



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 £75,000 approx £371,140 (£39,920 COVID Catch Up Fund – see separate document for full details)
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> <p>1. Staff training based on Quality First Teaching (COVID Catch Up)</p> <p>2. Bespoke CPD Opportunities</p> <p style="text-align: center;">£4,000</p> <p style="text-align: center;">£180 £200 £200</p>	<p>National College Educare In-house Staff Training</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>All staff have participated in a wide range of CPD training this year, many courses have been online due to COVID restrictions utilising the National College and Educare CPD programs. These training sessions have supported whole staff teaching and learning for example supporting children through difficult times in the return to school from the pandemic, effective support for Remote Learning as well as bespoke CPD for individuals based on training needs. High quality training develops teachers skills and therefore we can ensure high quality teaching.</p> <p>Key Facts:</p> <ul style="list-style-type: none"> • Over 930 hours of online CPD has been completed by staff • 1065 courses completed on Educare by staff



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<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"> 1. To provide training and resources to support comprehension of reading and the teaching of reading 2. Specialist AR teacher to provide high quality intervention for greater depth pupils 3. Dedicated LSA to provide high quality interventions 4. Further develop the Cracking Comprehension resource 5. Training for staff – Closing the Vocabulary Gap 6. Power of Reading Project <p style="text-align: center;">£6,500</p> <div style="text-align: center; margin-top: 20px;"> £177 £660 </div>	<p>Rapid Phonics Catch Up - £2000 (Pearsons) qualified intervention teacher specifically for Phonics for Autumn 2020.</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>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">Year Group</th> <th style="text-align: center;">Baseline 20</th> <th style="text-align: center;">Dec 20</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">48%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">61%</td> </tr> </tbody> </table> <p>Data is difficult to analyse this year due to the COVID pandemic, our Reading Data is from the Autumn term (prior to Lockdown).</p> <p>The school had a high focus on reading in the Autumn term and this is reflected in our data showing all year groups made progress from their starting points.</p> <p>Children were reinvigorated to read following the disruption of partial school closures through author visits, focus book themes as a whole school topic and daily reading including the use of Accelerated Reader to monitor and track progress.</p> <p>The Writing packages have not been able to be implemented this academic year due to COVID and will be continued next year.</p> <p>MyOn - The reading training planned was postponed due to COVID and this will be sourced in the new academic year.</p> <p>MyOn would be an excellent resource for children who prefer not to take books home in fear of losing them as they can access on a tablet, laptop or computer and still continue with their learning.</p> <p>I spoke to some children about their reading experience during lockdown and those who were reading at home were happy to read</p>	Year Group	Baseline 20	Dec 20	1	20%	40%	2	19%	26%	3	31%	59%	4	21%	48%	5	29%	50%	6	30%	61%
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				<p>their own books so they continued to read. Some logged on to MyOn but as we didn't have time to 'sell' it, it was soon forgotten. Several children said they were happy reading their own material at home when they didn't have access to school school reading books. Those in school during lockdown continued to follow the AR scheme with MyOn also used which they enjoyed.</p> <p>Rapid Phonics Catch up has not had enough time to show impact as yet. This will continue into the new academic year.</p> <p>Increasing the books available on the Accelerated Reader scheme has enabled pupils to engage in further reading opportunities</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>	<p>1. Spelling Shed widely used 2. Specific interventions for support staff</p> <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>Spelling Shed Cost</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>Spelling Shed has provided pupils with increased engagement when learning spelling rules and common exception words. Children have been more eager to practise their spellings independently at home, as well as during school to try and improve their accuracy.</p> <p>My class last year enjoyed it and they started to compete which they learnt how to set up quickly. The children enjoyed playing it on the ipads and they found it engaging. Year 5 used the activities provided as part of their spelling tasks. Some activities were more popular than others. Had an initial impact, but the novelty soon wore off. The wide range of spelling activities was good, but I found the actual teaching side lacking - Rising Stars explains the spellings in a better way.</p> <p>One feedback: " I'm sure the site is amazing as it looks like there is a lot on it, sadly I haven't had the time needed to fully understand it so therefore have not used it to its full potential. I continued to use Rising Stars last year for spelling, but did put the spelling lists onto Spelling Shed. I don't think it was used much by my class and therefore had little impact."</p> <p>The Writing packages have not been able to be implemented this academic year due to COVID and will be continued next 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> <p>1. Whole school assessment 2. Year 3/5</p> <p>£600</p>	<p>LSA trained to deliver assessment and activities</p> <p>Accelerated Reader: STAR Maths</p>	<p>Half termly assessments</p> <p>Clear identification of areas to develop for individual pupils</p>	<p>Due to COVID this intervention support did not take place this year, it will be continued in the new academic year.</p>



