

Pupil Premium at Thrumpton Primary Academy 2018 – 2019

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

Pupil Premium at Thrumpton Primary

Thrumpton Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

Raising the bar and closing the gap is a whole school priority. We strive to reduce barriers to learning and have high expectations of all of our children. Raising attainment by reducing barriers to learning is a whole school priority – every adult in the school is aware of the need to close gaps. All staff have high expectations of all children.

Thrumpton Primary considers the best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the children. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

At Thrumpton we use the Pupil Premium Grant to provide wider opportunities for our eligible children; to deliver additional support to promote learning; to create opportunities for developing personal confidence and team-working skills and to provide resources.

The additional opportunities and experiences we are able to provide are wide ranging. They include whole class music lessons, individual/paired music lessons, extra-curricular activities such as football, gymnastics, art clubs, archery and cricket. Our eligible children also benefit from a subsidies or full

remittance on the cost of trips, residentials and activities and experiences which are invited into school. This ensures that the children are able to access and benefit from these experiences.

During the past years this has included: residentials to Grinton Lodge, Malham and Walesby; a trip to the West End Theatre; a visit to the school from Caterpillar Music and a real Polar explorer; a visitor to school to teach African drumming and a trip to Brackenhurst amongst others. All Year 6 children complete the DARE course. The course is delivered by a DARE officer. The children graduate on completion of the course with knowledge on how to resist peer pressure, deal with bullying and cyber bullying and knowledge of the effects of drugs and alcohol on your body.

Encouraging the early identification of our EYPP children has ensured that we are able provide additional support from the earliest opportunity. By reviewing the progress of our Pupil Premium children, we are able to deploy staff to support our PP children according to their needs. Reading is a continued whole school focus this academic year and, as such, support is provided to promote development in reading for our children alongside ongoing professional development for staff in this regard. The school runs programmes such as Reading Recovery, nurture groups and other tailored interventions to promote academic achievement. Targeted emotional support is also provided to children who would benefit from it. The addition of a Family Support Worker has enabled us to offer timely support and intervention to support our families.

Our Parent Pot is also available to our eligible families. This personal fund is held at the office and can be used to purchase resources such as water bottles, book bags and uniform or used towards the cost of activities.

How is the Pupil Premium spent?

We have very clear aims in place to ensure the funding has maximum impact on attainment.

Our Pupil Premium funding is used to provide **academic support, enrichment and emotional support and pastoral care.**

- To raise attainment for **all** children so that our disadvantaged children achieve in line with their peers
- To provide additional support, where needed, for children in Reading, Writing & Maths
- To develop social, emotional skills
- To further develop speaking & listening and communication skills
- To build self-confidence and motivation for learning, to enable children to develop into independent learners who are proud of their achievements
- To provide counselling and pastoral support to individual children experiencing specific personal difficulties
- To offer enhanced opportunities through subsidised access to extra-curricular activities, including trips
- To support the families eligible for Pupil Premium funding to enable them to support their child's emotional and academic development
- To support the whole child

Barriers to Learning and Attainment for children eligible to Pupil Premium at Thrumpton Primary Academy

In School Barriers:

- Poor communication and language skills – attainment on entry is significantly below that typically expected for age
- Poor comprehension and reading speed
- Low technical and specific vocabulary knowledge and understanding
- Children being ‘ready to learn’ – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.

External Barriers:

- Low take up of FSM (Particularly in KSI due to Universal FSM)
- Access to home learning resources such as books, stationary etc
- Limited experiences of life outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge
- A lack of regular routines and parental engagement in their child’s education including home reading, homework, spellings and having the correct equipment in school, e.g. PE Kit
- Low aspirations within the local area

2018 – 2019 Pupil Premium		
Year Group	Number of pupils	% of Class
Nursery	7	26%
Reception	7	23%
Y1	7	24%
Y2	4	13%
Y3	5	17%
Y4	5	17%
Y5	10	32%
Y6	9	30%
Whole School	54	23%

