

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Thornaby Church of England Primary School | | | | |
| Academic Year | 2019/2020 | Total PP budget | £118,800 | Date of most recent internal PP Review | 27.9.18 |
| Total number of pupils | 340 | Number of pupils eligible for PP | 90 | Date for next internal review of this strategy | 27.6.19 |

| 2. Current attainment | | | |
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| 2018/2019 KS2 Pupil Outcomes | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (Your School)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 62% | 76% | 71% |
| KS2 progress in reading | 0.3 | 1.1 | |
| KS2 making progress in writing | 1.9 | 2.3 | |
| KS2 making progress in maths | 1.2 | 1.2 | |

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

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| E. | Many of our disadvantaged pupils require significant social and emotional support. This includes low self-esteem, If not addressed, emotional needs have a negative impact on pupils learning and progress. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To improve outcomes for disadvantaged children in writing across all year groups and in particular, at statutory assessment. | 90% of PP children to make expected progress in writing across all year groups. 30% of PP children to make greater than expected progress in writing across all year groups. |
| B. | To improve outcomes for disadvantaged children in reading. | 90% of PP children to make expected progress in reading across all year groups. 30% of PP children to make greater than expected progress in reading across all year groups. |
| C. | To improve speech and language skills for disadvantaged children. | An improvement in children's speech and oral language skills. The % of PP children who achieve expected+ for the three language and communication strands to increase. <u>2018/2019</u> Speaking PP end of Reception - 67% and Non-PP- 89% Understanding PP end of Reception - 67% and Non- PP- 91% Listening and understanding PP end of Reception - 78% and Non-PP- 91% The gap between PP and Non-PP will narrow and close. |
| D. | To raise aspirations and improve attitudes to learning. | 95% of PP children to 'be green' every day. To 'be green' is part of our school's behaviour scheme. Children stay on green by following the school rules. If a child does not display actions that follow these rules then they will move to amber. If this poor behaviour continues, the child will move to red and go onto time out. |
| E. | To improve attendance for disadvantaged pupils. To reduce lateness for disadvantaged pupils. | An improvement in attendance for PP children from 94% (2018/2019) non PP (2018/2019) 96.2% to reduce this gap and with aim of reaching the national expectation (96.1%) by the end of the 2020 academic year. |
| F. | To develop new and continue current initiatives that have a positive impact on children's well-being | New initiatives to be developed including employment of singing teachers for Wednesday afternoons to raise children's sense of selfesteem. Impact to be analysed. |
| G. | To improve outcomes for disadvantaged children in mathematics | 90% of PP children to make expected progress in maths across all year groups. 30% of PP children to make greater than expected progress in maths across all year groups. |

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

| B | Teaching Reading Comprehension strategies programme | Reading Comprehension has been an issue for many disadvantaged pupils. This new teaching reading comprehension strategies programme will give teachers the resources they need to ensure the teaching of comprehension skills is of good quality. | SLT to monitor during observations and book scrutiny. | SLT | Half Termly |
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| G | Maths Mastery taught across school. | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ | SLT to monitor during observations and book scrutiny. | Maths Leads SLT | Half Termly |
| Total budgeted cost | | | | | |
| 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/C | Staff to provide quality intervention to PP children when required. Staff to receive CPD | https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | SLT to analyse progress of PP children. | HT DHT SLT | Half Termly |
| B | Reading Plus | Reading plus has been purchased for Year 5 and 6 children. Also licenses have been purchased for the Greater Depth children in Year 3 and 4. | Literacy Leader and DHT to monitor use and effectiveness of this programme. | KC DHT | Half Termly |
| G | Times Tables Rock Stars | Times tables rock stars has been purchased for KS2 pupils. | Maths Leads to monitor use and effectiveness of this programme | JS JS SLT | Half Termly |

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| B | HLTA deployed from 3 afternoons a week to support children to complete the Lexia intervention programme | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia/ EEF research suggests that this intervention has a +4 months positive impact on improving reading. Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. | HLTA to regularly monitor the children's progress and speak to each child's teacher to update on progress. SLT to monitor impact. | AW SLT | Half Termly |
| C | TA deployed 4 half days a week to develop speech and language skills across school | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ EEF research suggests that Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. It is suggested that developing oral language skills has a +5 months increase. | SLT to monitor impact on the children's speech and language development. | SLT | Half Termly |
| Total budgeted cost | | | | | |
| 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? |
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| F | Full time Pastoral Lead employed to spend specific time with PP children who require emotional support. | https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils. | RP to receive CPD to ensure time spent with children has a positive impact. | RP SLT to monitor | Half Termly |
| D/F | Pastoral Lead to spend 1 day per week to co-ordinate support for PP children who are showing behaviour attributes that are not conducive to high quality learning. | https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/ EEF research suggests a gain of 3 months when behavioural support is given to pupils. | Pastoral Lead to conduct behaviour checks regularly. Pastoral Lead to report back to SLT. | RP SLT to monitor | Termly |
| F | Singing teachers to spend Wednesday afternoons with all year groups from Y1-Y6 to raise self-esteem and promote positivity and well being. To also run afterschool singing group | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils. | Singing teachers are very experienced and work in a number of local schools with very positive impact | SLT | Termly |
| D/F | PP children to receive discount of trips and residential. | https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities. | SLT to analyse which children have attended | SLT | Termly |
| A/B/D | PP children to be given copies of KS2 revision guide to use at home. | | SLT to analyse data for PP children. | SLT | Half Termly |

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| F | School Counsellor | https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils. | DHT to monitor impact to PP children. | DHT | Termly |
| F | Mental Health Training for the Pastoral Lead. | Pastoral Lead to use the training when talking with the children and parents. The training will enable him to monitor our vulnerable children's mental health. | RP to keep SLT and teachers up-to-date with children within school who have mental health issues. | RP HT | When appropriate |
| C | Speech and Language Therapist purchased for 1 morning per week to support children with speech and language issues. | Low speech and language for many of our PP children on entry to nursery. Appointment of a Speech and Language Therapist to catch the children early as Speech and Language waiting list is 18 months-two years. School Speech and Language Therapist works with many PP children in Reception and KS1 once referrals have been put in. | DHT to work with the Speech and Language Therapist to identify children who need support. DHT to liaise and monitor impact of speech and language therapy. | DHT | Weekly/fortnightly |
| D | PSA deployed for 2 hours per day to monitor attendance. | PSA to ring parents of children who have not arrived from schools. Hold meetings with parents of children who are persistent absentees. Stands on the school gate on a morning to greet parents and children. Attends regular attendance meetings with the attendance committee to write letters to parents whose children have less than 96% attendance. | HT, PSA and attendance team to monitor attendance of PP children. | HT PSA | Four weekly |
| Total budgeted cost | | | | | £118,800 |