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<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>£4,000</p>	<p>SEND resources</p>	<p>Data analysis to show progress from starting points termly</p> <p>Intervention assessment data reviewed half termly</p>	<p>All staff have been trained to use the Edukey software and all information relating to pupils with SEND was transferred to the system. This allowed clear succinct individual plans to be devised and shared with parents.</p> <p>SEND Pupils made good progress in the Autumn term, in particular in Maths.</p> <p>Data for the remainder of the year was not available due to COVID pandemic.</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. To track and monitor progress and attainment of PP children across the school. 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>£97.20 Salaries</p>	<p>SC</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>	<p>The Pupil Premium Lead reports regularly to the Headteacher and the Academy Committee members providing clear updates on spend and impact so far. The PP funding is allocated effectively to support the needs of the children based on their starting points and is cohort specific, reviewed regularly. The pupil premium reviews have provided invaluable time to liaise with class teachers regarding the students progress and future targets. These reviews ensure that the teaching and learning approach is consistent and that any barriers to learning are shared and discussed. Pupil Premium and class teachers work together to identify future target pupils and PP teachers can use these to flag up any issues to SENCO or other relevant staff.</p> <p>PP Lead works with the Local Authority to support local schools and is up to date on new guidance and agendas relating to PP</p>



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
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<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>£2,000</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>Data analysis will show the increased number of pupils achieving above age related expectations</p>	<p>The AMA Maths group in Year 6 was in place for the Autumn term. Data for this term showed that the baseline in September 2020 was 24% on track or above in Maths and following the additional teaching by December 2020 it was 49%.</p> <p>Following the review of the AMA programme in school, children were identified across all year groups who were working above or gifted in a specific subject area. These children and took part in the Thorpedene Challenge Programme, designed to engage the children in their interested subject area. All children took part and submitted work to the AMA lead. Due to Covid restrictions and lock down, the celebration of this work could not widely be shared. Monitoring of the pupils through books looks and pupil voice created a positive impact of the programme which will be fully developed in the new academic year. The AMA policy has been rewritten and staff have been fully engaged in supporting AMA pupils across the school.</p> <p>Accelerated Reader Pupil Premium Data</p> <table border="1" data-bbox="1547 922 2101 1225"> <thead> <tr> <th>Year Group</th> <th>Ave Reading Age Sept 20</th> <th>Ave Reading Age July 21</th> <th>Progress</th> <th>Exp Reading Age Range</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7.09</td> <td>8.06</td> <td>+9</td> <td>7.00-8.00</td> </tr> <tr> <td>4</td> <td>8.01</td> <td>9.02</td> <td>+13</td> <td>8.00-9.00</td> </tr> <tr> <td>5</td> <td>8.11</td> <td>10.01</td> <td>+14</td> <td>9.00-10.00</td> </tr> <tr> <td>6</td> <td>9.09</td> <td>10.06</td> <td>+9</td> <td>10.00-11.00</td> </tr> </tbody> </table> <p>The data from over the year shows the impact that the AR package has had on pupil progress despite the school closures. When in school the children are encouraged to challenge themselves to make progress on the AR scheme and this is visual in their classes. The data shows that despite the disruption to the year the children are</p>	Year Group	Ave Reading Age Sept 20	Ave Reading Age July 21	Progress	Exp Reading Age Range	3	7.09	8.06	+9	7.00-8.00	4	8.01	9.02	+13	8.00-9.00	5	8.11	10.01	+14	9.00-10.00	6	9.09	10.06	+9	10.00-11.00
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				<p>on track and making progress, most working just above the expected range on average.</p> <p>Pupil Voice: ‘I can pick books and improve my reading.’ ‘Good to see the books I like to read on the bookshelf.’ ‘There is a good choice of books.’ ‘Some of the boks are fun.’ ‘I like it because I learn so much from reading.’ ‘I like that I can improve my reading.’</p> <p>AARE – Autumn Data</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>7</td> <td>7</td> <td>4</td> <td>4</td> <td>7</td> <td>11</td> </tr> <tr> <td>3</td> <td>4</td> <td>14</td> <td>4</td> <td>3</td> <td>8</td> <td>3</td> </tr> <tr> <td>4</td> <td>2</td> <td>12</td> <td>2</td> <td>5</td> <td>2</td> <td>5</td> </tr> <tr> <td>5</td> <td>5</td> <td>8</td> <td>0</td> <td>8</td> <td>5</td> <td>8</td> </tr> <tr> <td>6</td> <td>5</td> <td>10</td> <td>8</td> <td>15</td> <td>8</td> <td>12</td> </tr> </tbody> </table>		Reading		Writing		Maths		Year							1	0	0	0	0	0	0	2	7	7	4	4	7	11	3	4	14	4	3	8	3	4	2	12	2	5	2	5	5	5	8	0	8	5	8	6	5	10	8	15	8	12
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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>This project did not take place this year due to the Lockdowns. This will take place next year if it is available.</p>																																																								



