

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% Sept 2017 - 78% Y6 mid prior attainers met ARE in July 2017
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% Sept 2017 - 67% Y5 high prior attainers at GD
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% Sept 2017 - not achieved
D.	PP pupils complete their homework enabling them to make better progress in lessons	Targetted PP pupils attend homework clubs on a regular basis Sept - 70% success

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>	Enquiry Days Deep Dives Book scrutinies	CH	<p>July 2017</p> <p>Sept 2017 - Monitoring and evaluation of lessons, books and planning judged to be good or better over time. 97% lessons judged to be good or outstanding.</p> <p>Next steps - to embed this standard further particularly in the light of a growing staff.</p>

<p>Pupils are presented with relevant learning challenges</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</p> <p>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>July 2017 Sept 2017 - Enquiry in Spring term revealed good or better practice in this area. CPD followed this to ensure greater consistency of our best practice. July lesson observations confirmed this. Notable strengths were TA questioning, teachers reshaping learning and learning conversations between adults and children. Data shows greater depth (mid prior attainment pupils) progress is inline or above National. Next steps - see above</p>
<p>Staff extend learning through effective feedback</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</p>	<p>CH</p>	
<p>Pupils developing a self-awareness of their own learning through coaching and mentoring their peers.</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>July 2017 Sept 2017 - Enquiries and lesson observations show highly independent children who know where they are in their learning, what equipment to use and what their next steps are. Next steps - consolidate the use of stepping stones on planning sheets and in the lesson.</p>
<p>Increased attainment and progress in reading</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>	<p>July 17 Sept 2017 - For KS2 pupils, reading is seen to be making steady progress, in maths and writing the progress of these pupils is accelerated (3+ points). Next steps - to accelerate progress for targeted pupils.</p>

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 Sept 2017 - Enquiries and lesson observations show highly independent children who know where they are in their learning, what equipment to use and what their next steps are. Next steps - consolidate the use of stepping stones on planning sheets and in the lesson.
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 Sept 2017 - Innovative use of One Note and Yammer for pupils to actively engage with one another outside of school whilst doing homework. Conversations are monitored to ensure dialogues are based on learning. Next steps - To spread the pilot done in year 6 to year 5.
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 Sept 2017 - Open days (with parent training sessions inbuilt), Phonics training, Lower Junior and Upper Junior meetings are attended by parents and carers, an element of training is built in to these sessions. Parent questionnaire responses were all positive. Next steps - 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.

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 <i>Sept 2017 - Majority of TAs are now Elsa trained. Comprehensive package offered across the school. Regular ELSA meetings to monitor and ensure correct support is in place and withdrawn when appropriate. Activities are also linked with THRIVE assessments where appropriate. Next steps: To made wider use of THRIVE to devise action plans for in school and in the home activities.</i>
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 <i>Sept 2017 - Referrals made to MAST as appropriate. Learning Mentor continues to support children in school one day a week. Start of year project on awareness of positive mental health completed and knowing how to support your own well-being, what works for you as an individual. Children's questionnaires - positive views about feeling safe, cared for, and able to talk to someone. Next steps: To continue to buy in to the MAST provision for bespoke packages. To made wider use of THRIVE to devise action plans for in school and in the home activities.</i>
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 <i>Sept 17 - Most children made accelerated progress. Armed Forces Group meets regularly. Positive relationships with parents and carers established. Children fully included in decision making and planning of activities for the group to undertake. Bespoke package devised to meet individual need, such as CHICKS breaks. Trip to theatre and follow up work completed. Next steps: To continue to provide bespoke package. To plan and design a game to run at the Summer Fayre.</i>

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 Sept 17 - 84% met threshold this year (+4% on 2016). Next steps: To continue programme of support for new cohort. To target children in Y2 who will be reassessed in the summer of 2018.
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.	Assessment data	Class teachers	July 17 Sept 17 - Small group work on problem solving supported a number of children in preparation for end of year assessments. 71% of targeted children met ARE. Next steps: Continue to provide bespoke programme to identified individuals.
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 Sept 17 - Two staff trained as THRIVE practitioners in Summer term. Positive impact seen with these children on THRIVE programme, evidenced through assessments. Next steps: Embed and spread the THRIVE practise through the school.
PP enabled to access opportunities they might not be able to afford e.g. residential/ trips/ Club/ Music tuition/	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	FB/ CH/ Office Staff	July 2017 Sept 17 - 19% of children attended Easter Schools, summer schools, residential and accessed music tuition with the support of school. Next steps: To continue to support access to wider opportunities.
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 Sept 17 - Links established in all curriculum areas across MAT schools. Programme of joint meetings established. Joint training undertaken. Good practice is shared within school and within the MAT schools. Monitoring and Evaluation from MAT schools through Enquiries and moderation, and distant and close supervisor visits. Next steps: To continue share and model best practice with all stakeholders.
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 Sept 17 - Termly pupil progress meetings held with subject leaders to identify and plan in appropriate interventions for young people. Interventions planned and delivered, and evaluated with the Teacher and TAs. Interventions are cohort and pupil specific, designed for personalisation rather than 'off the peg' (reference EEF) Next steps: To continue to identify and discuss individual needs and interventions programmes on a termly basis.
Total budgeted cost for all areas					£80 573