

Thorns Primary School

Pupil Premium Strategy Statement 2018 - 2019



Summary of information		
Total Number of pupils:	Number of pupils eligible for PP:	PP budget (2018-2019 financial year)
199	67 eligible pupils – 33.6% of whole school population	£77,880
BARRIERS TO LEARNING AND PROGRESS (for pupils eligible for PP)		
1. Lower rate of attainment in Reading, Writing and Mathematics for many pupils eligible for pupil premium. The proportion of pupils eligible for funding who also have other identified barriers are 27% SEN, 54% SEMH and/ or Pastoral needs, 45% attendance		
2. Pastoral Needs of many eligible pupils impacting on their ability to learn effectively within school		
3. Low standards in language development hinder the overall ability of many of pupils in receipt of Pupil Premium Funding		
4. Low parental engagement in learning for many pupils eligible for pupil premium.		
5. Poor attendance rates and regular lateness		
6. Limited range of life experiences		
RESOURCE ALLOCATION		
Desired Outcome	Success criteria	
Improved progress for pupils eligible for pupil premium through more effective interventions following targeted discussions at Pupil Progress Meetings	Identified needs, focused intervention work, outside agency support as required, regular measurable impact gathered	
Increase the number of pupils (eligible for pupil premium) at the expected level.	Pupils make good progress in relation to English and Maths – measured through DoL Index	
On-going progress is measured more accurately – teaching matched to needs of pupils and intervention work directly linked to assessment analysis	Clearly measured impact of interventions. Interventions provide value for money.	
Attendance and punctuality of pupils is closely monitored and targets put in place to show improvement in attendance of individual pupils	Attendance improves as a result of support from newly appointed Family and Pastoral Support Worker, Early Help Referrals made where appropriate, successes celebrated, referral to EIS team made where required	
Children come to school every day and are happy and ready to learn	Newly appointed Family and Pastoral Support Worker meeting regularly with identified pupils and their parents, Early Help Referrals made where required, Family Support workshops offered in school.	
Early Language Development skills improved in Reception	Foundation stage Lead and Reception class teacher attend training on Early Language Acquisition, Reception classroom resourced to reflect Language Development, Wellcomm Screening used to show progress in Speech and Language Development, Intervention time with Teaching Assistant for individual children with identified needs.	
Positive adult-pupil relationships; a culture of trust and open-ness	Staff are visible in the lunch hall and encourage positive, open conversations over lunch	

Desired Outcome	Actions	Approximate Cost/ Resources	Impact July 2019
Improved progress for pupils eligible for pupil premium through more effective interventions following targeted discussions at Pupil Progress Meetings	<ul style="list-style-type: none"> • Regular Pupil Progress meetings held with teacher and SLT • Targeted support identified and in place • Interventions planned and delivered by staff 	SLT time Teacher Cover Intervention Resources £1000 Outside Agency Support as required Teaching Assistant	<p>Venn Diagrams of each cohort were created which helped us to identify children in receipt of PP and other barriers to their success in learning such as attendance and SEN needs.</p> <p>Cohorts have been discussed at termly Pupil Progress meetings and individual intervention needs were identified for pupils.</p> <p>Interventions were timetabled and progress in sessions was recorded in the child's individual book. Progress during interventions was tracked using assessments on entry and exit.</p>
Increase the number of pupils (eligible for pupil premium) at the expected level.	<ul style="list-style-type: none"> • Regular Pupil Progress Meetings 	SLT time Teacher cover	As above – all pupils are discussed during termly Pupil Progress meetings. Assessments used to track progress of individuals. Referrals to outside agencies made where required.
On-going progress is measured more accurately – teaching matched to needs of pupils and intervention work directly linked to assessment analysis	<ul style="list-style-type: none"> • On-going progress is assessed and used to plan work matched to the needs of identified pupils • Regular book Looks focused on pupils eligible for funding 	SLT time to analyse data Teacher cover	<p>Use of on-going assessment helps us to gain a clear picture of the child's progress term to term.</p> <p>Fortnightly books trawls have taken place over the year across a range of subjects. Pupil Premium children have been selected regularly during this progress to ensure a clear picture of their access to the curriculum.</p>
Attendance and punctuality of pupils is closely monitored and targets put in place to show improvement in attendance of individual pupils	<ul style="list-style-type: none"> • Family and Pastoral Support Worker appointed and connections made with families • Attendance closely scrutinised • Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required • Early Help Referrals made where appropriate • First day absence calls and Regular home visits in place • Meeting room created 	Family and Pastoral Support Worker £22,000 pa	<p>Regular monitoring of attendance now takes place each week by one person. Daily calls logged and followed up by Family and Pastoral Support Worker. Calls to EIS team and letters issued to parents. m</p> <p>Letters to celebrate an improvement in attendance are also issued.</p> <p>Early Help referrals are now made by Family and Pastoral Support worker, subsequent meetings and follow-up is managed by the Family and Pastoral Support worker.</p> <p>Meeting room created and now used for all outside agency meetings Family Group Conferencing are now taking place at our school rather than at Family Centres enabling families to meet in more familiar surroundings.</p>
Pastoral	<ul style="list-style-type: none"> • Family and Pastoral Support Worker appointed and connections made with families • Attendance closely scrutinised 	Family and Pastoral Support Worker in post (£22,000) Teaching Assistant	Family and Pastoral role developing well. We have seen an increase in parents making contact with her to discuss issues they are having and to agree to Early Help referrals where needed. Attendance continues to be part of this role and the Family and Pastoral support worker is well placed to discuss attendance concerns with families in a more productive manner now. Support plans have been put in place to

	<ul style="list-style-type: none"> • Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required • Early Help Referrals made where appropriate • First day absence calls and Regular home visits in place • Meeting room created • Support from sycamore Green Partnership Team to work with families and individual pupils 	<p>time with individual/groups 3x 20mins weekly per child Based upon 18 children Approx. £10,000 per year</p>	<p>support families to improve their attendance and this has gleaned positive outcomes. Fines have been made for persistent absence and/or unauthorized holidays.</p>
<p>Early Language Development skills improved in Reception</p>	<ul style="list-style-type: none"> • Wellcomm Screening in place for all pupils in Reception and for Year 1 pupils who require it • Teaching Assistant intervention time with identified pupils • Speech and Language Referrals made following two terms of intervention work 	<p>Additional Reception Teaching Assistant morning only to provide time for 1:1 work with pupils Approx. £9000 per year</p> <p>SENCO time to process intervention work, meeting with SALT therapist, meetings with parents, Practical resources provided approx. £1000</p>	<p>Wellcomm is now used for all pupils in Reception and is continued into year 1 where necessary. Subsequent referrals to SALT are now made for pupils not making sufficient progress after 2 terms of intervention. Children will be added to the SEN register when outside agencies are engaged.</p> <p>SALT caseload has increased following the use of this screening tool.</p>
<p>Building positive adult, pupil relationships creating a culture of trust and open-ness</p>	<ul style="list-style-type: none"> • 2 lunches per day provided for members of staff to eat with the children – rota in place • Staff visible at lunchtime in the hall to support targeted children • Children sit with staff to encourage conversations and social skills 	<p>2 lunches per day provided for staff £1800 p/a</p>	<p>Lunch provision has been positive. The children love to see members of staff eating in the hall and will ask to sit by us!</p> <p>It has been a valuable opportunity to chat with pupils and model good behaviour and table manners.</p> <p>Monitoring of lunch provision has been possible through this time.</p>

The remaining funding is used towards the cost of teaching assistants across school who support the learning of all pupils.