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<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>£3,500</p> <p>£1317</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>At the beginning of the academic year 2020, the year 2 children had a pass rate of 17% in the last phonics screening undertaken. A qualified teacher was introduced the support with the application of phonics in order to take the re-sit of the phonics test due to covid. The pass rate in the November re-sit was 50%.</p>
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<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 style="text-align: center;">LSAs</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>	<p>The school provided training for additional staff be able to deliver the Smart Moves programme to support gross and fine motor skills for key children. This was then implemented in year group bubbles when in school during COVID. Pupil engagement in these sessions was high and pupils were able to demonstrate improvements in key skills such as pencil control and ball skills which will in turn support their writing and wider school development</p> <p>Bespoke interventions were based around children's needs to support their progress over time. Pupil conferencing was used to support gaps in knowledge</p> <p>Intervention groups were specifically implemented in all year groups for children who are eligible for the Pupil Premium. The key areas targeted were: sentence structure and basic skills to support with COVID catch-up, as well as Maths support groups to address misconceptions which may have arisen during lessons delivered each day to ensure students are secure in their understanding of a topic before the progression of the next lesson.</p> <p>Reading – Age Related</p> <table border="1" data-bbox="1529 1034 2078 1257"> <thead> <tr> <th>Year Group</th> <th>Baseline 20</th> <th>Dec 20</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>2</td> <td>19%</td> <td>26%</td> </tr> <tr> <td>3</td> <td>31%</td> <td>59%</td> </tr> <tr> <td>4</td> <td>21%</td> <td>48%</td> </tr> <tr> <td>5</td> <td>29%</td> <td>50%</td> </tr> <tr> <td>6</td> <td>30%</td> <td>61%</td> </tr> </tbody> </table> <p>Maths – Age Related</p> <table border="1" data-bbox="1529 1390 2078 1485"> <thead> <tr> <th>Year Group</th> <th>Baseline 20</th> <th>Dec 20</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20%</td> <td>44%</td> </tr> <tr> <td>2</td> <td>19%</td> <td>41%</td> </tr> </tbody> </table>	Year Group	Baseline 20	Dec 20	1	20%	40%	2	19%	26%	3	31%	59%	4	21%	48%	5	29%	50%	6	30%	61%	Year Group	Baseline 20	Dec 20	1	20%	44%	2	19%	41%
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The outcomes and effectiveness of the small intervention groups have been monitored and the Review session in the Autumn term allowed the support to be adapted to ensure it is bespoke to the small groups. Staff leading the sessions have completed various online training courses to upskill their support and the focus has been on basic skills for the year to catch up on missed learning.

