

Pupil premium strategy statement

1. Summary information					
School	Thornhill Primary School				
Academic Year	2019-2020	Total PP budget	£78, 355	Date of most recent PP Review	September 2019
Total number of pupils	207	Number of pupils eligible for PP	46	Date for next internal review of this strategy	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	71%	65%
% achieving the higher standard in reading, writing and maths	0%	11%
Reading progress score	1.63	0.3
Writing progress score	3.25	0.3
Maths progress score	2.66	0.3

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.	Based on our most recent End of KS2 assessments, despite making more progress than national non-PP, our own PP children are making less progress in Reading. We are working to develop children's vocabulary, which is a barrier to learning.
B.	PP children's basic skills in reading, writing and in speech, language and communication upon entering the school are lower than our non-PP children (see Baseline assessments). Specifically, issues regarding vocabulary range; perhaps, linked to limited real world experiences.
C.	Social emotional needs. PP children in our school are less ready to learn based on external situations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to close the gap between PP children and other pupils across the school.	-To have a less of a disparity between the average scaled scores and reading ages in our yearly CEM assessments.

		<ul style="list-style-type: none"> -To identify and target specific groups of children to receive intervention and ensure they meet individual targets. -Additional staffing appropriately deployed (Early Years and KS1) -% of PP children achieving expected and higher standard in KS1 and KS2 assessments continues improve.
B.	To have a higher percentage of PP children achieving a higher standard in Reading and Writing at the end of KS2.	<ul style="list-style-type: none"> -Gap between PP and Non-PP to continue to close regarding % who achieve a higher standard in KS2 assessments. -Greater % of PP children achieving a higher standard in Reading and Writing each year in the end of KS2 assessments. -Targeted intervention groups within KS2 for higher ability PP pupils.
C.	Greater proportion of Early Years and KS1 PP children reaching the expected standards across all areas. Improved speech and language skills across EYFS and KS1- leading to an improvement in reading and writing for PP children.	<ul style="list-style-type: none"> -Gaps identified on entry. -Targeted interventions groups for PP children. -To increase number of trips and practical activities to develop their real life experiences and vocabulary range. -To read and listen to more stories throughout the school day. -Percentage of PP pupils reaching expected standards across all subjects in KS1 to increase. -PP pupils to continue to make greater progress in their yearly CEM assessments and close the gap between the Non-PP. -Additional staffing deployed in EYFS and KS1.
D.	Improved attendance and punctuality for PP children.	<ul style="list-style-type: none"> -School attendance rates to exceed that of the national average for primary schools (96%). -Raised awareness of attendance (attendance awards etc.) -Raised community awareness of the impact of low attendance on outcomes for children. -Improved attainment in KS1 and KS2 assessments. -All children attend all trips in every year group. -Increased number of school trips, enrichment visits and extra-curricular activities.
E.	To develop the social and emotional needs of our Pupil Premium children.	<ul style="list-style-type: none"> -Children to become more resilient and to lower anxiety levels. -PP children have equal opportunity to access all trips, visits, extra-curricular activities and enrichment experiences. -Raising aspirations regarding future choices and careers. -To draw upon a variety of strategies and appropriate responses at the appropriate time. -To ensure that disadvantage never impacts on deprivation of opportunity.

5. Planned expenditure					
Academic year	2019-2020				
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 C	Quality first teaching through teaching and feedback, including metacognition and self-regulation by children. Additional group teaching by experienced teachers. CPD for new staff; focusing on teaching English and maths.	Disparity between the progress of PP and Non-PP children in end of KS2 assessments for reading and writing. CEM assessment data and analysis. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as having a low cost and high impact.	All teachers following the school expected practices and procedures. Experienced teachers delivering additional sessions to focus groups. Book scrutiny. Assessments and data analysis (with focus on PP groups).	SLT	Termly review
A B C D	Provide specialist teachers in MFL, PE and music which enables class teachers to take small focused groups, as well as developing transferable cross-curricular skills.	Difference between PP and Non-PP pupils in achieving the higher standard at KS2 assessments. Improve quality first teaching in all subjects. Allows experienced class teachers to give additional support to focused groups across the school (Teaching and Learning Toolkit mentions collaborative learning, one-to-one tuition and outdoor learning as having an impact on learning).	Clear timetable in place to ensure focused groups are allocated experienced teacher to deliver high quality sessions. Timetabled daily P.E. session for every year group and weekly session for MFL and music.	Mrs Green	Annual
E	Provide access to appropriate external agencies and teams to work with children across the school to develop their social and emotional wellbeing. Targeted intervention/ workshops carried out by social, emotional and wellbeing teams.	Analysis of the children shows that a significant barrier to their learning is their social and emotional wellbeing. Children find it difficult to regulate their emotions at stressful times, which has a direct impact on their learning outcomes.	Weekly programmes are set up for targeted classes to work with social, emotional and wellbeing teams. We have a weekly Team Up lesson ran by our trained PE specialist. Weekly interventions include treetops, lego therapy from out trained staff, talk for writing and fun friends. Mental Health support team working within school and carrying out workshops with the particular parents and children. Recording of progress on CPOMS and reviews of support plans.	Mrs Green Miss Overfield	Annual
Total budgeted cost					£41,296

