



## Pupil Premium at Thorp Primary School



### Our Vision:

Working together to develop high achieving, independent learners and creative thinkers in a safe and inclusive environment.

### Our Values:

Together as a community:

Have high aspirations

Open all pathways for everyone to achieve

Respect all people, our school and ourselves

Provide a rich and balanced curriculum

At Thorp Primary School we believe that all pupils have a right to high aspirations and an outstanding education, so staff will provide the best quality of education for all pupils no matter their background or starting points in school. Having high expectations for all pupils' means that we want all pupils to make rapid progress, attain to the best of their ability and understand how to build on their own learning so that they foster a love of learning to enable them to become life-long learners.

### ***So what is Pupil Premium Grant and where is it from?***

The Pupil Premium is a grant of money per child and was introduced by the coalition Government in 2011. It was initially allocated to children from low-income families who were eligible for Free School Meals and children who have been In Care continuously for more than six months.

The Government believes that the Pupil Premium, which is additional to main school funding and paid directly into the school budget, is the best way to address the current underlying inequalities for children eligible for Free School Meals (FSM) and In Care by ensuring that funding reaches the pupils who need it most.

In the 2015-16 academic year the government also introduced the Early Years Pupil Premium Grant for children who are 3 and 4 years old and accessing their free education entitlement (for Thorp, this is the children in our nursery). The criteria for receiving the grant is also based on what benefits the family receive. (Please see the appendix attached). The amount set for EYPP per child is £302.10.

In the academic year 2018-19 the school receives £1320 per year per eligible child. If the child is 'looked after' (in the care of the local authority) or 'post looked after' (no longer in care) the school receives £2300. The DfE uses January census data to identify the number of children who will receive funding. This level of funding is remaining for 2019-20 academic year.

### ***How does the government know if it is making a difference?***

Every school that receives PPG (Pupil Premium Grant) has to report on the progress and attainment of the children to Ofsted and the DfE. Schools also have to publish information regarding the spending of the PPG and the progress and attainment of the children in receipt of the PPG. The expectation of the government is that schools can clearly identify and track the children in receipt of the PPG. Schools can choose how to spend the PPG but it must have an impact on the children's learning. Charities such as the Education Endowment Fund also investigate and publish what interventions have the most impact for pupils and what are the most cost effective and schools and the DfE use the reports for planning and recommendations.

### ***What does Thorp do with the PPG?***

Over the last eight years the number of pupils in receipt of pupil premium in Thorp has more than doubled. However, this number is still lower than the national average, and equates to around 17% of the school population (Reception to Year 6).

In November 2018 the intervention teacher, who had been specifically employed to work 1:1 with the then low number of PPG pupils left the school, and a decision was made to not employ one part time teacher but to employ more TA's (teaching assistant) and redeploy existing TA's and HLTA's. From



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September 2019 the school has further refined this, redeploying one of the HLTA's, with considerable previous experience as a learning mentor, as a Family Liaison Officer for four mornings a week. This decision was made as the number of children in receipt of PPG has risen, and more hours from trained staff in specific interventions was required than three days from a teacher. For some children they receive support in class, for some children they have 1:1 or small group intervention outside of the classroom. The focus of the intervention may be to support the whole family around specific issues such as attendance or mental health. The intervention may also be to support individual children's mental health and wellbeing, social skills, specific gaps in learning or to support pre-learning experiences for topics.

A small amount of money is also used to purchase specific resources and training for staff to implement effective interventions. The effectiveness of this approach will be closely monitored and evaluated by the headteacher and the link committee member of the Local Advisory Committee

Some children in receipt of PPG at Thorp are already working at or above their national age related expectations and so are being supported to make outstanding progress and attain higher. Some children who are in receipt of PPG are also on the SEND (Special Educational Need or Disability) register. The PPG funding is in addition to any additional SEND funding that the school receives to support these children. (Please see SEND School Report and Local Offer).

### **Reporting and Recording Arrangements**

Class teachers have responsibility for the progress of all children in the class. They closely track progress and attainment of all children using a system called 'Target Tracker'. Class teachers have regular Pupil Progress meetings with their phase leaders, the SENDCo and the headteacher, and in these meetings specific groups of children are discussed, including children in receipt of PPG, and an action plan is developed with specific interventions identified.

Every term the Headteacher and Link Local Advisory Committee Member for Inclusion meet to monitor and evaluate the impact of the interventions and progress. This is then reported to the full Local Advisory Committee and is reported to parents via this report regularly. The progress and attainment of pupils in receipt of pupil premium at the end of key stage is reported nationally via SATs results and performance tables. Ofsted also investigate the use of pupil premium as part of their inspection of the school.

### **What has been the impact of PPG on the progress and attainment of pupils in Thorp?**

(PPG children Reception to Year 6-Including those with SEND)

<b>Subject</b>	<b>Progress</b>	<b>Attainment</b>
<b>2017-18 academic year (33 pupils)</b>		
<b>Reading</b>	73% making expected or better	61% at or above expected 15% just below expected
<b>Writing</b>	64% making expected or better	39% at or above expected 18% just below expected
<b>Maths</b>	64% making expected or better	36% at or above expected 30% just below expected
<b>2018-19 academic year (35 pupils)</b>		
<b>Reading</b>	70% making expected or better	51% at or above expected 19% just below expected
<b>Writing</b>	88% making expected or better	39% at or above expected 28% just below expected
<b>Maths</b>	72% making expected or better	41% at or above expected 22% just below expected



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As some year groups there are only one or two Pupil Premium children and the total for the school is around 17% of the population, we do not report in year group detail. Some children who are on Pupil Premium are also registered as having Special Educational Needs, and for these children they may make good or better progress, but their starting points are lower and so their attainment is not in line with national expected. As this is a proportion less than 25% of the total PPG group it is not appropriate to report their attainment separately.

Progress and attainment is improving, apart from reading, which is a specific focus of intervention for 2019-20 academic year. Some of the variance in all subjects is cohort and child specific, and school requires another year of data to see if the changes in the way they support the children has a positive effect.



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### Appendix 1

#### Eligibility for Pupil Premium



In order for a pupil to be eligible for Pupil Premium (and therefore for free school meals) or Early Years Pupil Premium in nursery the parent needs to receive one or more of the following;

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- The guaranteed part of State Pension Credit
- Support under part 6 of the Immigration and Asylum Act 1999
- Child Tax Credit (providing you are not entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by the Inland Revenue)
- Working Tax Credit run-on (paid 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit

A pupil is also eligible for the higher rate of Pupil Premium if the child is looked after by the local authority (living with a foster family) or who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order) at the January school census.

The final criteria for edibility is if the child is recorded as a 'service child'. This is a child who's parent in in the Armed forces, or who has had a parent in the armed forces in the last 5 years, as recorded in the January school census.

If you believe that your child is eligible for pupil premium, please contact the school office.