				<table border="1"> <tr> <td>3</td> <td>31%</td> <td>52%</td> </tr> <tr> <td>4</td> <td>26%</td> <td>48%</td> </tr> <tr> <td>5</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>6</td> <td>28%</td> <td>51%</td> </tr> </table> <p>The outcomes and effectiveness of the small intervention groups have been monitored and the Review session in the Autumn term allowed the support to be adapted to ensure it is bespoke to the small groups. Staff leading the sessions have completed various online training courses to upskill their support and the focus has been on basic skills for the year to catch up on missed learning.</p>	3	31%	52%	4	26%	48%	5	25%	40%	6	28%	51%
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4	26%	48%														
5	25%	40%														
6	28%	51%														
<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>£4,000</p>	<p>Genie Tutors?</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>During the academic year 2020 -2021, Genie Tutors were invited into school to work with small groups of pupils who were working toward age related expectations and were working at age related expectations. The groups were carefully managed to ensure that those working towards age related in Reading and Maths made accelerated progress and those who were working at age related expectations were able to progress to working above.</p>												



Thorpedene Primary School

<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 KS1/2 pupils 2. Effective individualised support provided for all PP pupils based on their needs 3. Termly learning conferences with PP teachers and pupils <p>£42,000</p>	<p>LL and ELG salary</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>Working with target pupils in a small reading and phonics groups has been extremely beneficial for the children. By ensuring the pupils who were identified as needing additional support were allocated additional high-quality teaching in both a Reading group and Phonics group has enabled them to apply their skills during reading sessions and make links to their learning. Attainment in reading in Year 1 PP pupils has increased by a minimum of 20%</p> <p>By working predominantly in small group this has meant that the texts chosen have been at the correct level and knowing the pupils well has also enabled staff to choose texts around the children's interests which has supported engagement. The children's confidence has also improved due to this extra reading mileage and they are beginning to develop a love of reading.</p> <p>In Year 4 the additional support from a qualified teacher has supported the progress to ensure that children are developing in Reading, Writing and Maths. Working in small groups has been supportive for the children to develop confidence in their own ability and develop a growth mindset to continue to engage in their learning.</p> <p>Using the Memory Skills programme regularly, with target children, one to one has enabled them to develop and improve their memory recall which will impact on all areas of their learning. The programme has a clear pre and post assessment which has shown that all pupils have made progress and improved their memory recall both visual and auditory. This will allow children to retain and recall information more successfully and has given them tools to continue working on these skills through fun games and activities.</p>
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<p>Speech and Language</p> <p><i>To support development of spoken language including vocabulary development and sentence structure.</i></p>	<p>1. Speech and Language Specialist</p> <p>2. Individual S+L sessions with trained specialist in Reception and Year 1</p> <p>3. Participation in Nuffield Early Literacy Intervention</p> <p>4. CPD – Closing the Vocabulary Gap</p> <p>£3,600</p>	<p>AA Salary</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>	<p>Over the year the S+L Support specialist has worked with 42 pupils across the school.</p> <p>During the remote learning periods, our speech and language support specialist was able to supply the class teachers with individualised programmes of support of children to support their targets whilst accessing remote learning.</p> <p>The 3x week sessions provide the opportunity for the individual needs of the pupils to be worked on and support provided to ensure the children develop even further in their language skills. There are a range of support packages provided for the pupils including pronunciation, language acquisition, support from the NHS S+L team as well as parental support. Information is shared termly with parents and the class teachers and where possible activities are followed up at home and in the classroom.</p>
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Thorpedene Primary School