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 B	Provide 1-1 support for reading in school time. Evidence based interventions and focus group teaching.	CEM assessment data: to accelerate the progress of reading ages of children whose reading age are below their chronological age (with a focus on PP groups). Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011). Our Non-PP pupils are making more progress than our PP children based on end of KS2 assessments. Ensuring early intervention is carried out in order to close the gaps before the end of KS2.	Yearly CEM assessments and termly Cornerstones assessment to analyse the impact of the interventions. Focus group feedback during each session. Teaching staff to analyse their data and create focus groups accordingly (with a specific emphasis on PP groups). Quality training for support staff. CPD for teaching staff.	Mr Cluskey	Termly review
A C	Deploy teaching staff to work with targeted children in focus sessions from Reception to Year 6. Support from Teaching Assistants in all KS1 classes.	Quality first teaching (as above). Enables class teacher and teaching staff to work with focused target groups to ensure that all children are accessing the learning objectives for their age and not falling behind. A focus on the development of children's early speech, language and understanding and fine motor control. Work with PP children to ensure they reach the good level of development in reading, writing and mathematics.	Clear time table for staff and interventions. Regular assessment and analysis to ensure progress is being made and groups are targeted accordingly. Assessment- ensuring that the number of PP children reaching the good level of development in the prime areas plus reading and writing and maths exceeds the national average for other children. CPD for teaching staff.	Mrs Green	Annual
E	Social, emotional and wellbeing workshops implemented across the school throughout the year. Half termly Forest Schools. Weekly Team Up session each week carried out by specialist PE teacher. Weekly interventions including Treetops, lego therapy, talk for writing, Fun Friends.	Analysis of the children shows that a significant barrier to their learning is their social and emotional wellbeing. Children find it difficult to regulate their emotions at stressful times, which has a direct impact on their learning outcomes. Half termly Forest Schools session to develop resilience/perseverance skills and to develop their social skills of working effectively within a team.	Clear timetable of interventions and workshops. Updating of CPOMs to monitor progress and alert SLT of potential children who may benefit. Ensure regular monitoring of sessions by staff and also implementing activities into daily routines and practices to further develop their resilience and management of strategies.	Mrs Green	Termly
Total budgeted cost					£22, 202

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?
C D	<p>Enable a wide variety of visits and additional opportunities, including the Year 6 Residential, for children that may not have been previously arranged as cost may have been prohibitive.</p> <p>Explore other opportunities for enrichment for PP children- such as having more visitors in school and giving them real life experiences.</p> <p>Extra-curricular activities.</p>	<p>To broaden children's experiences in education and engage children in their enjoyment of learning through:</p> <ul style="list-style-type: none"> -an educational visit every half term, -an annual visit to the theatre. -termly music concerts provided by professional musicians. -Y6 to experience a residential visit. <p>Children are provided with real life experiences from which to draw language and knowledge and understanding to support their learning.</p> <p>Extra-curricular clubs have been seen to improve children's self-esteem and attainment.</p> <p>It is important that all children have access to every experience in school.</p>	<p>Funding provided where necessary.</p> <p>Timetable for visits for each Year group.</p> <p>Yearly Residential visit (Year 6) and theatre visit (whole school) to be booked.</p> <p>Communication with parents to ensure that they are aware of the opportunities for their children.</p>	Mrs Green	Annual
A B C	<p>Provide booster sessions for Year 6 and use of online learning resources which can be accessed both in and out of school and monitored by staff.</p> <p>Online resources include Bedrock Learning to specifically focus on enhancing the vocabulary of the children.</p>	<p>To work with PP children to ensure all children reach the expected level of development in reading, writing and mathematics.</p> <p>To give quality teaching in small groups and afford PP children with extra time to develop their learning and understanding within a subject.</p> <p>Bedrock learning introduced after analysis showing that vocabulary is a barrier to learning particularly in developing their reading and writing skills.</p> <p>Accelerated reading to develop reading and comprehension skills.</p> <p>Mathletics and Education City are also resources children can access outside of school and within</p>	<p>Groups based on assessments throughout year group.</p> <p>Clear timetable of booster sessions with teaching staff.</p> <p>Content of the sessions to be ascertained from assessments in class and discussion with class teacher to ensure relevant areas are addressed.</p> <p>Monitoring of online resources reviewing the children who access the resources both in and out of school.</p> <p>To set challenges for pupils and rewards for those who complete appropriate tasks set.</p>	Mr Cluskey	Termly review
E	Access to breakfast club/ after school care clubs.	Ensure children are not hungry and are able to learn. It also provides children an opportunity to interact, socialise and play games in a safe environment.	Monitoring and evaluation by staff.	Mrs Green	Termly review.
Total budgeted cost					£14,857

