

# Pupil Premium Strategy Statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School				
Academic Year	2016/17	Total PP budget	£14,080	Date of most recent PP Review	n/a
Total number of pupils	274	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Sept 2017

2. Current attainment				
Attainment at the end of term 6 2017	Number of pupils PP	Pupils eligible for PP (your school)	Number of Pupils NOT PP	Pupils not eligible for PP (Rest of School)
% achieved a Good Level of Development in EYFS (Reception)	1	100 %	90	81%
% achieved Expected and Expected + in Reading, Writing and Maths ( Year 1)	3	100%	89	90%
% achieved Expected and Expected + in Reading, Writing and Maths ( Year 2)	3	67% (1 child not)	88	89%
% made Expected and Expected + progress in 17 EYFS areas (Reception)	1	100 %		
% made Expected and Expected + progress in Reading (Y 1 & 2)	6	100%		
% made Expected and Expected + progress Writing (Y 1 & 2)	6	100%		
% made Expected and Expected + progress Maths (Y 1 & 2)	6	83% ( 1 child not)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils
<b>B.</b>	Some of our Disadvantaged children had lower Managing Feelings and Behaviours entry points into Year R- this will affect their social interaction and self-confidence as they move through the school. These children continue to face challenges in their emotional development.
<b>C.</b>	Some of our PP children are making less progress than our non PP children with the same starting points.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Parental support at home is lower for some disadvantaged children than other children.	
<b>E.</b>	Some of our Disadvantaged children need some additional support with family matters.	
<b>F.</b>	Attendance rates for our Disadvantaged children are 95.2% (below whole school target of 97.7%). This will reduce their school hours and cause them to fall behind the average.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All children are supported to overcome some of the barriers they have encountered in their lives so far.	Children are able to talk about and manage their feelings. Children have a greater self-confidence and self-awareness.
<b>B.</b>	Through attending Sensory Circuits/BEAM and Clever Finger interventions children will be able to form their letters well and have clear flowing handwriting	Clear legible handwriting.
<b>C.</b>	All our Disadvantaged children have 100% rates of progress	All our Disadvantaged children make appropriate or accelerated progress from the beginning to the end of their time in our school.
<b>D.</b>	Increased attendance for Disadvantaged children.	Reduce the number of persistent absentees among pupil eligible for PP to 0. Overall PP attendance to improve from 94.8% to 97.2%

5. Planned expenditure					
Academic year	2016-17				
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?
A. Improved well-being and self-regulation for our Disadvantaged children	THRIVE Screening	We want to invest some of our PP money in ensuring that lifelong changes are implemented that will help all pupils. Many different evidence resources show that if children are not emotionally regulated then they are not able to learn and progress. (Well-being tool kit – Tina Rae, Thrive, Attachment – Margot Sunderland)	Appropriate staff keep their training and knowledge updated. Staff meeting times will be used to disseminate this knowledge and best practice to all staff. These skills become embedded into all classroom and school life	Mrs Pateman Mrs Poulton Mrs Brabyn	July 2017
B. Fully developed gross and fine motor skills for children so they are able to produce legible, neat work with ease. To be able to sit correctly on the carpet and on chairs at the tables.	All children screened in EYFS on BEAM Class teacher assessment of children who are unable to hold a pencil, sit on the carpet or table for a period of time.	If children's core muscles are not strong enough they will not be able to form their letters with fluency and regularity. Once core strength is developed then we are able to move onto fine motor development. Without them children are not able to sit correctly without tiring.	All children in EYFS to take part in daily Clever Fingers Programmes that are tailored to their needs. Children screened in EYFS for poor balance and control. Staff meetings and attending update training to ensure that the positions are being taught and monitored correctly	All EYFS staff Mrs Poulton Mrs Pateman All KS 1 staff	July 2017
C. 100% of pupils make appropriate progress related to their individual starting point and stage of development.	CPD on ensuring that all staff are able to measure progress in the same way.  CPD to look at evidence for progress using a range of resources.	Some pupils eligible for PP are making less progress than their peers who had a similar starting point. We want to ensure that all PP children are capable of achieving to the best of their ability as well as simply meeting the Expected Standard. We want to ensure that all our staff are aware of other ways to capture evidence and extend these pupils that goes beyond a number. That they have a range of skills available. We want to begin to look at Solo Taxonomy to begin to develop all pupils ability to question and challenge.	Staff training on extending thinking and questioning skills. Staff training and a school understanding of how a Solo Taxonomy approach will work for all pupils/	Mrs Pateman Year Group Leaders and rest of SLT	July 2017
<b>Total budgeted cost</b>					£5,932.00

