

Pupil premium strategy statement - Thornbury Primary School

1. Summary information					
School	Thornbury Primary School				
Academic Year	2016-17	Total PP budget	£80 412 Sept 2016-Apr 2017	Date of most recent PP Review	n/a
Total number of pupils	305	Number of pupils eligible for PP	67 (87 PP/SC)	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	Pupils eligible for PP (your school)	National Average for all pupils
% achieving in reading, writing and maths	55%	53%
% making progress in reading	76%	Not yet published
% making progress in writing	74%	Not yet published
% making progress in maths	75%	Not yet published

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Y6 Middle Prior Attainers in writing are below the National Average	
B.	Y5 High Prior Attainment in maths, specifically progress needs to accelerate	
C.	Y3 Middle Prior Attainment in Writing	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Not all pupils are supported in learning at home, or there are home circumstances not conducive to learning	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Y6 Writing - Middle Prior Attainers: accelerate progress to increase the number of pupils at Age Related Expectation	7/9 'Mids' pupils at ARE (78%) compared to NA of 76%
B.	Y5 High Prior Attainment in maths, accelerate progress so that more achieve High attainment at Y6	2/3 pupils working confidently at Greater Depth (67%) NA= 43%
C.	Y3 Low Prior Attainment in Reading/Writing/ maths: accelerate progress to increase the number of pupils at Age Related Expectation	Target 2 pupils to be at ARE (29%) NA=17%/20%/19%
D.	PP pupils complete their homework enabling them to make better progress in lessons	Targetted PP pupils attend homework clubs on a regular basis

5. Planned expenditure					
Academic year	2016-2017				
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?
All lessons judged to be consistently good or better	Ensure classes are in single year groups and manageable class sizes	<p>Sutton Trust/EEF; No1 impact is from Assessment for learning; smaller teaching groups enable this to happen more efficiently.</p> <p>EEF - There is some evidence that reducing class sizes is more likely to be effective when supported with professional development to learn and develop teaching skills and approaches. Some evidence suggests slightly larger effects are documented for the lower achievers and those from the lower socio-economic status for very young pupils. Additionally teachers may potentially further develop their teaching skills and approaches in a smaller class.</p> <p>DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p> <p>- The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group additional teaching, improving feedback between teachers and pupils and one-to-one tuition.</p>	<p>Enquiry Days</p> <p>Deep Dives</p> <p>Book scrutinies</p>	CH	July 2017

Pupils are presented with relevant learning challenges	Learning points agreed in teaching teams, and drive the lesson; children given opportunities to group/regroup according to need TAs highly skilled and trained to focus on understanding Meta-cognition and self-regulation Mastery learning	EEF - High impact for very low cost, based on extensive evidence EEF - High impact for very low cost, based on extensive evidence EEF - Moderate impact for very low cost, based on moderate evidence.	As above Lesson Observations Pupil Progress meetings	CH	July 2017
Staff extend learning through effective feedback	Effective feedback shared	EEF - Feedback studies tend to show very high effects on learning. High impact for very low cost, based on moderate evidence. DFE - They ensured staff were all fully trained in providing high quality feedback and said this was replicated in the way they worked with staff - they too provided regular feedback, encouraging staff to reflect on their practice and identify ways to improve. Some directly linked progress and attainment of disadvantaged pupils to performance management, highlighting the accountability of every staff member in helping disadvantaged pupils to succeed.	CPD schedule Book scrutinies Enquiries	CH	July 2017
Pupils developing a self-awareness of their own learning through coaching and mentoring their peers.	Peer tutoring	EEF - Moderate impact for very low cost, based on extensive evidence.	Pupil Progress meeting reviews Pupil feedback Book scrutinies	CH	July 2017
Increased attainment and progress in reading	Reading comprehension strategies Bug Club subscription	EEF - Moderate impact for very low cost, based on extensive evidence.	Pupil Progress meeting reviews Pupil feedback Book scrutinies	SLT Literacy Lead	July 17
To develop independent learner and problem solvers.	Collaborative learning	EEF - Approaches which promote talk and interaction between learners tend to result in the best gains.	Pupil Progress meeting reviews Pupil feedback Book scrutinies	SLT	July 17

