

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.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

Thrumpton Primary considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. 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.

Pupil Premium Strategy

1. Summary information					
School	Thrumpton Primary Academy				
Academic Year	2019/20	Total PP budget	£69960	Date of most recent PP Review	
Total number of pupils	243	Number of pupils eligible for PP	65 (27%)	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
End of KS2 2019 (Number of PP children: 8)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	22%	65%
% achieving expected standard or above in reading	38%	73%
% achieving expected standard or above in writing	50%	78%
% achieving expected standard or above in maths	38%	79%
Average progress score in reading	-3.1	
Average progress score in writing	-2.4	
Average progress score in maths	-1.7	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication and language skills – attainment on entry is significantly below that typically expected for age
B.	Poor comprehension and reading speed
C.	Low technical and specific vocabulary knowledge and understanding
D.	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.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.
F.	A lack of regular routines and parental engagement in their child's education including home reading, homework and having the correct equipment in school, e.g. PE Kit.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
Success criteria	
A.	Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children in nationally
B.	Increase the progress scores for PP children in reading, writing and maths
	Attainment gap between PP (school) and children not eligible for PP (national) closes
	Progress scores for PP children increase and they are closer to national

5. Review of expenditure

Previous Academic Year

2018 - 2019

i. Quality of teaching for all

Action	Intended outcome	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
Establish an Early Communication Lead	Improve outcomes in C&L in EYFS for PP children	% of children attaining age typical in C&L increased from 50% to 73% in Nursery.	Significant impact Role to be further developed next year in order to embed best practice.	£3000
Embed the use of Daily 5 arithmetic and the White Rose Maths Scheme	Improve progress and attainment of PP children in maths	In 50% of cohorts, the attainment gap of PP children was in line with Non PP	Significant impact in arithmetic results. RPS needs further development as comprehension skills show a lack of understanding in questions	
Introduce a framework for reading comprehension and reading spine across the whole school	Improve progress and attainment of PP children in reading	In 33% of cohorts, PP children attained higher than non PP	All children had access to higher quality texts and were exposed to a range of vocabulary to support their learning and understanding. PP children who attained ARE in reading weren't considered to have any additional needs	

Review and revise the curriculum to ensure children have access to a broad, balanced, engaging, knowledge and vocabulary rich curriculum	Greater exposure to a range of vocabulary Access to a broad balanced, engaging, knowledge and vocabulary rich curriculum leading to improved outcomes	Curriculum development work began across the Primary Cluster within the Trust in order for a new curriculum to be rolled out in September 2019	Curriculum development work will continue throughout 2019 2020.	
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ii. Targeted support

Action	Intended outcome	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
PP tracking and monitoring is robust and used to inform subsequent provision	All families eligible to FSM claim this. Progress of disadvantaged children is rigorously tracked and off track pupils are identified early.	Pupil Progress Action Plans were established Link2ICT was used to effectively identify children eligible to access FSM. 10 additional children were identified	Pupil Progress Action Plans will continue next year as an effective way of tracking progress Case studies need to be carried out to clearly identify the impact of our PP Strategy and areas for development next year	

Action	Intended outcome	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
Employment of a Family Support Worker	Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective	Effective and valued support is offered to all families Signposting to early help has supported in ensuring need is met early to prevent escalation	Continue with strategy next year and included parent education	£15000
Nurture Group	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. Children state that they value the support offered to them through Nurture.	Continue with Nurture Group next year but ensure closer links to classroom learning	£15000

iii. Other approaches

Action	Intended outcome	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
Improve PP attendance & PA rates	PP attendance is in line with non-PP	<p>PP attendance is in line with non-pp attendance</p> <p>96.68% (PP) / 97.45% (non-PP) 96.13% (FSM) / 97.46% (non-FSM)</p> <p>Significant reduction in PA of FSM children over the last 3 years (32.35% in 2017 to 0% in 2019)</p>	Continue with relentless focus on attendance next year	£7000
Access to a range of enrichment opportunities	Children are given many enrichment opportunities that broaden their experiences. Attendance of PP children at clubs is 60%+	Enrichment opportunities have increased- especially with the choice of sport.	Continue with a range of enrichment opportunities for the whole school. Ensure that procedure is in place to monitor attendance of PP children over the year and which of our PP children are accessing the additional provisions.	

