in and suggested by the new SENCO Claire Sweeney</p>	<p>Some of the students need targeted support to catch up. These programmes have been independently evaluated and shown to be effective.</p>	<p>Organise timetable to ensure staff delivering provision have time to do so.</p> <p>TA's to carry out some of these interventions paid for by the pupil premium budget.</p> <p>CPD as required for staff carrying out the interventions</p> <p>Consult any local schools which have used the programme to identify any potential barriers to good implementation.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SENCO</p>	<p><b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>D Improve emotional and social stability in children eligible for pupil premium</p>	<p>To run ELSA intervention groups for these children</p> <p>Access to extended school provision.</p>	<p>The EEF states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). It is a proven successful intervention.</p>	<p>Training by the SENCO for staff and in particular the TA who will run the intervention.</p> <p>Peer-observation to ensure it has been embedded and carried out correctly.</p> <p>Monitor whether this shows any improvements in attainment.</p>	<p>SENCO</p>	<p><b>31/03/2017</b> <b>See Section 5 – Review of Expenditure</b></p>

## 5. Review of expenditure 2016/17

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Improve oral language skills for pupils eligible for PP in Reception class	<p>Staff training on high quality feedback.</p> <p>Training for TAs in developing oracy for children who are demonstrating difficulties in this area</p>	<p>Feedback and marking policy has been reviewed/updated and shared with all staff. Importance of feedback has been discussed and training to staff given. TAs more confident and evidence seen in lesson observations. Impact on children has been through self-esteem and understanding how to improve and acting on it. This is having an impact on the progress of learners throughout the school including PP children.</p>	<p>Specific targeting training for TA's throughout the school to continue into 17/18 (eg: effective questioning)</p> <p>SENCo &amp; TA time resource to enable expertise to be cascaded and support to be given to all TAs in this area.</p>	<p>£ 225.00</p> <p>£ 570.00</p>
B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE 1 – focus especially in foundation stage and key stage 1	<p>To look at new ideas for targeted interventions led by the new SENCO Claire Sweeney who has come with new, fresh ideas. – training time</p>	<p>TAs have trained to deliver ILI and have started carrying this out with 2 children in particular who are PP children. Impact of progress of the children is still at an early stage.</p> <p>Pre-assessments have been obtained and the measure of impact will be compared to post-assessment.</p> <p>Assessment resources purchased to help identify barriers to learning. Single word spelling test, Dyslexia Portfolio, BPVS 3, PHAB 2, Sound linkage and Ravens test. These should help identify barriers to learning to sharpen strategies used.</p>	<p>ILI intervention to continue in 17/18 and the programme will be delivered more widely throughout the school to impact on diminishing the gap with more children.</p> <p>Assessments to be carried out with PP children on the SEN register to enable more specific barriers to learning to be identified and SMART targets to be set accordingly to enable children to overcome these.</p>	<p>£3036.00</p> <p>£ 150.00</p>

<p>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE I – focus especially in foundation stage and key stage 1</p>	<p>Consolidate the mastery approach throughout the school by having training sessions and sending staff on any relevant training to help with this approach.</p>	<p>Graduated response within the school has been developed further by the SENCO, with focus on the PP children. Training delivered to teachers by the SENCO in staff meetings. IEP reviews have been focused on ensuring targets are being carried out and accelerated progress been achieved.</p> <p>Staff feel more confident in their understanding of the graduated responses: Wave 1, 2, 3 and deploying their TAs effectively to carry out the relevant intervention programmes. These have included ILI and numicon which through assessments show they are having an impact on the progress made by children.</p>	<p>TAs being used to effectively deliver interventions where there is evidence to show accelerated progress from starting point. This to continue into 17/18.</p> <p>On-going training to be delivered through staff meetings to ensure that staff are confident in supporting PP children who are SEN in the best possible way to ensure 'closing the gaps'. Continue to monitor through PPM and continue in 17/18.</p>	<p>£6,264.00</p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved oral language skills and phonics for PP children in reception and key stage 1</p>	<p>121 and small group provision – Talk boost, targeted phonics intervention – TA time to run these interventions</p>	<p>Talk boost is having a positive impact on the progress of children in Reception class and the programme is going to be rolled out across other classes looking at the 2<sup>nd</sup> stage of the programme.</p> <p>Phonic intervention has been targeted following detailed phonic assessments which have been carried out to show evidence that children in Reception class and Year 1 with PP are closing the gap and their phonic knowledge is improving. This also showing to have an impact on their reading and writing progress which can be evidenced in books.</p>	<p>To be continued in 17/18</p> <p>Directed and targeted phonic intervention to continue in 17/18 because is having direct impact on the progress made by children.</p>	<p>£ 405.00</p>

B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE	1-1 support for interventions though reception, key stage 1 and 2 for all PP children	Individual Literacy intervention – double the rate of progress expected so 6 months progress in 3 months.  Talk boost – double the rate of expected progress in 3 months.  Spelling Detectives – double the rate of expected progress	Monitored by SENCO for delivery of programme and outcomes.	£ 5816.00
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Improve emotional and social stability in children eligible for pupil premium	Provide access to Before School Facilities to ensure pupil ready to learn at the start of the school day.  Parent Family Support Adviser & TA to run social and emotional programme.	Improved transition from home to school setting. Improved concentration & ability to learn.  Specialist support helping pupils gain maximum benefit from education. Children able to talk about their feelings increasing their ability to learn both emotionally and socially. Children now using emotion cards to show how they are feeling resulting in more stability in the child's emotions.	On-going programme of support to continue in 17/18  On-going programme of support to continue in 17/18	£780.00  £1694.00

## 6. Additional detail

The information above has come from looking at the data of achievement for children with pupil premium and the children's individual needs who are eligible for pupil premium.