

# Thorns Primary School

## Pupil Premium Strategy Statement 2020 - 2021



Summary of information		
Total Number of pupils:	Number of pupils eligible for PP:	Pupil Premium budget 2020-2021
199	67 eligible pupils –33.6% of whole school population	£107, 600
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 INSIGHT and effective use of measurable data to ensure that progress can be mapped across the school year.	
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. Targetted interventions matched to identified need of barriers to learning.	
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 feeling safe and secure 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. New approach to phonics launched and all staff trained to ensure quality delivery of daily phonics sessions and interventions.	
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 2021
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"> <li>• Regular Pupil Progress meetings held with teacher and SLT</li> <li>• Targeted support identified and in place</li> <li>• Interventions planned and delivered by staff</li> <li>• Assessments used to provide measurable progress</li> </ul>	SLT time LEADERSHIP TIME Teacher Cover Intervention Resources £1000  Outside Agency Support as required  Teaching Assistant	
Increase the number of pupils (eligible for pupil premium) at the expected level.	<ul style="list-style-type: none"> <li>• Regular Pupil Progress Meetings to discuss barriers to learning and the strategies to overcome these</li> <li>• Regular parental involvement to provide resources and support</li> </ul>	SLT time LEADERSHIP TIME  Teacher cover £200 PER DAY	
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"> <li>• On-going progress is assessed and used to plan work matched to the needs of identified pupils</li> <li>• Learning walks targeted towards eligible pupils</li> <li>• Regular book Looks focused on pupils eligible for funding</li> </ul>	SLT time to analyse data LEADERSHIP TIME  Teacher cover £200 PER DAY  Support with lessons planning, delivery etc. as required TEACHER RELEASE TIME	
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"> <li>• Family and Pastoral Support Worker appointed and connections made with families</li> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> <li>• ‘School Support’ referrals to ensure families not engaging are supported –</li> </ul>	Family and Pastoral Support Worker £23,000 pa	

	<p><i>this may lead to subsequent Early Help referrals</i></p> <ul style="list-style-type: none"> <li>• Early Help Referrals made where appropriate</li> <li>• First day absence calls and Regular home visits in place</li> <li>• Meeting room used to allow core group meetings, professional meetings etc. to take place with our staff present.</li> </ul>		
<p>Children come to school every day feeling safe and secure and are happy and ready to learn</p>	<ul style="list-style-type: none"> <li>• Family and Pastoral Support Worker appointed and connections made with families</li> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> <li>• Early Help Referrals made where appropriate</li> <li>• First day absence calls and Regular home visits in place</li> <li>• Meeting room created</li> <li>• Support from sycamore Green Partnership Team to work with families and individual pupils</li> <li>• Sycamore Green Training sessions used to develop teacher expertise in behaviour management, classroom organisation etc.</li> <li>• additional purchase of PSHE Scheme of work and Resilience screen in place across school to provide more opportunities to support children with SEMH and provide a measurable</li> </ul>	<p>Family and Pastoral Support Worker in post (£23,000)</p> <p>Teaching Assistant time with individual/groups 3x 20mins weekly per child Based upon 18 children APPROX. £15,000 PER YEAR</p> <p>Sycamore Green Partnership Team LA Buy back <b>Xxx</b></p> <p>Jigsaw Scheme of work, training sessions for all staff, REST resilience scale, release time for PSHE Lead APPROX. £3000.00</p>	

	<p>scale of children's emotional wellbeing</p> <ul style="list-style-type: none"> <li>• In-house support for children requiring support with their emotional wellbeing</li> <li>• Sensory Garden created in our grounds to provide a calm, safe space for reflection.</li> <li>• Jumpers are provided for children who complete the Free School Meals eligibility paperwork as a thank you</li> </ul>	<p>SEMH Resources for use in school £1000.00</p> <p>£3000 budget to create, plant and maintain garden area £500 budget for jumpers</p>	
<p>Early Language Development skills improved in Reception</p>	<ul style="list-style-type: none"> <li>• Wellcomm Screening in place for all pupils in Reception and for Year 1 pupils who require it</li> <li>• Teaching Assistant intervention time with identified pupils</li> <li>• Speech and Language Referrals made following two terms of intervention work</li> </ul> <ul style="list-style-type: none"> <li>• Launch of new approach to Phonics. All staff trained and new resources purchased. Parent workshops/information sessions to take place when school able to do so. Early intervention and catch up programmes in place for vulnerable pupils.</li> </ul>	<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>£3000 budget set aside to support this project</p>	

<p>Building positive adult, pupil relationships creating a culture of trust and open-ness</p>	<ul style="list-style-type: none"> <li>• 2 lunches per day provided for members of staff to eat with the children – rota in place</li> <li>• Staff visible at lunchtime in the hall to support targeted children</li> <li>• Children sit with staff to encourage conversations and social skills</li> <li>• Lunchtime supervisor training in effective support for vulnerable pupils</li> </ul>	<p>2 lunches per day provided for staff £2000 p/a</p> <p>Sycamore Green training package</p>	
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The remaining funding is used towards the cost of teaching assistants across school who support the learning of all pupils.