

Pupil premium strategy statement (primary)

1. Summary information					
School	Thornaby Church of England Primary School				
Academic Year	2018/2019	Total PP budget	£130,180	Date of most recent internal PP Review	27.9.18
Total number of pupils	350	Number of pupils eligible for PP	91	Date for next internal review of this strategy	27.6.19

2. Current attainment			
2017/2018 KS2 Pupil Outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (Your School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	63%	67%	79%
KS2 progress in reading	-2.1	-0.2	0.7
KS2 making progress in writing	2.5	0.1	1.1
KS2 making progress in maths	-0.7	-0.6	1.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Disadvantaged children across school are not making enough progress in writing. Disadvantaged pupils are below their peers in school and also when compared against the outcomes for the national 'other' comparator group. The gap is particularly wide at the end of KS2 high prior attaining pupils. Spelling is an area of difficulty in some areas of school including those know to be eligible for PP funding and is something that will need to be addressed.
B.	Disadvantaged children across school are not making enough progress in reading. Disadvantaged pupil are below their peers and also when compared against national data. The gap is particularly wide at the end of KS2 high prior attaining pupils. Understanding the text that is being read is a fundamental barrier to making good progress for our pupils. Understanding vocabulary within a text is a particular area of difficulty for our pupils. Encouraging and equipping parents to support reading at home is a priority to help bring about rapid improvement. In addition to this, reading regularly is needed to increase our children's fluency and comprehension. Reading is an area of difficulty for many of our children including those know to be eligible for PP funding and is something that will need to be addressed.
C.	Poor speech and language. A high proportion of children our children including those eligible for PP funding begin school with very poor speech and language skills. This is a particular area of difficulty in early years.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Improve attendance and reduce lateness for our children including those eligible for PP funding.

E.	Many of our disadvantaged pupils require significant social and emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve outcomes for disadvantaged children in writing across all year groups and in particular, at statutory assessment.	90% of PP children to make expected progress in writing across all year groups. 30% of PP children to make greater than expected progress in writing across all year groups.
B.	To improve outcomes for disadvantaged children in reading.	90% of PP children to make expected progress in reading across all year groups. 30% of PP children to make greater than expected progress in reading across all year groups. KS2 reading progress to improve from -2.1 to the national expectation of 0.
C.	To improve speech and language skills for disadvantaged children.	An improvement in children's speech and oral language skills. The % of PP children who achieve expected+ for the three language and communication strands to increase. <u>2017/2018</u> Speaking PP end of nursery- 28% and Non-PP- 69% Understanding PP end of nursery- 28% and Non-PP- 82% Listening and understanding PP end of nursery- 28% and Non-PP- 69% For 50% of PP children to achieve the expected standard at the end of nursery in all aspects of communication and language. The gap between PP and Non-PP will narrow and close.
D.	To raise aspirations and improve attitudes to learning.	95% of PP children to 'be green' every day. To 'be green' is part of our school's behaviour scheme. Children stay on green by following the school rules. If a child does not display actions that follow these rules then they will move to amber. If this poor behaviour continues, the child will move to red and go onto time out.
E.	To improve attendance for disadvantaged pupils. To reduce lateness for disadvantaged pupils.	An improvement in attendance for PP children from 94.1% (2017/2018) to 95.1% (2018/2019) with aim of reaching the national expectation (96.1%) by the end of the 2020 academic year.

F.	To develop new and continue current initiatives that have a positive impact on children's well-being	New initiatives to be developed and impact analysed.
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5. Planned expenditure					
Academic year	2018/2019				
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.					
i. Quality of teaching for all					
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?
A/B	Mixed ability teaching	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/ EEF research suggests that the system used previously (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching to ensure all children have the chance to succeed.	SLT to monitor impact and teaching quality.	HT DHT SLT	Half Termly
A/B/C/D/E/F	CPD for all school staff in order to up skill teaching practice.	Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes.	SLT to provide CPD programme to staff in order to maximise the quality of teaching	SLT	Half Termly
A/B/C	Improving language and literacy outcomes for children in EY	https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/?mc_cid=707f93772a&mc_eid=e47141727a	EY Leaders and SLT to monitor impact on literacy outcomes.	JW SC SLT	Termly