<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;">£3,500</p> <p style="text-align: center;">£1,920</p>	<p>£1,500 – coach</p> <p>Aspiration visitors (virtual) £1000</p> <p>Did we pay?</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>	<p>The Scholar's programme was continued from the previous academic year due to the partial closures related to the COVID pandemic.</p> <p>12 pupils took part in virtual tutorials led by a PHD tutor. To emulate a university learning environment the style of lecturing included independent research and higher order questioning. The group were able to ask questions throughout the programme, submitted assignments and gained feedback.</p> <ul style="list-style-type: none"> • 6 pupils achieved a 1st or 2.1 in their final assignment <p>One of the baseline questions asked of the children was 'I have a good level of knowledge in the subject we are studying for the Scholars Programme' – initially only 41% of the group agreed with this, at the end of the programme however 84% were in agreement showing the progress they had made.</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
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Thorpedene Primary School

<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>£16,000</p>	<p style="background-color: yellow;">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>	<p>Attendance has been identified as a key issue since the full return to school in March 2021. This has been incorporated into AIP to raise the profile of good attendance and included in the Performance Management of staff to ensure a whole school approach. An Attendance action plan has been developed outlining key actions we are taking to continue to promote good attendance and ensure that children are in school every day. Key actions within this plan include a focus attendance month in June with a competition to reward pupils with 96% attendance or above, home visits to families not in school with no reason given, weekly attendance figures shared on the newsletter and the re-instatement of Attendance awards for children.</p> <p>Attendance Week was planned but was not carried out due to the disruption to attendance due to the Covid-19 pandemic.</p> <p>Attendance concerns are reported directly to the schools Attendance Officer and key families are discussed in fortnightly Phase Meetings. The Attendance Officer follows up all cases of concern including the instigation of Home Visits when no reason is given for absence,</p> <p>Pupils eligible to attend school during Covid-19 pandemic were contacted by Attendance Officer, Pupil Welfare Officer and Assistant Head Teachers to discuss and encourage return to school supporting any concerns raised.</p> <p>The school has started to embed the importance of attendance with all stakeholders including parents/carers and Academy Committee members. Local businesses are supporting the school to provide rewards to promote good attendance and positive attendance is shared weekly on the school app and newsletter.</p>
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				<p>The school attendance over the year has varied between 90%-96%, this will continue to be monitored in the new academic year with significant improvements being made.</p>
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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
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Thorpedene Primary School

<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 style="text-align: center;">£5,000</p> <p style="text-align: center; background-color: #00FF00; color: black;">£100</p>	<p>Performance and plays (virtual) £3000</p> <p>Foundation subject activity packs £1000</p> <p>Trip Subsidy - £1000</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>The school was awarded the Emotional Health and Wellbeing Enhanced Healthy School award in 2021. This involved a range of activities to support pupils health and wellbeing and had many parental engagement plans although these had to be postponed due to COVID. Staff participated in a range of sessions to develop their knowledge and understanding of supporting children and experience was disseminated to all staff. Pupils were able to participate in activities either in their year group bubbles or online to provide them with the tools to develop their own understanding of health and wellbeing.</p> <p>The school had planned for a range of external visitors and curriculum events for the children this year, however due to COVID 19 these were not possible. Online virtual events took place with an author visit for the whole school and one for Year 3 and 4.</p> <p>Children have been able to participate in a range of curriculum events in a different way this year, through webinars and online assemblies for example NSPCC, Online Safety.</p> <p>The Leadership team have ensured that pupils who have returned to school have been provided with a high-quality creative curriculum.</p> <p>The recovery curriculum in September was Shoebury and Me. This followed on from the school closure and a project set by the school to encourage home learning. The whole school had the same topic title, and each year group created a bank of work across a wide range of subject areas to inspire and engage. The idea was that the school</p>
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				<p>were brought together in a single topic to create a community feel after being so long apart. All year groups worked together to look at key areas of the curriculum that would need to be covered without it being too onerous. There was a celebration of this work in both school halls and pupils were reengaged in their learning following the disruption caused by COVID.</p> <p>Upon return to school in March 2021, the children had been provided with a recovery curriculum, specifically designed to match needs and promote engagement in pupils learning. The curriculum has been focused on a single text, 'The Boy, the Mole, the Fox and the Horse' to allow for cohesion across the school and this has matched the needs of the different year groups and has supported closing the gaps created through missed learning. Children have responded positively to the recovery curriculum and have produced some fantastic work ranging from English, History, Geography, Music, Art and Maths. The children worked collaboratively at times and this helped in settling the children and has rebuilt class relationships.</p> <p><i>"I was nervous before we came back but the first week was fine. I love The Boy, the Mole, the Fox and the Horse because the messages are really positive."</i> Year 6 child</p> <p>Online and remote learning has been developed in the Spring and Summer terms to ensure the pupils have access to a range of activities for them to complete in a range of subject areas</p>
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A specialist team of teachers ensure the pupils who worked at home during the Covid-19 pandemic were provided with activities to complete linked to a creative curriculum.

