

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
<b>School</b>	Thurlaston CE (Aided) Primary School				
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	19-20 - £31,600 20-21 - £22,140	<b>Date for next internal review of this strategy</b>	Sep 21
<b>Total number of pupils eligible for PP/PP+</b>	11	Number of pupils eligible for PP/PP+ who have attended more than 1 school.	2 (18%)	Number of Pupils not Eligible for PP/PP+ who have attended more than 1 school.	22 (25%)

2. Current attainment				
	<i>Pupils eligible for PP 19/20</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP 20/21</i>	<i>Pupils not eligible for PP</i>
Numbers of pupils			<i>Excluding New Starters</i> 9	<i>Excluding New Starters</i> 63
<b>% achieving expected standard or above in Combined</b>	55%	77%	56%	71%
<b>% achieving expected standard or above in reading</b>	55%	82%	56%	79%
<b>% achieving expected standard or above in writing</b>	55%	78%	56%	73%
<b>% achieving expected standard or above in maths</b>	55%	86%	56%	83%
3. Barriers to future attainment (for pupils eligible for PP)				
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	A large proportion of our children are adopted and may have attachment and associated issues.			
<b>B.</b>	A number of children in receipt of PP are also on the SEND register which prevents sustained high achievement			

<b>C.</b>	18% of out PP/PP+ pupils have attended more than one school.	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Attendance rates for some of our PP children have improved but they have a tendency to be late.	
<b>E.</b>	PP unable to do their homework at home through either lack of facilities or parental resources	
<b>4. Intended outcomes</b> (specific outcomes and how they will be)		<b>Success criteria</b>
<b>A.</b>	For children eligible for PP to be settled and secure in school. Those children who require support will be offered sessions of emotional coaching (ELSA).	They will have their emotional needs met and be ready to engage and learn with greater resilience and independence.
<b>B.</b>	Children eligible for PP with SEND to make progress in reading, writing and mathematics through quality first teaching and closely monitored intervention groups.	These children will make expected progress in reading, writing and mathematics by the end of the year
<b>C.</b>	Ensure that PP and PP+ children are well supported in Maths and have access to timely interventions to ensure they keep up.	The children more on at the same pace as the other children.
<b>D.</b>	Increased attendance rates and improved on-time attendance for PP children through close monitoring and dialogue with parents.	Attendance PP children is in line with national.
<b>E.</b>	PP children completing homework to an acceptable standard weekly and consolidating their learning. Also preventing them feeling different to their peers.	PP children complete their homework and hand in on time.

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>19-20</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Support staff to provide additional support for PP and PP+ children with attachment and/or SEMH needs	Improved pastoral care with home barriers reduced.	Trained ELSA has implemented the strategy to groups and individuals and enabled all children to be more settled in school life and access the curriculum with greater confidence.	Some children have needed specific targeted work and other more general support. Specific targeted work has had the greatest impact and more monitoring of the interventions is needed to ensure best value for money.  During COVID staff still needed paying	ELSA £16,894 + Supervision at £160
Ensure sufficient staff in each classroom for maths lessons and for follow up work in the afternoon	All children keep a pace with the Teaching	Children's progress and attainment in maths is improving. Works particularly well in Class 2. More consistent in all other classes due to monitoring sheet.	The support staff must be in the whole of the lesson to be able to accurately do the catch up in the afternoon. Older classes must have sufficient staff. Further monitoring using new monitoring sheet for maths intervention needed to ensure best value. During COVID staff still needed paying	£6175
Provide a weekly homework club with suitable adult support and resources.	All children can complete their homework	There has been an improvement in the number of times most children have handed in their homework.	Some children need more encouragement to attend and some weeks there has not been a need.  During COVID staff still needed paying	£319
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