B	Teaching Reading Comprehension strategies programme	Reading Comprehension has been an issue for many disadvantaged pupils. This new teaching reading comprehension strategies programme will give teachers the resources they need to ensure the teaching of comprehension skills is of good quality.	SLT to monitor during observations and book scrutiny.	SLT	Half Termly
Total budgeted cost					£10,200
ii. Targeted support					
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?
A	Spelling Intervention Programme	FFT Literacy Spelling intervention programme. This research programme is a FFT Literacy spelling intervention based on helping high ability writers improve their spelling.	Literacy Leader to monitor effectiveness.	KC	Termly
A/B/C/F	The OECD International Early Learning and Child Well-being study	We have been invited to be part of the DfE study looking at the early learning and child well-being.	JW to coordinator and liaise with NCER who are completing the study.	JW	Regular discussions
A/B/C	Staff to provide quality intervention to PP children when required. Staff to receive CPD	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	SLT to analyse progress of PP children.	HT DHT SLT	Half Termly

B	Reading programme	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/abracadabra-abra-pilot/ EEF research shows that this Abracadabra	Literacy Leader to monitor the effectiveness of the reading intervention.	KC	Half Termly
B	Reading Plus	Reading plus has been purchased for Year 5 and 6 children. Also licenses have been purchased for the Greater Depth children in Year 3 and 4.	Literacy Leader and DHT to monitor use and effectiveness of this programme.	KC DHT	Half Termly
B	<p>HLTA deployed from 3 afternoons a week to support children to complete the Lexia intervention programme</p> <p>Level 3 TA deployed 5 afternoons per week to carry out Project X reading intervention.</p> <p>Early morning interventions carried out daily by three level 3 TAs.</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia/ EEF research suggests that this intervention has a +4 months positive impact on improving reading. Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed.	<p>HLTA to regularly monitor the children's progress and speak to each child's teacher to update on progress.</p> <p>SLT to monitor impact.</p>	AW SLT	Half Termly

C	TA deployed 4 full days a week to develop speech and language skills in Early years.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ EEF research suggests that Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. It is suggested that developing oral language skills has a +5 months increase.	SLT to monitor impact on the children's speech and language development.	SLT	Half Termly
Total budgeted cost					£59,815
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?
F	Full time Pastoral Lead employed to spend specific time with PP children who require emotional support.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils.	RP to receive CPD to ensure time spent with children has a positive impact.	RP SLT to monitor	Half Termly
D/F	Pastoral Lead to spend 1 day per week to co-ordinate support for PP children who are showing behaviour attributes that are not conducive to high quality learning.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/ EEF research suggests a gain of 3 months when behavioural support is given to pupils.	Pastoral Lead to conduct behaviour checks regularly. Pastoral Lead to report back to SLT.	RP SLT to monitor	Termly

D/F	PP children to receive discount of trips and residential.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.	SLT to analyse which children have attended	SLT	Termly
A/B/D	PP children to be given copies of KS2 revision guide to use at home.		SLT to analyse data for PP children.	SLT	Half Termly
F	School Counsellor	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils.	DHT to monitor impact to PP children.	DHT	Termly
F	Mental Health Training for the Pastoral Lead.	Pastoral Lead to use the training when talking with the children and parents. The training will enable him to monitor our vulnerable children's mental health.	RP to keep SLT and teachers up-to-date with children within school who have mental health issues.	RP HT	When appropriate
C	Speech and Language Therapist purchased for 1 morning per week to support children with speech and language issues.	Low speech and language for many of our PP children on entry to nursery. Appointment of a Speech and Language Therapist to catch the children early as Speech and Language waiting list is 18 months-two years. School Speech and Language Therapist works with many PP children in Reception and KS1 once referrals have been put in. <i>2016/2017- school data shows that 33.5% left Nursery as expected in the Language and Communication strands but when the cohort left Reception 2017/2018 data shows 84.6% achieved expected in these strands. Increase of 51.1%.</i>	DHT to work with the Speech and Language Therapist to identify children who need support. DHT to liaise and monitor impact of speech and language therapy.	DHT	Weekly/fortnightly

D	PSA deployed for 2 hours per day to monitor attendance.	PSA to ring parents of children who have not arrived from schools. Hold meetings with parents of children who are persistent absentees. Stands on the school gate on a morning to greet parents and children. Attends regular attendance meetings with the attendance committee to write letters to parents whose children have less than 96% attendance.	HT, PSA and attendance team to monitor attendance of PP children.	HT PSA	Four weekly
Total budgeted cost					£53,511
Overall Total					£123,526