6. Review of expenditure				
Previous Academic Year		2018-2019		
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, B, C, E	Provide specialist teachers in MFL, PE and music which enables class teachers to take small focussed groups.	<p>Based on our termly tracking assessments, it can be seen that the gap between our whole class and PP children is beginning to close year on year, which demonstrates the positive impact this approach has made within school.</p> <p>Furthermore, It has allowed teachers the time to improve the quality of teaching and has allowed them to target our PP children for additional support in maths and English. This has consequently meant that the PP children are making more progress than they otherwise would have without this additional support.</p>	<p>The data from tracking assessments suggests that it has had a positive impact on the PP groups. Therefore, we have decided to carry on with this approach in the forthcoming year to continue to close the gaps. The data also gives an overview of the cohorts where the gap has closed most significantly and the difference between English and Maths. In the coming year we will focus on identifying which PP children in which year groups need specific support with either their maths or English skills.</p> <p>We have also identified that the improvement in our quality first teaching and our implementation of specialist teachers has also positively affected our non-PP children. Therefore, as the data improves for our PP children, similarly it improves for our non-PP children which can continue to show the disparity between their data. Consequently, we will continue to look at targeting specific groups to further accelerate the attainment and progress for our PP children.</p>	Languages: £2,500 Music: £2,500 PE: £8,250
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
A B C	a) Support from teaching assistants in all KS1 classes b) Deploy teaching staff to work with targeted children in focus sessions.	<p>We found that by supporting our KS1 classes with our teaching assistants and deploying our staff to work with them during guided reading sessions to create focus groups every day, this greatly enhanced the progress of our PP children and helped reduce the gap between their data.</p>	<p>We found this to be a highly effective approach as it focused on our EYFS and KS1 to ensure that all gaps in learning were dealt with as early as possible and did not give the children a chance to fall behind by the time they went into KS2. It also meant that our KS1 children were having focused guided comprehension and reading groups on a daily basis with either a teaching assistant or a class teacher (who had been made available by the use of our specialist teachers). Consequently, we will continue to implement this approach in the 2019/2020 academic year to continue to close the gap for our KS1 pupils.</p>	a) £10,000 b)£48,892
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
A B C D	<p>a) Enable a wide variety of visits and additional opportunities, including the Year 6 Residential, for children that may not have been previously arranged, as cost may have been prohibitive.</p> <p>b) Provide booster sessions for Year 6</p>	<p>We found that our PP children often lacked real life experiences in order to develop their knowledge and understanding of the world around them- consequently giving them a more limited vocabulary range which impacts their attainment and progress within school. Therefore, by going on visits and inviting in speakers, it allowed pupils to experience what they were learning. We found this an invaluable tool to support our PP children, as well as our non-PP children, make progress.</p> <p>Based on our KS2 data (as mentioned above) it can be seen that the extra booster sessions had a positive impact on the outcomes for our children. It gave them the extra time to consolidate their learning and apply it with 1-1 support from our teaching staff.</p>	<p>Due to the positive impact that this has had on our children, we will continue to develop this approach in the current academic year. However, to improve this further, we feel that there is an opportunity to go on even more visits and have more links with local business' and groups in order to link learning to a real life context.</p> <p>We have created a yearly timetable of trips that each year group will attend. We feel that our annual trip to the theatre (whole school) and our Residential visit (year 6) is a fantastic experience which helps raise the aspirations, perseverance and develops the attitudes of all those who attend.</p> <p>We also have a 4 year cycle of trips linked with our KS2 history topics where we go to a Roman Fort, York Viking Centre, Beamish and Eden Camp. This ensures that all children in KS2 will eventually go to each of these venues.</p>	<p>a) £5,000</p> <p>b) £2,500</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk