

Pupil premium strategy statement - Thornbury Primary School

| 1. Summary information | | | | | |
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| School | Thornbury Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget | £98399 Sept 17 - Aug 18 | Date of most recent PP Review | Feb 2017 |
| Total number of pupils | 288 | Number of pupils eligible for PP | 59 (73 PP/SC) | Date for next internal review of this strategy | Feb 2018 |

| 2. Current attainment (KS2) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>National Average for all pupils</i> |
| % achieving in reading, writing and maths | 61% (+7% on 2016) NB In line with KS2 cohort as a whole 67% (Exc EHCPs) | |
| % making progress in reading | 84% made expected progress or more 2016-17 | Not yet published |
| % making progress in writing | 89% made expected progress or more 2016-17 | Not yet published |
| % making progress in maths | 86% made expected progress or more 2016-17 | Not yet published |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Y6 Middle Prior Attainers in all areas to achieve greater depth | |
| B. | Y4 Low Prior Attainment to meet ARE | |
| C. | Y1 Pupils on track for ARE | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Not all pupils are supported in learning at home, or there are home circumstances not conducive to learning | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Y6 Mid Prior Attainers at reach greater depth | 1/8 to achieve Greater Depth in all areas compared to NA of 10-12% |
| B. | Y4 Low Prior Attainers to meet ARE in all areas | 1/5 pupils working confidently at ARE compared to NA of 17-20% |
| C. | Y1 Increase pupils on track for ARE in all areas | Target 3/4 pupils to be at ARE |
| D. | PP pupils complete their homework enabling them to make better progress in lessons | Targeted PP pupils attend homework clubs on a regular basis |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017-2018 | | | | |
| 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 and to embed this further in light of a growing staff. | 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 | |

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| <p>Pupils are presented with relevant learning challenges, embedding this further in light of a growing staff.</p> | <p>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</p> | <p>EEF - High impact for very low cost, based on extensive evidence</p> <p>EEF - High impact for very low cost, based on extensive evidence</p> <p>EEF - Moderate impact for very low cost, based on moderate evidence.</p> | <p>As above Lesson Observations Pupil Progress meetings</p> | <p>CH</p> | |
| <p>Staff extend learning through effective feedback by consolidating the use of the stepping stones on planning sheets and in the lesson.</p> | <p>Effective feedback shared</p> | <p>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.</p> | <p>CPD schedule Book scrutinies Enquiries Planning scutinies</p> | <p>CH</p> | |
| <p>Pupils developing a self-awareness of their own learning through coaching and mentoring their peers. Aim to accelerate progress for targeted pupils.</p> | <p>Peer tutoring</p> | <p>EEF - Moderate impact for very low cost, based on extensive evidence.</p> | <p>Pupil Progress meeting reviews Pupil feedback Book scrutinies</p> | <p>CH</p> | |
| <p>Increased attainment and progress in reading by consolidating the use of stepping stones on planning sheets and in the lesson.</p> | <p>Reading comprehension strategies Bug Club subscription</p> | <p>EEF - Moderate impact for very low cost, based on extensive evidence.</p> | <p>Pupil Progress meeting reviews Pupil feedback Book scrutinies</p> | <p>SLT Literacy Lead</p> | |

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| <p>To develop independent learner and problem solvers by cascading the pilot completed in year 5 to year 5.</p> | <p>Collaborative learning Digital Interventions</p> | <p>EEF - Approaches which promote talk and interaction between learners tend to result in the best gains. EEF - Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).</p> | <p>Pupil Progress meeting reviews Pupil feedback Book scrutinies Yammer logs One note evidence of collaborative learning and learning dialogue.</p> | <p>SLT</p> | |
| <p>To increase parents' skills to support children in their learning. To consider how to meet the needs of pupils who never complete homework, do not have PE kit in school, are never heard read, do not attend after school clubs and are frequently late to school.</p> | <p>Open Days Online learning subscriptions Behaviour Watch School Pupil Tracker Online</p> | <p>Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months.</p> | <p>Evaluations Pupil feedback Book scrutinies Homework records Meeting records with parents / carers</p> | <p>Class teachers Learning Mentor SENCo SLT</p> | |
| Total budgeted cost | | | | | £48881 |

| ii. Targeted support | | | | | |
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| 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 and to make a wider use of THRIVE to devise action plans for in school and in the home activities. | 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 Gobs | FB/ LT/HT | |
| Pupils have the emotional literacy to make the most of the learning opportunities presented to them and to continue to buy in to the MAST provision for bespoke packages. | 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 | |
| Service children's emotional and learning needs are effectively supported and to continue to provide bespoke package. To plan and design a game to run at the Summer Fayre. | Service Children Support Group | | Feedback from families and pupils. Progress and attainment data. | FB / HH | |

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| To ensure children are secure in their phonics knowledge by continuing to provide a programme of support for new Y1 cohort and to target children in Y2 who will be reassessed in the summer of 2018. | Phonics booster groups | EEF - Moderate impact for very low cost, based on very extensive evidence. | Phonics data | EM | |
| To consolidate and apply learning and basic skills to problem solving situations by continuing to provide bespoke programme to identified individuals. | 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 | |
| To ensure climate is positive and supportive for learning by embedding and spreading the THRIVE practise through the school. | Behaviour interventions | EEF - Moderate impact for moderate cost, based on extensive evidence. | Behaviour logs | CW/FB/HT | |
| PP enabled to access opportunities they might not be able to afford e.g. residential/ trips/ Club/ Music tuition/ Uniform opportunities. | 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 | |
| Total budgeted cost | | | | | £49518 |

| iii. Other approaches | | | | | |
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| 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 by continuing to share and model best practice with all stakeholders | 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 | |
| To continue to identify and discuss individual needs and interventions programmes on a termly basis. | 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 | |
| Total budgeted cost for all areas | | | | | £98399 |