Action Plan For Pupil Premium at Thrumpton Primary Academy 2018 – 2019

<p>Number of children eligible for PP funding: 54 14 x EYPP / 4 x Service Child (1 x Service Child & FSM) / 2 x Post LAC (1 x Post LAC & FSM) / 30 x Current FSM</p> <p>Number of Full Time children on roll: 211</p> <p>% of children eligible for PP funding: 23%</p>	<p>PP Funding allocation 18/19: £64, 680</p>
Desired Outcomes	Success Criteria
<p>A. PP tracking and monitoring is robust and used to inform subsequent provision</p>	<p>5. All families eligible to FSM claim this.</p> <p>14. The progress of disadvantaged children is rigorously tracked and off track pupils are identified early.</p> <p>15. Case studies are carried out to clearly identify the impact of our PP Strategy and areas for development next year</p>
<p>B. Improved disadvantaged children's attainment Accelerating progress, particularly children with SEND / LAP</p>	<p>1. Elkkan Speech & language programme is in place to support the accelerated progress of early S&L in EYFS.</p> <p>2. Our Framework for reading comprehension is embedded within all classes. Targets for reading attainment are met in all classes.</p> <p>6. The attainment gap between PP children and their non-pp peers is less than 10% at statutory assessment points.</p> <p>13. There is a balance between high quality first teaching and gap filling intervention to support all children to achieve academically. A range of effective interventions are in place within and beyond the classroom leading to accelerated progress of PP children.</p> <p>11. Progress in maths is within 1 APS of peers</p> <p>17. Progress of PP children, particularly those with SEND or LAP is improving (APS)</p>
<p>C. Improved attendance and PA</p>	<p>7. The attendance of PP children is 97%+. PA is in line with non-PP children.</p>
<p>D. Reduction in behaviour incidents at unstructured times, particularly lunchtimes</p>	<p>18. CPD for Middays on behaviour management and positive play supports constructive and happy lunchtimes therefore reducing number of behaviour incidents. (Employment of a Play Leader at lunchtime)</p> <p>19. Number of behaviour incidents at lunchtime decreases.</p>
<p>E. Improve school readiness through supporting SEMH</p>	<p>16. Support is provided for families and children's social, emotional and health needs through Nurture, Family Support, School Counsellor and pastoral care. PP children report they feel well looked after & safe in school. They know what to do if they have a problem or concern.</p> <p>4. Children are well supported socially, mentally and emotionally and therefore there are reduced barriers to learning. (Boxall Profiles show the impact of the SEMH support provided for specific children.) There is a further improvement in pupil attitudes to school and to behaviour for learning seen through pupil questionnaires.</p>

F. Children have access to a range of enrichment opportunities to broaden their experiences and knowledge

10. Children are given many enrichment opportunities that broaden their experiences. The attendance of PP children at clubs is 60%+.

12. Parents and families are empowered to recognise and understand their contribution to their child's success.

H. Children have access to a broad, balanced, engaging, knowledge and vocabulary rich curriculum that ensures excellent outcomes and prepares them well for their future.

3. Children are exposed to a greater range of vocabulary and use this within their discussions and written work.

9. Children have a broad balanced, engaging, knowledge and vocabulary rich curriculum that ensures excellent outcomes and prepares our children well for their future.

8. WOW opportunities and visits to further education raise children's future aspirations

Success Criteria	Actions Pupil Premium used for...	Lead staff	Complete By	Link to AIP	Impact
5	To ensure that all families eligible for FSM claim. *All new families added to Link2ICT system *Ensure families are fully informed of PP	MR	Ongoing	1.5	
	To ensure a consistent approach to the monitoring and tracking of the attainment, engagement, intervention & barriers to learning of all PP children in order identify common themes	RH	December 2018	1.5	
14	To further refine teacher's use of data to address the needs of underachieving PP *Half termly progress reviews *Specific / tailored intervention / support to address need / gap	RH	Half Termly	2.1, 1.5	
15	To prepare case studies to clearly identify the impact of our PP Strategy and areas for development next year	RH	July 2019	1.5	
1, 6	To train two staff in Elklan in order to run targeted early language support	CH	December 2018	2.11, 1.5	
2, 6	To embed our Framework for reading comprehension across the whole school in order to improve attainment and progress in reading	EK	December 2018	2.2, 1.5	