We have been unable to provide the variety of experiences over this academic year however we have thought outside of the box and all year groups have planned and prepared a virtual activity day which has provided a range of experiences for the children including, virtual visits to Africa, The Tower of London and Chester Zoo.



Thorpedene Primary School

<p>Reading 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>£3,000</p>	<p>FRED £500 Rewards £200 Author visits £1200</p> <p>£547 £200 £494 £97.20</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>	<p>Bespoke reading interventions have been planned and completed with dedicated support staff based on the children's needs. Children have been able to make progress in their reading skills over the year.</p> <p>World Book Day was creatively celebrated both in school and with home school learning to ensure a high focus on ensuring a love of reading is re invigorated.</p> <p>Accelerated reader prizes are awarded at the end of the year to celebrate the success of the children and making small steps in their reading progress</p> <p>Author visits held virtually over the year have given children in all year group the opportunity to engage with authors and discuss a new range of books they may not have been exposed too. Books by these authors have been purchased for the school library to ensure links can be made to the children's experiences and texts.</p>
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Thorpedene Primary School

<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>	<p>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</p> <p>2. You Tube Channel for families</p> <p>£2,000</p> <p style="text-align: center;">£813</p>	<p>External visitors - £1500</p> <p>Resources for workshops - £500</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>This was not completed as we had planned this year due to the COVID restrictions.</p> <p>The school have provided online resources through the school app and website to ensure that parents/carers have felt supported during the partial school closures, home learning activities have been provided as well as the Remote Learning provision via Teams. For families who found accessing online learning challenging we provided physical work packs and books to ensure they were able to access learning at home.</p> <p>Virtual session for classes took place in the Spring term and phone call check ins were regular to address any individual concerns from families and feedback from this was positive.</p>
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Thorpedene Primary School

<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>£32,000</p> <p style="text-align: center;">£440 £760.83 LW</p>	<p>LW – 30k Workshops - 500 Uniform - £300 Breakfast club subsidy – 1000 Online subscriptions - £500 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>	<p>Over the last year the work of our Pupil Welfare Officer has been vital in providing the children with a supportive return to school in many ways. This includes informal chats with parents/carers to offer advice and support to guidance and help when completing forms and applications.</p> <p>The school has supplied both used and brand new uniform and shoes to just over 100 children and families. We have also given out 47 food vouchers.</p> <p>Parental engagement was difficult during the restrictions in place as a result of the COVID pandemic, the school invested in a new system to allow parents essential virtual appointments for parent consultation which maintained the communication between teachers and parents regarding pupils progress and achievements in school</p> <p>Breakfast and snacks are provided to children who need them. Care packages with links to M&S and Waitrose.</p>
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Thorpedene Primary School

<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>Our team of Learning Mentors have a wide variety of skills and are trained in a range of programmes including Lego Therapy, Social Skills and Bereavement Counselling Our Learning Mentors have worked with over 150 pupils this academic year as well as providing invaluable support to families and staff.</p> <p>The Learning Mentors ensure that they support pupils in removing barriers to learning, this was particularly prevalent during the school closure period in supporting the vulnerable pupils who returned to school.</p> <p>The staff build positive relationships and work with children to develop their resilience and attitudes towards learning which is vital to ensure their behaviour has minimal impact on their learning and their academic achievements over time can continue to progress.</p> <p>The Learning Mentors led key pupils in Year 6 in preparing for year 7 through a wide range of activities designed to support their transition to secondary school.</p>
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Thorpedene Primary School

