



Pupil premium strategy statement (primary)

1. Summary information					
School	Thorp Primary School				
Academic Year	2019- 20	Total PP budget	£46,200	Date of most recent PP Review	Sept 2019
Total number of pupils	221	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Sept 2020

2. Current attainment (2018- 2019 3 children) There is no data for 2019-20 due to covid19 lockdown		
<i>KS2</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% 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.
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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	2019/20

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 English lessons.	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.	English leads (ED & MG)	July 2020
Improved attainment in Mathematics	Improve teacher subject knowledge through White Rose Mathematics training	Training is required to support the teaching of the White Rose Mathematics Scheme. This will provide a consistent approach to the teaching of mathematics throughout the school for all PP children	Training will be targeted	Maths Lead (KP)	July 2020
To improve standards and enhance support	T/A working with whole classes and identified children Leadership Coaching Skills	Support can be identified and targeted quickly Leaders equipped to support staff using a coaching leadership style encouraging the development of staff to support standards across the school	Progress of identified children tracked and monitored Appraisal and review cycle	Headteacher (JB)	July 2020
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 (JB) Attendance Clerk (DT) Family Liaison Officer (FLO) (SN) All Staff	July 2020

Planned Expenditure: 1) Quality Texts for English and guided reading sessions 2) Support from English Consultant – English and Guided Reading Curriculum 3) White Rose resource 4) Teaching Assistant to support social, emotional and mental health 3) Leadership Coaching Skills 5) School Attendance Clerk (DT) - 6 hours weekly x 38 weeks	Cost: 1) 529.00 2) 2300.00 3) 564.95 4) 9374.00 3) 550.00 5) 2509.00
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Total budgeted cost	£15,826.95
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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.	Teaching Assistant to support a targeted group of students	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.	Book looks, lesson observations, data scrutiny, pupil progress meetings.	Headteacher (JB) English Leads (ED & MG) Class teacher's	July 2020

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 4	Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	Book looks, lesson observations, data scrutiny, pupil progress meetings.	Class Teacher	July 2020
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Planned Expenditure: 1) T/A to support children across Year Groups 2) HLTA to deliver support targeted Year 4 group	Cost: 1) £11340.00 2) £12071.00
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Total budgeted cost	£23411.00
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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?
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PP children have access to IT devices	Media pads/ desk top PC/s	To assist in confidence building when using technology	Devices used on a rota basis	Headteacher (JB) Deputy headteacher (ED)	July 2020
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Children are ready to learn and develop good behaviours for learning. Children are able to regulate their emotions	LA SEMH training	If children are supported to develop resilience and strategies to regulate their behaviour and emotions then they will be better equipped to learn	Regular analysis of concerns by classroom teachers with Senior Staff	Headteacher (JB) Family Liaison Officer (FLO) (SN)	July 2020
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Planned Expenditure: 1) Media Pads Storage Unit Desktop PC's 2) LA SEMH Training	Cost: 1) £4800.00 £320.90 £1650.00 2) £250.00	
Total budgeted cost		£7020.90

6. Review of expenditure				
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Previous Academic Year	
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i. Quality of teaching for all				
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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				
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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				
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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