To practice and consolidate skills through different media at home and school.	Digital Interventions	EEF - Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months) positive impact.	Pupil feedback Book scrutinies Homework records	Class teachers	July 17
To increase parents' skills to support children in their learning.	Open Days Online learning subscriptions	Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months.	Evaluations	CH	July 17

					Total budgeted cost	£39 968
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?	
Pupils have the emotional literacy to make the most of the learning opportunities presented to them	ELSA training for most TAs, and ELSA timetabled provision across the school	EEF - Moderate impact for moderate cost, based on extensive evidence.	Half termly meetings with the ELSA Team Pupils being referred onto the programme by staff and external agencies Pupils being taken off the programme due to success Report to Govs	FB/ LT	July 2017	
Pupils have the emotional literacy to make the most of the learning opportunities presented to them Barriers to learning such as mental health/ parenting support addressed	Purchase of Learning Mentor Time Social and emotional learning Buy into the Excellence Cluster Multi Agency Team	EEF - Moderate impact for moderate cost, based on extensive evidence.	Pupils being exited from the programme Feedback from Learning mentor, parents and staff Professionals exiting from cases	FB/ LT	July 2017	
Service children's emotional and learning needs are effectively supported.	Service Children Support Group		Feedback from families and pupils. Progress and attainment data.	FB / HH	July 17	

To ensure children are secure in their phonics knowledge	Phonics booster groups	EEF - Moderate impact for very low cost, based on very extensive evidence.	Phonics data	EM	July 17
To consolidate and apply learning and basic skills to problem solving situations	Small group tuition	EEF - Moderate impact for moderate cost, based on limited evidence. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. DFE - The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group additional teaching, improving feedback between teachers and pupils and one-to-one tuition. OFSTED The pupil premium: an update 2014 - The most successful schools ensure that pupils catch up with the basics of literacy and numeracy and offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. In the primary schools sampled, there was a very strong focus on improving reading.	Assessment data	Class teachers	July 17
To ensure climate is positive and supportive for learning	Behaviour interventions	EEF - Moderate impact for moderate cost, based on extensive evidence.	Behaviour logs	CW	July 17
PP enabled to access opportunities they might not be able to afford e.g. residential/ trips/ Club/ Music tuition/ Uniform	Subsidised scheme for specific pupils for residential/ music tuition etc Easter School Summer School	EEF - On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not	Pupils included in these opportunities Pupils show increased confidence Pupils show increased mental well-being	FB/ CH/ Office Staff	July 2017
Total budgeted cost					£40 605

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?
Ensures best practice is shared and built upon.	Joint working with MAT schools and local schools.	DFE - More successful schools tended to be linked into a number of other networks, including with their local primary or secondary schools, with those in their local authority or academy chain, and with national sector-wide networks, initiatives and sources of evidence. Many staff were also involved in delivering CPD and sharing ideas and practice with others inside and beyond their school.	Working groups e.g. moderation activity	Subject leads	July 17
Flexibility of strategies deployed depending on need.	Regularly reviews of cohort groupings/ quality first teaching and intervention strategies	DFE - It seems likely that schools' success in closing the gap is influencing some of the findings from the survey and interviews. For example, schools experiencing less success are likely to have used more strategies in an attempt to improve their success. They are also more likely to rely on the Sutton Trust-EEF Toolkit and be more concerned that their strategies are evidence-based because of the pressure to demonstrate that they are doing 'the right things' to address the issue. On the other hand, schools experiencing greater success are more likely to attract higher quality staff, feel freer to rely on their own judgements and take calculated risks in their choice of strategies. OFSTED The pupil premium: an update 2014- Although schools often spend the funding on a common menu of activities, effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils. They continue with interventions that have been successful and amend their practice where it has been less successful. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs. In these schools, leaders put in place a balanced programme of whole-school, targeted and specialist support that takes into account the needs of all pupils. Where schools encountered barriers to providing the support required, they found creative ways to achieve their aims.	Pupil Progress meetings	SLT	July 17
Total budgeted cost for all areas					£80 573