6. Planned expenditure

Academic year

2019 - 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop Early Language teaching</p> <p>To include:</p> <ul style="list-style-type: none"> -Additional deployment of staff to Early Years for C&L interventions -Embedding early communication strategies 	<p>Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L</p>	<p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in C&L.</p>	<p>QA</p> <p>Use of EExAT</p>	<p>CH</p>	<p>Termly</p> <p>-10.12.19</p> <p>-10.04.20</p> <p>-10.07.20</p>
<p>Review effective use of feedback</p> <p>To include:</p> <ul style="list-style-type: none"> -Use of core assessments -Use of EExAT -Parent Portal -Assessment of SEND -Development of feedback policy -JPD 	<p>Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need</p>	<p>Feedback studies tend to show very high effects on learning.</p>	<p>QA</p> <p>Use of QLA</p>	<p>TB</p>	<p>Termly</p> <p>-10.12.19</p> <p>-10.04.20</p> <p>-10.07.20</p>

<p>Develop reading comprehension strategies</p> <p>To include:</p> <ul style="list-style-type: none"> -CPD on Reciprocal Reading -Effective use of Star Reader data to inform teaching -Investment in high quality books for whole class teaching / Library (Reading Spine) -Additional deployment of TAs to support reading in Year 1 -Reading Recovery intervention 	<p>Improve progress and attainment of PP children in reading</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>Pupil Outcomes QA</p>	<p>EK</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Develop our curriculum</p> <p>To include:</p> <ul style="list-style-type: none"> -Review & refining all subjects to ensure the curriculum is aspirational and inspirational and that there is a clarity and cohesion to what is to be taught and learnt 	<p>Increase the progress scores for PP children in reading, writing and maths</p>	<p>Our children need to be exposed to the highest possible standard of curriculum so that they have a secure basis of knowledge needed to be active and educated world citizens.</p>	<p>Pupil Voice Review of curriculum planning Book Looks</p>	<p>FB</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
Total budgeted cost					£29, 300

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure early identification of need in EYFS To include: -Work with the SDG on early identification of SEND	Children are accessing the necessary support and intervention from the earliest possible time	We need our children to be accessing the very best support and intervention from the earliest possible time in order to make the best possible outcomes.	Use of new assessment trackers Progress and behaviour of children	AB	Termly -10.12.19 -10.04.20 -10.07.20
Targeted academic support To include: -Intervention and additional staff in Year 2 and Year 6	Diminish the difference in attainment gaps between pp / non pp children in reading, writing and maths	Attainment gap is not closing quickly or consistently enough	Timetabling of support staff and interventions	RH	Termly -10.12.19 -10.04.20 -10.07.20
Total budgeted cost					£17,800

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Empower parents to support their child's learning</p> <p>To include: -Roll out of the #Talking Tuesdays initiative across school -Use of DoJo / WeEduc -Introduction of the Parent Portal on EExAT -Introduction of Learn with us / Pride Prowls for parents -Introduction of parent classes -Parents as Partners transition programme</p>	<p>Parents feel empowered to support their child's learning.</p> <p>Parents understand what their child is learning and how they can support them with this.</p>	<p>Parental engagement is consistently associated with pupils' success at school.</p> <p>Currently, there is a general lack of parent support with learning at home</p>	<p>Tracking of number of PP parents engaging Parent feedback</p>	<p>CH / EK</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>

Access to Family Support Worker	Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective.	A proportion of our PP children experience SEMH difficulties. Early identification allows families to access the necessary support and intervention in order to provide home environments conducive to happy, healthy lives and learning.	Through agency feedback Through number of cases Through pupil and parent feedback	DM	Termly -10.12.19 -10.04.20 -10.07.20
Access to Nurture Group	Improve emotional well-being and social integration in the life of the school so that children are uninhibited in their learning.	Children need to feel safe, secure and happy in order to learn. A proportion of our PP children experience SEMH difficulties.	Timetabling Boxall profiles	AP / HC	Termly -10.12.19 -10.04.20 -10.07.20

Enrichment offer To include: -Supporting the cost of enrichment opportunities	Children are provided with equal opportunities to enrichment experiences	Children have limited life experiences.	Tracking of take up of PP children in enrichment offer	KH	Termly -10.12.19 -10.04.20 -10.07.20
Total budgeted cost					22, 860
7. Additional detail					