



Pupil premium strategy statement (primary)

1. Summary information					
School	Thorp Primary School				
Academic Year	2020- 21	Total PP budget	£55.145	Date of most recent PP Review	Sept 2020
Total number of pupils	227	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Sept 2021

2. Current attainment (2018- 2019 3 children) There is no data for 2019-20 due to covid19 lockdown		
KS2	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	33%	65%
% making progress in reading	33%	73%
% making progress in writing	33%	78%
% making progress in maths	33%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor communication and language skills which impacts on speaking and listening, phonics, reading and writing.
B.	Personal/social/emotional/mental health difficulties.
C.	A rising number of children struggle to self-regulate their behaviour due to overwhelming emotional needs.
D.	Sustained support will be needed to help disadvantaged pupils catch up as a result of school closures due to the COVID-19 pandemic.
E.	Some families have limited access to Wi-Fi and technology to access remote learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Persistent absence.
G.	Poor home learning environments; lack of parental support with home learning.
H.	Many PP pupils have few opportunities to benefit from cultural and social events and experiences.

I	Local restrictions due to COVID-19 including regulations for self-isolation.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment for PP children in reading, writing and maths. Remote learning provides access to an effective curriculum during any school or 'bubble' closures. Any gaps identified between PP and non-PP due to COVID-19 school closures will be closed.	PP children attain in line or greater than non-PP children in school. Measured in all groups by teacher assessments and successful moderation practices across the school.
B.	Increased attendance of PP children.	Significant reduction in persistent absenteeism and general improved attendance for PP children.
C.	Strong social and emotional support is provided to remove barriers to learning caused by difficulty to self-regulate emotions through any COVID-19 isolating.	Children's social and emotional skills are improved and impact is made on positive well-being. Children have improved learning behaviours and a positive mindset to ensure they are ready and able to learn.
D.	PP children's language and experiential vocabulary will be developed and enhanced in line with their peers.	PP children will be able to access subject specific language in order to enable them to access all areas of learning and express themselves appropriately allowing them to take advantage of the opportunities, responsibilities and experiences of later life.

5. Planned expenditure					
Academic year		2020/21			
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?
Improved attainment for PP children in reading.	Whole class high quality texts in guided reading/ English lessons. Language and vocabulary building Pre-Learning activities.	When children read regularly their reading and comprehension skills improve. Exposure to high quality texts will broaden their vocabulary.	Book looks, lesson observations, data scrutiny, pupil progress meetings. All Children will have their own copy of the class texts to ensure they can access the curriculum should they need to self -isolate due to COVID-19.	English lead (MG)	July 2021
To improve the robustness of assessment data through more accurate moderation with other schools.	Cover needed to allow class teachers to attend moderation meetings.	We need to ensure the assessments that we make are accurate.	Class teachers will attend moderation meetings organised with other schools in The Oak Trust. Class teachers will meet with LA moderators.	Headteacher (ED)	July 2021
PP children are tracked throughout the year to ensure progress. Reports written and shared with LAC members. PP LAC member to meet termly with PP lead.	Class teacher to meet with PP lead to discuss and monitor progress. PP lead to write reports and meet with PP LAC member.	We need to track progress made in order to measure the progress of PP children. This needs to be reported to LAC members to enable them to make strategic decisions.	Evidence will be provided to LAC Members via Standards Committee at their termly meetings.	Headteacher (ED)	July 2021
The attendance of PP children improves.	The curriculum and lessons will interest and engage all children and especially PP children. They will include a launch day to begin the topic. School Attendance Clerk to continue to rigorously monitor and address poor attendance.	When children care about the topics learned and their purpose this can be a hook to make them want to come to school. Topic launch days are exciting activities throughout the term which will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic plans will be shared with parents and will be engaging. Topic launch days will be shared with the children and parents as something to look forward to. The dates will be shared with parent's via parent bulletins and pictures will be shared of the children participating on the school's webpage and Twitter. Regular liaison with the attendance clerk.	Headteacher (ED) Attendance Clerk (DT) All Staff	July 2021