<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>£61,000</p> <p>AT £11,328 ELG</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>	<p>The plans for specific learning programs were not carried out this year due to the partial closures and will be introduced in the new academic year</p> <p>The school has supported 10 children over the year with bespoke 1:1 counselling sessions including some family members benefiting from the service.</p> <p>This was able to be continued via phone calls during the lock down periods and isolations for individuals. The sessions have been vital in providing children with a range of strategies to cope with different aspects of their lives and in turn allow them the opportunity to focus themselves on their learning in school</p>
<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>£30,000</p> <p>DJM £1,854.97</p>	<p>Resources for media room</p>	<p>Pupil voice</p> <p>Pupil engagement</p> <p>Increased creative writing opportunities</p>	<p>The development of media was put on hold this year due to the Government guidelines and year group/staff bubbles.</p> <p>The Media lead has worked to ensure that all class assemblies were filmed in school and shared with parents/carers to give the children an audience, be it only virtual and the parents the opportunity to see what the children have been learning in school.</p> <p>The school has utilised the skills of the media lead to create a virtual advent calendar featuring children, record children applying for roles of responsibility to make promo videos with the children preparing and designing the content of their films and many more activities to support the curriculum in key year groups.</p>



Thorpedene Primary School

Wellbeing	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) <ul style="list-style-type: none">- A range of books to support wellbeing available in all classes and school library £1,000	Books £300 PASS survey £600 – all pupils to gain an understanding of their thoughts and views on return to school	Pupils voice and pupil wellbeing survey	<p>The PASS survey took place with key children in Years 3 and 4 however due to the closures there has not been a full year to implement the interventions and facilitate activities to gain a full impact of this in the last year. This will be continued in the new year.</p> <p>Quote form Emotional Health and Wellbeing Enhanced Healthy School Award book: Throughout this project over the last year and a half, well-being has been at the heart of our school, there have been so many different training opportunities to develop staff skills and new initiatives for children and their families, it has really ensured that we are building mental health and wellbeing into our daily life in school. At Thorpedene, we are committed to the development of children’s social, emotional skills, self-esteem, and their mental health and wellbeing. The journey to achieve this award has helped us recognise and celebrate existing effective practice as well as identifying areas for future development. I am so proud of the whole team, staff, pupils and their families for working together during the unprecedented time we are all facing due to COVID currently and, we aim to continue to place a high priority on mental health and wellbeing so we can be confident that, as a school, we are supporting the whole community.</p> <p>The school are taking part in the Childrens Health Project which began in the summer of 2021, this involves sessions for staff and activities for children to participate in based on 4 pillars - Mindset, Nutrition, Lifestyle and</p>
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				Movement. This will be an ongoing project over the new academic year.
Academic Mentor	<p>Academic Mentors have been funded through the DfE as a result of the COVID pandemic, Their main aim is to provide guidance and coach children on a wide range of academic and pastoral topics to engage and motivate their learning</p> <p>£19,000</p>	<p>£19,000 – partial funding from Government we pay upfront and claim back</p>	<p>Pupil and staff voice</p> <p>Pupils feel engaged in their learning and take risks</p>	<p>The school has employed an Academic Mentor as part of the COVID Catch Up funding. The AM mentor salary is £19,000 and this is fully funded through the DfE. The school are responsible for the on costs of the mentor which is approx. £6000.</p> <p>Quote from Year 5 Teacher – SJ has been a credit to the Year 5 team since joining at the end of lockdown. She has been taking out focus groups of children from each of the three classes in Year 5. Each week, the lessons are planned and delivered in a bespoke and individualised manner, focusing on the following areas of learning:</p> <ul style="list-style-type: none"> • Accelerated Reader • Spellings and sentence structure • Creative Writing Lessons