



Thorpedene Primary School

Thorpedene Primary School 3 Year Pupil Premium Strategy plan 2020-2023

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		At Thorpedene Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.	
CURRENT PUPIL INFORMATION 2020/21			
Total number of pupils:	504	Total Pupil Premium budget:	£296,140 plus carry forward of £30,000 £326,140 £40,000 COVID Catch Up Fund (estimated) £396,140
Number of pupils eligible for pupil premium:	204 exc EYFS	Amount of pupil premium received per child:	£1,345

*Awaiting Confirmation



Assessment data

Previous performance of Pupil Premium pupils – end of KS2

	2016	2017	2018	2019
% pupils achieving ARE in Reading	42%	53%	68%	69%
% pupils achieving ARE in Writing	73%	62%	77%	76%
% pupils achieving ARE in Maths	64%	62%	77%	80%

Previous performance of Pupil Premium pupils – end of KS1

	2016	2017	2018	2019
% pupils achieving ARE in Reading	51	60	67	62
% pupils achieving ARE in Writing	46	60	53	59
% pupils achieving ARE in Maths	58	60	67	56

ATTENDANCE DATA

Pupils eligible for PP (July 2020)	All pupils (July 2020)	PP Attendance Data 2018-19	All pupils Attendance Data 2018-19
N/A	N/A	93.9%	94.3%



1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
A	Low starting points on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This leads to lower starting points on the National Curriculum for Reading, Writing and Maths in KS1 and KS 2	
B	Gaps in prior learning due to missed education following the COVID outbreak	
C	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils	
D	Higher percentage of pupils than nationally have a special educational need or disability, including those with behavioural, emotional or social difficulties	
E	Low aspirations and expectations.	
F	Low attendance and punctuality and persistent absenteeism and lateness	
G	High numbers of children and families face challenges with mental health and wellbeing including daily experiences. High numbers of families supported historically or currently by Social Care. Parents need support from school to help them to support their children's learning at home.	
2. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To improve speech and language skills in EYFS and KS1 to further develop literacy and oracy for future learning	Pupils make progress in achieving age related expectations in CLL and PSED
B.	To identify and fill the gaps in prior learning in all year groups. Gaps are identified and targeted through interventions/QFT	Pupils make accelerated progress from their starting points. An increased number of pupils meet age related expectations in R/W/M. Gaps between PP and NPP pupils are reduced over time
C.	To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups	Diminish the difference between PP and NPP pupils in Reading, Writing and Maths in AARE
D.	Pupils with SEND make improved progress from individual starting points linked to their ISP	Individual PP pupils with SEN have made good progress from starting points in line with their ISP targets
E.	Children to have high aspirations and prepare for success for all aspects of their future.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best
F.	Attendance rates for Pupil Premium pupils increase The number of persistent absentees decreases	Pupil Premium pupil attendance improves over the year and the number of lates decreases
G.	Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn Parents work collaboratively with the school	Parental engagement and interactions with school and children are positive Parents have increased knowledge and understanding of supporting children at home. Pupils are motivated and ready to learn



LONG-TERM PLAN (3 YEAR TIMESCALE):

Key Priorities:

1. To identify and fill the gaps in prior learning. Gaps are identified and targeted through Quality First Teaching and bespoke interventions (including COVID Catch Up) (A, B and D)

The Sutton Trust's report (2011) states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.

The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.

2. To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups across the curriculum (C and E)

National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'

The EEF recognise that reading comprehension strategies can improve learning by an additional 5 months across the school year.

3. To raise the attendance of PP pupils in line with school target (F)

Pupil Premium attendance was lower when compared to non-PP pupils. In order to continue to raise the attendance of PP pupils for 2019-20, the Attendance officer will to work closely with targeted families on bespoke packages. Ofsted 2019 identified the positive work and high expectations already in place to improve attendance

**4. Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
Parents work collaboratively with the school (G)**

EEF research evidence suggests parental and community involvement programs are often associated with reported improvements in school ethos or discipline

Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.