			Some activities may be limited due to COVID-19 restrictions and these will need to be adapted to ensure the curriculum remains engaging.		
Supporting effective remote learning will mitigate the extent to which the gap widens between PP and non-PP children.	Remote learning will be in line with the curriculum the children would have been receiving in school so that gaps do not widen.	During periods of school closure, it is imperative that children have access to the correct technology to be able to work and learn remotely.	IT Staff (Fingertips) will monitor to ensure children and staff are able to access the chosen platforms. SLT to monitor that the children are accessing remote learning and that the work provided is in line with that which the children would be receiving in school. All staff to provide remote learning in line with the Remote Learning Policy.	SLT Fingertips All Staff	July 2021
Planned Expenditure:			Cost:		
<ol style="list-style-type: none"> 1) Quality Texts for English and guided reading sessions – number of texts x 48 2) Supply staff to cover class teachers – 1 afternoon x 8 teachers 3) Curriculum Investment - Tony North x 8 classes 4) School Attendance Clerk (DT) - 6 hours weekly x 38 weeks 5) Half Term attendance Review meetings (DT) 2 hours x 6 6) Attendance report for Oldham Authority (DT) 3 hours x 6 7) Preparing / Delivering paper copies of remote learning to PP children (HT) 8) Support from Fingertips for distance learning 			<ol style="list-style-type: none"> 1)259.16 2)980.00 3)2400 4)3544 5)186.50 6)279.72 7)5670 8)4725 		
Total budgeted cost					18044.38
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?
Interventions will have measurable and quantifiable impact on outcomes. PP children's reading (including phonics) improves and in line with non-PP children. Disadvantage children have full access across the curriculum.	<p>RAPID Read intervention</p> <p>1-1 daily readers</p> <p>Additional phonics sessions</p> <p>Books will be celebrated and enjoyed in school</p> <p>Identify issues that have arisen due to school closures and/ or related to COVID-19</p>	Children who read for enjoyment every day will develop a broader vocabulary, increased general knowledge and a better understanding. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed using individual targets. Phonics will be encouraged as a strategy to reading in the classroom when appropriate. Books will be on display in classrooms and work on the walls will show the children's interest in books.	<p>Book looks, lesson observations, data scrutiny, pupil progress meetings.</p> <p>Drop ins will show books are being celebrated and phonics is being used as a spelling strategy. Children will be able to talk about the books they have been reading in class. MTPS will be monitored to identify COVID catch up. Early pupil progress meetings will identify areas of need and the children needing them.</p>	Headteacher (ED) English Lead (MG) Class teacher's	July 2021

PP children's reading, writing and maths improves in line with non-pp children and disadvantaged children have full access across the curriculum.	Small group targeted intervention with HLTA Year 3 – Year 6 Intervention with a Teacher EYFS – Year 2	Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Intervention with class teacher to focus on early language and reading.	Book looks, lesson observations, data scrutiny, pupil progress meetings.	Class Teacher's HLTA – LM Class Teacher - JA	July 2021
Strong social and emotional support provided by HLTA to children to improve their social and emotional wellbeing.	After school club based on social/ emotional and mental well being needs of the children that have arisen due to school closures and / or related to COVID-19.	Children's social and emotional skills are improved and impact is made on positive well-being. Children have improved learning behaviours and a positive mindset to ensure they are ready and able to learn. Providing children with the time they need to discuss worries and issues from both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers.	Reviews with HLTA to track their progress in the sessions.	Headteacher (ED) Physical health and mental well-being lead (SG) HLTA - LM	July 2021
Planned Expenditure: 1) TA's to deliver RAPID Read – 3x 20 mins weekly sessions 2) Additional phonics sessions 1 x 20 mins daily Reception – Year 3 3) Social/ emotional and mental well being club delivered by HLTA - 2 x 60 mins x 38 weeks 4) Teaching Assistant support directed to PP children (Equivalent of 1.5 days per week for every class) including HLTA for 2.5 days for Year 6 support sessions 5) Class Teacher to deliver intervention for early language and reading (1 day) from EYFS – Year 2			Cost: 1) £1771.56 2) £2952.60 Years 1,2 and 3 3)1482 4)5207.97 4) 14,460 5) 6612		
Total budgeted cost					32486.13
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?
PP children are able to attend all visits.	To provide funding for PP children so that they can access visits and benefit from social and cultural experiences.	Ensuring children have equal opportunities will enhance their confidence and it will also ensure they have experiences in order to apply this to their work. Enrichment opportunities will also enhance	Office to produce a report to SLT listing all trips which have taken place. Topic related vocabulary will be	Headteacher (ED) Class teachers Office staff	

		the children's experiential vocabulary.	evident in work and children will have wider vocabulary knowledge.	(DT/ VR)	
PP children can attend overnight residential.	To provide contribution's for PP children so that they can access over night residential and benefit from social and cultural experiences.	Residential trips have the capacity to be life changing experiences – they draw out the best in people, bringing together diverse groups. Strong relationship with peers are formed to help support children when they move to secondary school and provide them with social skills to interact.	Yr6 PP children will have the opportunity to attend overnight residential visits. Strong life long relationships will be formed and will help support children as they transition to secondary school.	Headteacher (ED) Class teachers Office staff (DT/ VR)	
PP children have access to wider opportunities and enrichment learning to play a musical instrument.	Music tuition – 1x hour per week for Year 3 children	To provide an added cultural dimension for PP children. Research suggests that participation in such events increases confidence and that this improved confidence subsequently improves attainment.	Oldham Music Service as a provider.		
Planned Expenditure: 1) Subsidising wider curricular trips 2) Contributions to overnight trips for Year 6 children 3) Subsidising 1 x 38 weeks Wider Opportunities music lesson X Year 3 PP			Cost: 1) £1320.00 2) £1540.00 3) £2370.00		
Total budgeted cost					5230

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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

ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. Other approaches

Desired outcome	Chosen action/approach	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk