

Pupil premium strategy statement

1. Summary information					
School	Thornhill Primary School				
Academic Year	2018-2019	Total PP budget	£67,653	Date of most recent PP Review	12/18
Total number of pupils	210	Number of pupils eligible for PP	57	Date for next internal review of this strategy	12/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	100%	64%
% achieving the higher standard in reading, writing and maths	30%	10%
Reading progress score	4.68	0.31
Writing progress score	1.25	0.24
Maths progress score	6.37	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Based on our most recent End of KS2 assessments, despite making more progress than national non-PP, our own PP children are making less progress in Reading and Writing compared to the rest of the cohort.
B.	PP children's basic skills in reading, writing and in speech, language and communication upon entering the school are lower than our non-PP children (see Baseline assessments). Specifically, issues regarding vocabulary range; perhaps, linked to limited real world experiences.
C.	Social emotional needs. PP children in our school are less ready to learn based on external situations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to close the gap between PP children and other pupils across the school.	<ul style="list-style-type: none"> -To have a less of a disparity between the average scaled scores and reading ages in our yearly CEM assessments. -To identify and target specific groups of children to receive intervention and ensure they meet individual targets. -Additional staffing appropriately deployed (Early Years and KS1)

		-% of PP children achieving expected and higher standard in KS1 and KS2 assessments continues improve.
B.	To have a higher percentage of PP children achieving a higher standard in Reading and Writing at the end of KS2.	<ul style="list-style-type: none"> -Gap between PP and Non-PP to continue to close regarding % who achieve a higher standard in KS2 assessments. -Greater % of PP children achieving a higher standard in Reading and Writing each year in the end of KS2 assessments. -Targeted intervention groups within KS2 for higher ability PP pupils.
C.	<p>Greater proportion of Early Years and KS1 PP children reaching the expected standards across all areas.</p> <p>Improved speech and language skills across EYFS and KS1- leading to an improvement in reading and writing for PP children.</p>	<ul style="list-style-type: none"> -Gaps identified on entry. -Targeted interventions groups for PP children. -To increase number of trips and practical activities to develop their real life experiences and vocabulary range. -To read and listen to more stories throughout the school day. -Percentage of PP pupils reaching expected standards across all subjects in KS1 to increase. -PP pupils to continue to make greater progress in their yearly CEM assessments and close the gap between the Non-PP. -Additional staffing deployed in EYFS and KS1.
D.	Improved attendance and punctuality for PP children.	<ul style="list-style-type: none"> -School attendance rates to exceed that of the national average for primary schools (96%). -Raised awareness of attendance (attendance awards etc.) -Raised community awareness of the impact of low attendance on outcomes for children. -Improved attainment in KS1 and KS2 assessments. -All children attend all trips in every year group. -Increased number of school trips, enrichment visits and extra-curricular activities.

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B C	Quality first teaching through teaching and feedback, including metacognition and self-regulation by children. Additional group teaching by experienced teachers. CPD for new staff; focusing on teaching English and maths.	Disparity between the progress of PP and Non-PP children in end of KS2 assessments for reading and writing. CEM assessment data and analysis. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Metacognition and self-assessment was listed in the Teaching and Learning Toolkit by the EEF as having a low cost and high impact.	All teachers following the school expected practices and procedures. Experienced teachers delivering additional sessions to focus groups. Book scrutiny. Assessments and data analysis (with focus on PP groups).	SLT	Termly review
A B C D	Provide specialist teachers in MFL, PE and music which enables class teachers to take small focused groups, as well as developing transferable cross-curricular skills.	Difference between PP and Non-PP pupils in achieving the higher standard at KS2 assessments. Improve quality first teaching in all subjects. Allows experienced class teachers to give additional support to focused groups across the school (Teaching and Learning Toolkit mentions collaborative learning, one-to-one tuition and outdoor learning as having an impact on learning).	Clear timetable in place to ensure focused groups are allocated experienced teacher to deliver high quality sessions. Timetabled daily P.E. session for every year group and weekly session for MFL and music.	Mrs Green	Annual
Total budgeted cost					£41,296
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B	Provide 1-1 support for reading in school time. Evidence based interventions and focus group teaching.	CEM assessment data: to accelerate the progress of reading ages of children whose reading age are below their chronological age (with a focus on PP groups).	Yearly CEM assessments and termly Cornerstones assessment to analyse the impact of the interventions. Focus group feedback during each session.	Mr Cluskey	Termly review

		Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011). Our Non-PP pupils are making more progress than our PP children based on end of KS2 assessments. Ensuring early intervention is carried out in order to close the gaps before the end of KS2.	Teaching staff to analyse their data and create focus groups accordingly (with a specific emphasis on PP groups). Quality training for support staff. CPD for teaching staff.		
A C	Deploy teaching staff to work with targeted children in focus sessions from Reception to Year 6. Support from Teaching Assistants in all KS1 classes.	Quality first teaching (as above). Enables class teacher and teaching staff to work with focused target groups to ensure that all children are accessing the learning objectives for their age and not falling behind. A focus on the development of children's early speech, language and understanding and fine motor control. Work with PP children to ensure they reach the good level of development in reading, writing and mathematics.	Clear time table for staff and interventions. Regular assessment and analysis to ensure progress is being made and groups are targeted accordingly. Assessment- ensuring that the number of PP children reaching the good level of development in the prime areas plus reading and writing and maths exceeds the national average for other children. CPD for teaching staff.	Mrs Green	Annual
Total budgeted cost					£16,300
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C D	Enable a wide variety of visits and additional opportunities, including the Year 6 Residential, for children that may not have been previously arranged as cost may have been prohibitive. Explore other opportunities for enrichment for PP children- such as having more visitors in school and giving them real life experiences. Extra-curricular activities.	To broaden children's experiences in education and engage children in their enjoyment of learning through: -an educational visit every half term, -an annual visit to the theatre. -termly music concerts provided by professional musicians. -Y6 to experience a residential visit. Children are provided with real life experiences from which to draw language and knowledge and understanding to support their learning. Extra-curricular clubs have been seen to improve children's self-esteem and attainment. It is important that all children have access to every experience in school.	Funding provided where necessary. Timetable for visits for each Year group. Yearly Residential visit (Year 6) and theatre visit (whole school) to be booked. Communication with parents to ensure that they are aware of the opportunities for their children.	Mrs Green	Annual

A B	Provide booster sessions for Year 6.	<p>To work with PP children to ensure all children reach the expected level of development in reading, writing and mathematics.</p> <p>To give quality teaching in small groups and afford PP children with extra time to develop their learning and understanding within a subject.</p>	<p>Groups based on assessments throughout year group. Clear timetable of booster sessions with teaching staff.</p> <p>Content of the sessions to be ascertained from assessments in class and discussion with class teacher to ensure relevant areas are addressed.</p>	Mr Cluskey	Termly review
Total budgeted cost					£9,857

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B	Provide specialist teachers in MFL, PE and music which enables class teachers to take small focussed groups.	<p>Based on our tracking assessments, it can be seen that the gap between our whole class and PP children is beginning to close which demonstrates the positive impact this approach has made within school.</p> <p>e.g. the difference between reading ages of our class average and PP average in Year 5 has gone from 9 month to 5 month. Similarly, with this cohort the Average Arithmetic Age has also closed from 7 months difference to 3 months difference.</p> <p>It has allowed teachers the time to improve the quality of teaching and has allowed them to target our PP children for additional support in maths and English.</p>	<p>The data from tracking assessments suggests that it has had a positive impact on the PP groups. Therefore, we have decided to carry on with this approach in the forthcoming year to continue to close the gaps. The data also gives an overview of the cohorts where the gap has closed most significantly and the difference between English and Maths. In the coming year we will focus on identifying which PP children in which year groups need specific support with either their maths or English skills.</p> <p>We have also identified that the improvement in our quality first teaching and our implementation of specialist teachers has also positively affected our non-PP children. Therefore, as the data improves for our PP children, similarly it improves for our non-PP children which can continue to show the disparity between their data. Consequently, we will continue to look at targeting specific groups to further accelerate the attainment and progress for our PP children.</p>	<p>Languages: £2,500 Music: £2,500 PE: £8,250</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A B C	<p>a) Support from teaching assistants in all KS1 classes</p> <p>b) Deploy teaching staff to work with targeted children in focus sessions.</p>	<p>We found that by supporting our KS1 classes with our teaching assistants and deploying our staff to work with them during guided reading sessions to create focus groups every day, this greatly enhanced the progress of our PP children and helped reduce the gap between their data.</p> <p>e.g. From our CEM data, it can be seen that our Year 2 class' reading age had a difference of 2 months based on the average reading age of our whole class and PP children. And after a year of support and focus groups, the gap has now closed and the average reading age is equal.</p>	<p>We found this to be a highly effective approach as it focused on our EYFS and KS1 to ensure that all gaps in learning were dealt with as early as possible and did not give the children a chance to fall behind by the time they went into KS2. It also meant that our KS1 children were having focused guided comprehension and reading groups on a daily basis with either a teaching assistant or a class teacher (who had been made available by the use of our specialist teachers). Consequently, we will continue to implement this approach in the 2018/2019 academic year to continue to close the gap for our KS1 pupils.</p>	<p>a) £10,000 b) £48,892</p>
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A B C D	<p>a) Enable a wide variety of visits and additional opportunities, including the Year 6 Residential, for children that may not have been previously arranged, as cost may have been prohibitive.</p> <p>b) Provide booster sessions for Year 6</p>	<p>We found that our PP children often lacked real life experiences in order to develop their knowledge and understanding of the world around them- consequently giving them a more limited vocabulary range which impacts their attainment and progress within school. Therefore, by going on visits and inviting in speakers, it allowed pupils to experience what they were learning. We found this an invaluable tool to support our PP children, as well as our non-PP children, make progress.</p> <p>Based on our KS2 data (as mentioned above) it can be seen that the extra booster sessions had a positive impact on the outcomes for our children. It gave them the extra time to consolidate their learning and apply it with 1-1 support from our teaching staff.</p>	<p>Due to the positive impact that this has had on our children, we will continue to develop this approach in the current academic year. However, to improve this further, we feel that there is an opportunity to go on even more visits and have more links with local business' and groups in order to link learning to a real life context.</p> <p>We have created a yearly timetable of trips that each year group will attend. We feel that our annual trip to the theatre (whole school) and our Residential visit (year 6) is a fantastic experience which helps raise the aspirations, perseverance and develops the attitudes of all those who attend.</p> <p>We also have a 4 year cycle of trips linked with our KS2 history topics where we go to a Roman Fort, York Viking Centre, Beamish and Eden Camp. This ensures that all children in KS2 will eventually go to each of these venues.</p>	<p>a) £5,000</p> <p>b) £2,500</p>

7. Additional detail

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