PRIORITY 1 – TEACHING/TARGETED ACADEMIC SUPPORT

To identify and fill the gaps in prior learning. (COVID Catch Up Funding)

ALLOCATED FUNDING -£43,100

Objectives	Actions to be taken	Resources needed	Progress indicators	Impact
<p>1. <i>To ensure effective high-quality everyday personalised teaching for all pupils.</i></p>	<p>CPD</p> <ol style="list-style-type: none"> Staff training based on Quality First Teaching (COVID Catch Up) Bespoke CPD Opportunities <p>£7000</p>		<p>Course selected using evidence of effectiveness. Feedback to staff on courses attended to share good practice and new initiatives</p> <p>Use staff meetings to deliver training.</p> <p>Lessons from training embedded in classroom practice</p> <p>Good practice observations within school staff</p>	<p>PP pupils make accelerated progress from their starting points.</p>
<p>Reading</p> <p><i>To raise the attainment in pupils achieving age related expectations in Reading</i></p>	<ol style="list-style-type: none"> To provide training and resources to support comprehension of reading and the teaching of reading Specialist AR teacher to provide high quality intervention for greater depth pupils Dedicated LSA to provide high quality interventions Further develop the Cracking Comprehension resource Training for staff – Closing the Vocabulary Gap Power of Reading Project <p>£6,500</p>	<p>Rapid Phonics Catch Up - £2000 (Pearsons)</p> <p>MyON Online reading books - £3000</p> <p>Reading CPD - £1,500</p>	<p>Termly monitoring of Accelerated Reader data</p> <p>Pupil Voice to monitor engagement in Reading</p> <p>Parent voice through surveys and questionnaires</p> <p>Data analysis showing progress in Reading across the school</p>	



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<p>Writing</p> <p><i>To raise the attainment in pupils achieving age related expectations in Writing</i></p> <p><i>To support the development of writing and enable children to become independent writers.</i></p>	<ol style="list-style-type: none"> 1. Spelling Shed widely used 2. Specific interventions for support staff <p>£3,500</p>	<p>Rapid Writing - £1200</p> <p>Wordblaze KS2 £350 (Rising Stars)</p> <p>Write away together – training and packages £1000</p>	<p>Monitor the quality of teaching writing</p> <p>Writing progress monitored through samples at the beginning and end of the year</p>	
<p>Maths</p> <p><i>To clearly monitor and track progress in Maths from individual starting points</i></p>	<p>STAR Maths Interventions</p> <ol style="list-style-type: none"> 1. Whole school assessment 2. Year 3/5 <p>£600</p>	<p>LSA trained to deliver assessment and activities</p>	<p>Half termly assessments</p> <p>Clear identification of areas to develop for individual pupils</p>	
<p>SEND</p> <p><i>SEND Pupils make progress from their starting points</i></p>	<ol style="list-style-type: none"> 1. Dedicated SENCO 2. SEND Action Plan 3. Bespoke Assessments for referred pupils in school 4. Training programme for all support staff supporting SEND <p>£8,000</p>		<p>Data analysis to show progress from starting points termly</p> <p>Intervention assessment data reviewed half termly</p>	



<p>Pupil Premium Strategy</p> <p><i>To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes.</i></p> <p><i>To track and monitor progress and attainment of PP children across the school.</i></p> <p><i>To ensure strategy report is completed and funding is allocated and spent effectively to ensure progress.</i></p>	<ol style="list-style-type: none"> 1. Pupil Premium Review Days to ensure that early identification for pupils supports their learning and progress 2. Dedicated Pupil Premium Co-Ordinator to oversee the strategy report and review spend and impact. 3. Academy Committee have a dedicated PP link and are proactive in ensuring development and progress of disadvantaged pupils <p>£17,500</p>		<p>PP lead will provide regular reviews to HT and AC on the funding allocation and strategy report</p> <p>PP Lead to attend any relevant updates and training based on the PP funding</p> <p>Staff training to keep abreast of new information</p>	
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PRIORITY 2 - TARGETTED APPROACHES

To raise the percentage of disadvantaged children achieving above age -related expectations in all year groups across the curriculum

ALLOCATED FUNDING - £166,000

Objectives	Actions to be taken	Resources needed	Progress indicators	Impact
<p>Academically More Able</p> <p><i>To raise the attainment in pupils achieving above age related expectations across the curriculum</i></p> <p><i>To provide challenges within learning experiences which enable all children to make progress considering their different starting points</i></p>	<ol style="list-style-type: none"> 1. Additional Maths groups for AMA pupils in Year 2/6 2. Staff training to support the raising of expectations for all pupils 3. Dedicated AMA leader to provide support for staff and projects <p>£2000</p>		<p>Diminish the difference between PP and NPP pupils in Reading, Writing and Maths in ARE and AARE</p> <p>Termly monitoring of Accelerated Reader data</p> <p>Pupil Voice to monitor engagement in Reading</p> <p>Parent voice through surveys and questionnaires</p> <p>Data analysis will show the increased number of pupils achieving above age related expectations</p> <p>Pupil voice on Challenge in the classroom</p>	



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<p>Academically More Able</p> <p><i>To help prepare pupils for deep engagement and response to texts in an engaging way To further develop reading for pleasure, immersing children in quality, demanding and varied books</i></p>	<p>Reading Gladiators Reading Gladiators challenges are annual school-based reading programs designed to challenge and motivate readers who are reading, or have the potential to read, at greater depth in the year 2 and year 4</p> <p>£3,500</p>	<p>Staff Member to deliver</p>	<p>Reading Progress in children involved in the project</p> <p>Continue to instill a love of reading</p>	
<p>Phonics</p> <p><i>To provide individual support in Phonics to prepare them for the end of year assessments and ensure they meet end of year expectations.</i></p>	<p>Small group Phonic (Year 1/2) (COVID Catch Up)</p> <p>1. Data analysis will identify key pupils for smaller group Phonics sessions</p> <p>£25ph – supply £10ph unqualified</p> <p>£9,000/£3600</p>	<p>1:1 sessions x2.5hours x4 week x36 weeks</p>	<p>Regular screening checks prior to Summer term to support identification of pupils</p> <p>Analysis of screening checks to identify key gaps in learning</p>	
<p>Interventions</p> <p><i>To provide additional support for pupils in Reading and Maths to ensure that pupils make progress from their starting point</i></p>	<p>LSA Targeted Support</p> <p>1. Pupils identified from data analysis for targeted intervention across the school</p> <p>£75,000</p>	<p>Secure Maths - £80 per year group</p> <p>Numicon EYFS/Year 1 £300</p> <p>LSA training</p> <p>Dedicated LSA's to support pupils</p>	<p>Timetables created based on data analysis</p> <p>Sessions reviewed and flexible dependent on data analysis</p> <p>Staff training to ensure high quality intervention</p> <p>Pupil Voice</p>	



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<p>Tuition</p> <p><i>To provide targeted support to pupils, identifying misconceptions and filling any gaps in their learning.</i></p> <p><i>To provide individual support in Reading and Maths to children to prepare them for the end of year assessments and ensure they meet age related expectations.</i></p>	<p>1:1/Small group tuition</p> <p>1. 1:1/small group tutoring in additional to the academic curriculum</p> <p>£8000</p>	<p>Year 6 – Autumn term Year 5 – Spring term Year 3/4 – Summer Term</p>	<p>Identify local tutors who have proven records of raising attainment and a good knowledge of KS1 & KS2 curriculum</p> <p>Data analysis will identify key pupils who will benefit from additional support</p> <p>Phase Leaders to identify pupils and their individual needs</p> <p>10 sessions to be provided in focus area dependent on need</p>	
<p>COVID Catch Up</p> <p><i>To provide additional high-quality teacher led intervention for individual children based on their needs to ensure they make progress in Reading, Writing and Maths.</i></p>	<p>Catch Up teacher is appointed and training provided (COVID Catch Up)</p> <p>£20,000</p>	<p>Year 6 – Autumn Term Year 4/5 Spring Term Year 3/5 Summer Term</p>	<p>Groups are tracked regularly and assessment information analysed</p> <p>To ensure pupils make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.</p> <p>Interventions are regularly reviewed and provide the best support for the individual pupils</p> <p>Performance Management targets set to support PP pupils successfully</p>	