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
A. Improved well-being and self-regulation for our Disadvantaged children	THRIVE 1:1 interventions Targeted support programmes.  Playground support	Some of our most vulnerable children have been through some challenging times. This has led to gaps in their emotional development. Carefully planned play based therapy sessions help to close their gaps and move their emotional age closer to that of their peers. Research has shown that children who are not emotionally developed and secure are not able to focus upon the tasks at hand.	Children are screened and rescreened regularly to show the progress and ensure that they are on the correct plan for provision. Staff are regularly trained and updated. All staff are reminded what it means to be a THRIVE school.	Mrs Pateman Mrs Poulton Mrs Brabyn	July 2017
B. Fully developed gross and fine motor skills for children so they are able to produce legible, neat work with ease. To be able to sit correctly on the carpet and on chairs at the tables.	Handwriting Toolkit-targeted support. Daily Sensory Circuits-targeted support. BEAM / FIZZY targeted support. Additional aids purchased to support children who need them.	Children who need to develop their core skills need a carefully structured programme – often provided by an Occupational Therapist. Working through a programme in a small group gives the children a chance to explore a range of movements and activities. Being in a small group enables calm and self-regulation. The children enter their classrooms ready to begin learning.	Improvements in the children’s self-regulation and core skills is testament to the success of the intervention. Members of the group get to review the activities and exercises and reflect on how successful they feel they are for them. Staff running the interventions are trained and keep up to date with the professionals.	All EYFS staff Mrs Poulton Mrs Pateman All KS 1 staff	July 2017
C. 100% of pupils make appropriate progress related to their individual starting point and stage of development/	Twice weekly small group and individual sessions in an area prepared by the Class Teacher with an experience Learning Support Assistant. Class Teachers ‘checking in’ with pupils daily.	We want to provide additional support to maintain high attainment. Small group and individual sessions with well trained staff have proven to be effective as shown in the EEF Toolkit. Children will be both challenged and supported during these sessions.	These additional sessions are paid for from the PP budget.  The impact of these interventions is overseen by the individual class teachers and the Pupil Premium Coordinator (Deputy Head Teacher).  Pupil and Parental engagement is sought to address any questions or concerns before the sessions begin and at regular time periods.	Deputy Head Teacher (Pupil Premium Coordinator). Mrs Poulton Mrs Skinner	July 2017
<b>Total budgeted cost</b>					£7,900

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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?</b>
D. Increased attendance for Disadvantaged children.	Deputy Head Teacher or Head Teacher contact parents on the day of absence. DHT undertake a counselling course to be able to talk to the parents who are vulnerable and help get the child back into school as soon as possible.	Attainment will not improve if children do not arrive for school. NfER briefing for school leaders identifies addressing attendance as a key step.  Some of the parents need someone to trust and talk to. Having a key figure to identify with and trust helps parents.	Attendance rates for our PP children will improve.  With the correct training the DHT will be able to have those difficult and challenging conversations with our most vulnerable parents.	Head Teacher Deputy Head Teacher.	July 2017
E. All children have equal access to clubs and uniform	We provide school uniform, pay for school trips and attendance at some school clubs	Some of our more disadvantaged children are not able to access the same experiences as their peers. This is shown in the Sutton Trust EEF toolkit.	All parents of our of Disadvantaged are made aware of this by DHT. Regular 'touching base' chars ensure the parents have what they need to support their children.	Head Teacher Deputy Head Teacher.	July 2017
<b>Total budgeted cost</b>					£604
<b>Total Predicted Spending on our Disadvantaged (Pupil Premium) Children in 2016/17</b>					£14,436

6. Review of expenditure				
Previous Academic Year		2015/2016		
<b>i. Quality of teaching for all</b>				
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
To ensure that we are up to date with the current thinking and that our practice is current.	Training For The Thrive Programme	Using the Thrive approach continues to have a huge impact for all out pupils.		£105
<b>ii. Targeted support</b>				
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
Targeted interventions and support for PP children	Small group and 1:1 support sessions	This was able to provide support based on a Plan, Do, Review cycle. All children have had their needs identified and teaching has been adapted to meet these. All PP have made at least 6 stages of progress this year.	A consistent approach but involves removing pupils from the classroom. Teachers felt that targeted support planned by them worked well.	£9,100
To ensure that all children have their emotional needs and well-being met through the Thrive nurture and intervention sessions	Trained Thrive Practitioner – Teaching Assistant	The children who have been involved in their weekly and daily therapy sessions have all moved through the different development stages. One of our PP premium children has matured emotionally 3 years + this year and is now able to self-regulate and function within the classroom environment.	This approach works well for all the children in our school. We are able to support our target children using the PP funding. This has helped build bonds with our more vulnerable PP families.	£2,333
Identified pupils to work with trained class teachers to support learning and help children meet the Expected Standards.	Class Teachers, SENCo	In Year 1 2 out of the 3 PP children have achieved the Phonics Screen benchmark and made Expected in all aspects of the curriculum. In Year R all 3 of the PP children have made Expected and have a Good Level of Development.	Targeted support to help close the gaps in our PP children really helps give them a boost. Some of our PP children do not get to reinforce their skills at home.	£ 2,100
<b>iii. Other approaches</b>				
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

To enable children to attend before and after school clubs and school trips.	Pay for School Trips Before and after school clubs and activities	This provided increased and wider opportunity to ensure all children were able to attend these. It provided enhance learning within the taught curriculum and beyond. It has developed greater self-confidence, greater independence with better team-working and collaborative skills. More PP children at school clubs.	Although before and after school club participation increased not all the PP children took up the offer. There was a marked increase in attendance by others. This improved their well-being and sense of school community. We will continue to offer this.	£496
Special resources to enable pupils to participate in school life without feeling that they are in any way different to others. This includes school uniform, shoes and PE kit.	Physical Resources	All children look smart and are proud of their appearance. No child feel that they are in anyway different or that they have to go without.	Children eligible for PP were able to have uniform – including shoes, coats and PE kits. It enable the children to be the same as all the other pupils. We will continue to offer this.	£325
To ensure that all children have equal access to the Milk scheme that runs in the school.	Cool Milk	All PP children have milk every day. They enjoy sharing this with their peers at playtime. They are not discriminated against in any way.	Milk is available to all children eligible for PP. The uptake is good. It helps encourage the children to develop strong and healthy bones. We will continue to offer this.	£214.70
			<b>Pupil Premium allocation 2015/16</b>	<b>£15,400</b>
			<b>Total Pupil Premium Spending 2015/16</b>	<b>£15,645.70</b>

## 7. Additional detail

This academic year has now been completed and this work and a new strategy will be prepared in September 2017 for the next academic year.