LSAs implementing a wide range of interventions as directed by the SENCO	Timely interventions take place to meet the needs of individual and groups of children.	A wide range of programmes was run. Write Away was particularly useful and easily measured. Precision Teaching was also particularly useful as long as it was done very regularly and accurately. Other programmes impact was hard to quantify.	Write Away is a very useful programme.  Precision teaching must take place each day and the staff need to be very clear in how they approach it.  During COVID staff still needed paying	£6175
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### 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
Subsidised educational visits and residential	Eligible children will have the same opportunities for enrichment activities as other children	Has ensured that PP and PP+ children get the same entitlement as other pupils in the school; boosting self-esteem, and enhancing their learning.	Easy for PP and PP+ to access  Less expenditure than planned due to Covid	Part of £1878
Subsidised Music Tuition	Eligible children will benefit from the confidence and perseverance that learning an instrument brings.	Has helped PP+ children develop confidence and self esteem	For equity purposes PP children should be encouraged to take up learning an instrument.  Less expenditure than planned due to Covid	Part of £1878

## 6. Planned expenditure

<b>Academic year</b>	<b>20-21</b>
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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

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation/Cost?</b>
Ensure sufficient staff in each classroom for maths lessons and for follow up work in the afternoon	All children keep a pace with the Teaching	Children's progress and attainment in maths is improving. Works particularly well in Class 2.	The support staff must be in the whole of the lesson to be able to accurately do the catch up in the afternoon.  Older classes must have sufficient staff.	Maths Co-ordinator	Termly £4275
Provide a weekly homework club with suitable adult support and resources.	All children can complete their homework	This has assisted pupils in keeping up to date with homework.	Quality staff will man the clubs	Senior Teaching Assistant	Termly £350
<b>Total budgeted cost</b>					£4625
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation/Cost?</b>
Staff Training on Specific intervention programmes such as Precision teaching.	Staff are able to implement the relevant programmes	The training has enabled staff to be able to run the intervention programmes needed.	The programmes have been monitored by outcome but observation of the staff is needed to ensure consistency of quality across the school and staff.	SENCO	Termly £250

LSAs implementing a wide range of interventions as directed by the SENCO	Timely interventions take place to meet the needs of individual and groups of children.	A wide range of programmes will be run. Write Away, Precision Teaching and Moving Reading and Writing on have a proven record in school of helping children.	Timetables and intervention monitoring sheets with starting points and ends points on to ensure the programmes take place and are effective.	SENCO	Termly Assessments £5500
Support staff to provide additional support for PP and PP+ children with attachment and/or SEMH needs	Improved pastoral care with home barriers reduced.	Trained ELSA will implement the strategy to groups and individuals and enabled all children to be more settled in school life and access the curriculum with greater confidence. The programmes run may be 6 week programmes or longer ones.	Targeted programmes are planned for using resources that are known to be effective. Start and end points of these programmes will be recorded. For those needing longer term interventions, termly assessments will be made.	SENCO ELSA	Termly Assessments. £17,336 + £160 for supervision.  Only part payment charged to PP/PP+ (£8745)
<b>Total budgeted cost</b>					£14,495
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation/Cost?</b>

Subsidised educational visits and residential	Eligible children will have the same opportunities for enrichment activities as other children	To ensure that PP and PP+ children get the same entitlement as other pupils in the school; boosting self-esteem, and enhancing their learning.	Ensure parents are aware of the fund in all trip letters and automatically fund pupils.	Head/ Bursar	Monthly £2000
Subsidised Music Tuition	Eligible children will benefit from the confidence and perseverance that learning an instrument brings.	To help PP+ children develop confidence and self esteem	For equity purposes PP children should be encouraged to take up learning an instrument. A letter will be written out to parents once per year.	Head/ Bursar	Monthly £1000
<b>Total budgeted cost</b>					<b>£3,000</b>
<b>7. Additional detail</b>					

Rationale for strategies/actions taken come from reliable evidence sources such as the EEF Toolkit. Termly meetings take place discuss progress and attainment of PP and PP+ with the headteacher and class teachers.

The Pupil Premium percentage across Thurlaston Primary School for 2020-21 is 6% PP and 5% PP+. Within year groups the percentage can be considerably less which can make it difficult to identify specific trends. As a result, many outcomes are based on an individual level.

50% of PP children are also on the SEN register: 40% of PP+ children are also on the SEN register. (14% of all pupils are on the SEN register)

COVID 19 affected last year considerably. It is still having an impact on the way we can do things this year.