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<p>Pupil Premium Intervention teacher</p> <p><i>To provide additional high-quality teacher led intervention for individual children based on their needs to ensure they make progress in Reading, Writing and Maths</i></p>	<ol style="list-style-type: none"> 1. Pupil Premium teacher is allocated to support KS2 pupils 2. Effective individualised support provided for all PP pupils based on their needs 3. Termly learning conferences with PP teachers and pupils <p>£22000</p>		<p>Groups are tracked regularly and assessment information analysed</p> <p>To ensure pupils make at least expected progress from their starting point and the difference between PP and NPP pupils is diminishing.</p> <p>Interventions are regularly reviewed and provide the best support for the individual pupils</p> <p>Performance Management targets set to support PP pupils successfully</p>	
<p>Speech and Language</p> <p><i>To support development of spoken language including vocabulary development and sentence structure.</i></p>	<ol style="list-style-type: none"> 1. Speech and Language Specialist 2. Individual S+L sessions with trained specialist in Reception and Year 1 3. Participation in Nuffield Early Literacy Intervention 4. CPD – Closing the Vocabulary Gap <p>£5,000</p>		<p>Termly reports written and discussed with PP lead</p> <p>Children will be discharged from speech and language and will have improved speech and language skills</p>	



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<p>Aspirations</p> <p><i>To raise aspirations in pupils by exposing them to new opportunities and experiences to continue educational journey and develop their self-esteem and self-belief</i></p>	<ol style="list-style-type: none"> 1. Scholars Programme – Yr 5 2. Aspirations day 3. Links with SHS for Year 3 and 4 developed 4. Participation in SHSB project for 11+ <p style="text-align: center;">£5500</p>	<p>£1,500 – coach</p> <p>Aspiration visitors (virtual) £1000</p>	<p>Follow up activities will provide impact of pupil's aspirations</p> <p>Develop community links with local universities and colleges and secondary schools</p> <p>Numbers of pupils taking the 11+</p>	
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PRIORITY 3 – WIDER STRATEGIES

To raise the attendance of PP pupils in line with school target

ALLOCATED FUNDING - £187,000

Objectives	Actions to be taken	Resources needed	Progress indicators	Impact
<p><i>To promote excellent attendance and reduce levels of absence for PP children.</i></p>	<ol style="list-style-type: none"> 1. Attendance officer will work with children and families to promote high levels of attendance. 2. To provide targeted support to improve attendance with families where there are barriers 3. Provide an incentive scheme for improving attendance 4. HERO School attendance week promoting attendance and the importance of attendance at school 5. Share importance of attendance with parents through meetings, leaflets and signposting 6. Attendance leaflets designed for parents <p>£16000</p>	<p>Attendance Awards</p>	<p>PP pupils attend school regularly and parents are aware of the impact on their children's academic achievements through their attendance</p> <p>Identification of trends and patterns</p> <p>Weekly attendance reports</p> <p>Weekly attendance certificates</p> <p>Termly reports</p> <p>Attendance action plan developed</p>	



PRIORITY 4 – WIDER STRATEGIES

**Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
Parents work collaboratively with the school (G)**

ALLOCATED FUNDING -

Objectives	Actions to be taken	Resources needed	Progress indicators	Impact
<p>Curriculum Enrichment</p> <p><i>To increase pupil and parental engagement in learning, through the development of the curriculum, including workshops and bespoke sessions.</i></p>	<ol style="list-style-type: none"> 1. Foundation subject enrichment sessions after school including top tips and activities to support the subject at home 2. Enhanced Healthy School's Award project participation 3. Subsidy of trips 4. Visitors and additional curriculum events to motivate, enhance and engage learning <p>£7000</p>	<p>Performance and plays (virtual) £4000</p> <p>Foundation subject activity packs £1000</p> <p>Trip Subsidy - £2000</p>	<p>PP parents engage further in school activities and have the knowledge and understanding of how to support their children in home learning</p> <p>Working towards and achieving Enhanced Healthy School status can help schools further develop parental engagement</p> <p>Increased attendance at parents Consultations</p> <p>Increased attendance at events</p> <p>Positive feedback from parents</p>	
<p>Parental Engagement</p> <p><i>To develop positive reading behaviours between children and their families and instill a love of reading from an early age.</i></p>	<ol style="list-style-type: none"> 1. Library club 2. Online reading activities 3. Reading competitions 4. FRED Project 5. Virtual Author visit 6. Community reading - media links <p>£3000</p>	<p>FRED £500</p> <p>Rewards £200</p> <p>Author visits £1200</p> <p>Reading cloud £1000</p>	<p>Data analysis shows an increased number of pupils achieving age related expectations</p> <p>Pupil voice showing engagement in Reading</p> <p>Parent feedback from workshops and reading sessions</p>	