6, 11, 17, 13	To provide an effective range of intervention both within and beyond the classroom leading to accelerated progress of PP children. *Effective systems are in place to track the impact of interventions	HC, RH	By end of each term	2.1, 1.5	
6, 11, 13	To improve progress in maths of PP children *Arithmetic *White Rose Maths Scheme	FB	July 2019	2.1, 1.1, 1.5	
17	To ensure the progress of PP children, particularly those with SEND or LAP is improving (APS)	HC	Half Termly	1.5, 3.3	
7	To improve attendance and punctuality of PP children	MR, DM	Termly	1.5, 3.6	
18, 19	To reduce the number of behaviour incidents of PP children at unstructured times, particularly at lunchtimes *Midday CPD *Employment of Play Leader *Play Leaders	HJ	December 2018	1.5, 3.7	
16, 4	To improve the children's attitudes to school, learning and to themselves *Nurture, School Councillor, SEMH Project *Pupil Questionnaires used to assess attitudes	DM, HJ, HC, RH	July 2019	1.5, 3.1	
10	To ensure that children have access to a wide range of enrichment opportunities both within school & beyond. *PP attendance & engagement is monitored closely	HJ, KH, RH	December 2018	1.5, 1.1	
12	To improve the engagement of parents and carers in their child's education	RH, CH, KH, DM	April 2019	3.5, 1.5	

3, 9	To design and develop a broad, balanced, engaging and knowledge rich curriculum that ensures excellent outcomes and prepares our children well for their future.	RH, FB, EK, BA	July 2019	1.5, 1.1	
8	To raise children's aspirations for future education, carers and jobs. (WOW) Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	CH, HJ	July 2019	3.2, 1.5	

Pupil Premium 2018 – 2019 Spending Breakdown

	What will we use our PP funding for?	Cost	Intended Impact	Impact
Academic Support	Subscriptions to teaching resources, e.g. Mathletics, Accelerated Reader, Scout	£3000	Motivational teaching resources engage children in learning, therefore increasing progress and attainment.	
	Reading Recovery TA	£9892	Progress in reading and attainment improves with the individual children making accelerated progress.	
	Literacy Volunteers	£350		
	Third Space Intervention	£2800	Intervention includes 1:1 bespoke maths teaching which will be used to accelerate progress in maths in Year 5 & 6.	
	Intervention TA	£2000	Progress in all areas is within 0.5 APS of 0.	
	Y6 study guides and Testbase	£500	Year 6 and Year 5 pupils will have revision guides for maths and English to help them prepare for the SATs. Gap between PP and non PP will close in both English and maths.	
	Link2ICT	£700	All eligible parents will be recorded as PP.	
	Additional TA Support		Targeted intervention for gap filling. Children make accelerated progress.	
	Speech & Language – Developing the role of the Early Language Lead	£3000	Our Early Language Lead will be trained in & implement the Elklan Programme improving the % at ARE in CLL.	
	CPD	£1000	CPD will focus on improving quality first teaching thus improving outcomes for all.	
Emotional	Nurture Group	£10000	Children with SEMH needs are supported and Boxall Profiles show development in their SEMH.	
	Family Support Worker / School Counsellor	£15000	The Family Support Worker / School Counsellor will provide Early Help, signposting and support for our families in need.	
Enrichment and Pastoral Care	Attendance reward programme	£400	Attendance will continue to improve for all Pupils.	
	DARE	£800	Children in Year 6 will know how to keep themselves healthy and safe.	
	Specialist Music Teaching	£3700	A music specialist will provide whole class music lessons. Music lessons will be subsidised for PP wishing to learn to play the flute or piano.	
	Extra-Curricular Clubs	£3500	Children will have access to a range of extra-curricular activities including sport, dance, drama and educational visits.	
	Enrichment activities, including subsidising visits	£5,498		
	Parent Pot	£2250	Parents will be able to use a pot of £25 - £50 to buy uniform, school resources and put towards trips.	
TOTAL		£64, 680		