

## Thurlbear School Pupil Premium Strategy Statement

1. Summary information						
Pupil Premium is additional funding allocated by Central Government to help schools close the attainment gap between children from low income and other disadvantaged families.						
<b>School</b>	Thurlbear Church of England Primary School					
<b>Year</b>	2017/18	<b>Initial PP Allocation</b>	£12,660.00			
		<b>Anticipated Additional PP</b>	£ 7,600.00			
		<b>Total PP Allocation</b>	£20,260.00			
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	18			

	<i>Pupils eligible for PP (your school)</i>
<b>% achieving ARE in reading</b>	44.4%
<b>% achieving ARE in writing</b>	22.2%
<b>% achieving ARE in maths</b>	44.4%
<b>% achieving Greater Depth in reading</b>	0%
<b>% achieving Greater Depth in writing</b>	0%
<b>% achieving Greater Depth in maths</b>	0%
<b>% making progress compared to non PP children with the same starting points in reading</b>	72.2% (5% accelerated progress)
<b>% making progress compared to non PP children with the same starting points in writing</b>	66.7% (11% accelerated progress)
<b>% making progress compared to non PP children with the same starting points in maths</b>	66.7%

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

3. Desired outcomes		
		<i>Success criteria</i>
<b>A.</b>	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>B &amp; C</b>	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	Pupils eligible for PP to have access to specialist support to help them gain maximum benefit from education and make progress in their learning.

4. Planned expenditure					
Year	2017/18				
The headings below demonstrate how we are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Rationale and evidence for this choice	How will we ensure it is implemented well?	Staff lead	Intervention review date
<b>A Improve language skills for pupils eligible for PP in Foundation Stage class</b>	<p>Staff training on high quality feedback.</p> <p>Training for TAs in developing language skills for children who are who are demonstrating difficulties in this area</p>	<p>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.</p> <p>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 will introduce talk boost intervention throughout the school in other classes where it is needed.</p>	<p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.</p> <p>Peer-observation of staff to reflect on good practice and develop skills from each other in this area.</p> <p>Specific targeting training for TA's throughout the school, eg; Effective Questioning.</p> <p>SENCO &amp; TA time resource to enable expertise to be cascaded.</p>	<p>SENCO</p> <p>SLT</p>	<b>Half-termly</b>
<b>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.</b>	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 close or catch up the gap.	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days / training mornings to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>CPD as required for staff carrying out the interventions.</p> <p>TA's who have received</p>	<p>SENCO supported by Maths and Literacy Lead</p> <p>SLT</p>	<b>Half-termly</b>

<p><b>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE.</b></p> <p>Taken out bit about focus just on KS1 is this ok?</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>ILI intervention programme to be delivered throughout the whole school.</p> <p>Allocation of funds to purchase assessment resources.</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 and TAs are being used effectively to show accelerated progress from starting point.</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 pupils to overcome these.</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 additional support to be sent on relevant training and this will be evaluated to see its effectiveness. The result will be staff feeling more confident in the mastery approach.</p>	<p>SLT</p> <p>SENCO</p>	
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<b>ii. Targeted support</b>					
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Desired outcome	Chosen action/approach	Rationale and evidence for this choice	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A. Improved oral language skills and phonics for PP children in Foundation and Key Stage 1.</b></p>	<p>121 and small group provision – Talk boost, targeted phonics intervention</p>	<p>Some of the students need targeted support to catch up and lessen the gap. 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>Foundation teacher and Key Stage 1 teachers</p>	<p><b>Half-termly</b></p>

<p><b>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE.</b></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>Additional 1-1 interventions brought in and suggested by the new SENCO.</p>	<p>Some of the students need targeted support to catch up and lessen the gap. 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>SLT</p>	<p><b>Half-termly</b></p>
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**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>D Improve emotional and social stability in children eligible for PP.</b></p>	<p>To run ELSA intervention groups for these children</p> <p>Access to extended before and after school provision.</p> <p>Specialist TA to run social and emotional programme and support from PFSA.</p> <p>Midday Supervisor Assistant with responsibility</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>Evidence suggests that pupils who have eaten breakfast and had a structured start to the day have improved concentration and ability to learn.</p> <p>Specialist support to help pupils gain maximum benefit from education.</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>Monitor</p>	<p>SENCO</p> <p>SLT</p>	<p><b>Half-termly</b></p>

	for organising activities and encouraging positive play for all children but particularly those PP experiencing social and emotional issues.	Children engaged in positive play during lunchtime resulting in children being ready to learn in the afternoon and less time spent on lunchtime incidents having to be resolved during learning time.			
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<b>5.</b>		<b>6. Review of expenditure 2017/18</b>		
<b>i.</b>		<b>ii. Quality of teaching for all</b>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Ongoing Action Log</b>	<b>Estimated impact: Was the success criteria met? Was there impact on pupils not eligible for PP?</b>	<b>Lessons learned</b>
<b>A Improve language skills for pupils eligible for PP in Foundation Stage class</b>	Staff training on high quality feedback.  Training for TAs in developing oracy for children who are demonstrating difficulties in this area.			

<p><b>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</b></p>	<p>To look at new ideas for targeted interventions led by the new SENCO who has come with new, fresh ideas. – training time</p>			
<p><b>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE.</b></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><b>iii.</b></p>		<p><b>iv. Targeted support</b></p>		
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Ongoing Action Log</b></p>	<p><b>Estimated impact: Was the success criteria met? Was there impact on pupils not eligible for PP?</b></p>	<p><b>Lessons learned</b></p>
<p><b>A. Improved oral language skills and phonics for PP children in Foundation and Key Stage 1</b></p>	<p>121 and small group provision – Talk boost, targeted phonics intervention – TA time to run these interventions</p>			

<b>B and C Improve progress and attainment of PP children who are also on the special needs register so they achieve ARE</b>	1-1 support for interventions though reception, key stage 1 and 2 for all PP children			
<b>v.</b>		<b>vi. Other approaches</b>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Ongoing Action Log</b>	<b>Estimated impact: Was the success criteria met? Was there impact on pupils not eligible for PP?</b>	<b>Lessons learned</b>
<b>D Improve emotional and social stability in children eligible for pupil premium</b>	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.  Additional Midday Supervisor to lead positive play at lunchtimes.			

<b>7. Additional detail</b>	
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.	
<b>Intervention</b>	<b>Cost</b>
Teaching Assistant Provision	£11601.00
Inset Training	£ 2251.00

Midday Supervisor	£ 1092.00
Before School Provision	£ 874.00
Parent and Family Support Adviser (PFSA)	£ 1700.00
Educational Psychologist	£ 711.00
Educational Resources	£ 1400.00
Specialist Training Courses (ELSA, ILI)	£ 500.00
Extra-Curricular Activities	£ 350.00