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<p>Parental Engagement</p> <p><i>To provide parents with a variety of informative workshops which enable them to support their children's learning at home.</i></p>	<ol style="list-style-type: none"> 1. Online family workshops specific to the needs of individual year groups providing parents' information to support home learning – consider remote options linked to media due to COVID-19 2. You Tube Channel for families <p>£3000</p>	<p>External visitors - £2000</p> <p>Resources for workshops - £1000</p>	<p>Data analysis to identify key areas of support needed. (whole school) led by PP teachers 1 per term</p> <p>PP teachers available at parents evening sessions</p> <p>Parent feedback forms from workshops and family sessions</p>	
<p>Pastoral Provision</p> <p><i>To provide pastoral support for families and children in a range of ways e.g. clothing, school equipment and resources, parenting sessions.</i></p>	<ol style="list-style-type: none"> 1. Extended schools club subsidy to promote punctuality and ensure pupils receive healthy meals 2. School Uniform provision 3. Family Support worker employed to provide advice and guidance for families in need 4. Parent sessions developed offering guidance and training from internal and external agencies 5. Access to Technology <p>£33000</p>	<p>LW – 30k</p> <p>Workshops - 500</p> <p>Uniform - £300</p> <p>Breakfast club subsidy – 2000</p> <p>Online subscriptions - £500</p> <p>DfE Laptop Scheme</p>	<p>Pupils attend school with a good healthy breakfast to start their day</p> <p>Increased focus and concentration in learning due to healthy meals</p> <p>Increased confidence in pupils appearance</p> <p>Increased engagement from hard to reach parents</p>	



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<p>Pastoral Provision</p> <p><i>To support children to develop a sense of pride in their education motivation to learn</i></p> <p><i>To mentor/coach pupils equipping them with skills/strategies enabling them to access learning and experience success.</i></p>	<p>Learning Mentors</p> <ol style="list-style-type: none"> 1. Provide small group sessions based on individuals needs e.g. friendship, social skills 2. To identify and remove barriers to learning 3. To support key children and their families in their return to school and daily activities <p>£45,000</p>	<p>Education Works – Talking Partners@Primary</p>	<p>Termly impact reports created and shared with PP Lead</p> <p>Referrals made via class teachers</p> <p>Early identification and support provided</p>	
<p>Nurture Provision</p> <p><i>To provide nurture provision for children who display social and emotional barriers to learning and strive to ensure they can access the learning curriculum and make substantial progress considering their starting points.</i></p>	<ol style="list-style-type: none"> 1. Counselling sessions 2. Additional support group for KS1 pupils led by Qualified teacher and Nurture LSA 3. SEL assessment <p>£61000</p>	<p>Counselling Sessions</p> <p>SEL assessment programme – Pearsons</p> <p>£600 Social Skills Improvement System</p> <p>Role Models Life Skills Package</p>	<p>Increased confidence and self esteem</p> <p>Pupils are more able to access their learning.</p> <p>Termly reviews of social and emotional progress and engagement</p>	



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<p>Media</p> <p><i>To provide enrichment opportunities for children to develop media</i></p>	<ol style="list-style-type: none"> 1. Development of media resources across the school 2. Dedicated Media Centre to allow longer term provision 3. Small group media lessons focused on Reading and Writing 4. Staff training to embed the use of media to support the curriculum <p>£33000</p>	<p>Resources for media room</p>	<p>Pupil voice</p> <p>Pupil engagement</p> <p>Increased creative writing opportunities</p>	
<p>Wellbeing</p>	<p>Develop a programme of support for pupils across the school to ensure the return to school in the autumn term supports all pupils (COVID Catch Up)</p> <ul style="list-style-type: none"> - A range of books to support wellbeing available in all classes and school library <p>£2000</p>	<p>Books £300</p> <p>PASS survey £600 – all pupils to gain an understanding of their thoughts and views on return to school</p>	<p>Pupils voice and pupil wellbeing survey</p>	