

Pupil premium strategy statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School				
Academic Year	2017/18	Total PP budget	£9,080	Date of most recent PP Review	n/a
Total number of pupils	273	Number of pupils eligible for PP	6	Date for next internal review of this strategy	April 2018

2. Current attainment End of term 6 2017				
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 GLD in EYFS	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 reading	6	100%		
% made Expected and Expected + progress writing	6	100%		
% made Expected and Expected + progress maths	6	83% (1 child not)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils

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.	
C.	Some of our Disadvantaged children are very shy. These children will need help with their interactions and speaking	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some of our Disadvantaged children had a very difficult time in their earlier years	
E.	Some of our Disadvantaged children need some additional support with family matters.	
F.	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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Through attending Sensory Circuits/BEAM /Clever Finger/Write Dance and Handwriting interventions children will be able to form their letters well and have clear flowing handwriting	Clear legible handwriting and increased core stability
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.
C.	Our Pupil Premium children feel safe and secure – they have key adults they can talk to and are happy to engage with other children. Measured using the Boxall Profile	Children are happy and settled. They feel confident to talk and engage with a range of adults and pupils
D.	Increased attendance for Disadvantaged children. This will be measured by attendance on SIMS	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		2017-18			
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. Through attending Sensory Circuits/BEAM /Clever Finger/Write Dance and Handwriting interventions children will be able to form their letters well and have clear flowing handwriting	Screen children Provide whole class support Go Moodle Brain Gym Whole class movement breaks	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. O.T. Evidence and support	EYFS will have daily Clever Fingers sessions Year 1 and 2 will complete Write from the Start Sensory Circuit and OT sessions will run most mornings Children will be encouraged to use the climbing wall and Castle at playtime. Review of school handwriting policy. EYFS to ensure children cover lots of moving and handling activities	Mrs Pateman Mrs Poulton Mrs Brabyn All Staff	December 17
B. All children are supported to overcome some of the barriers they have encountered in their lives so far.	Big bag of worries PSHE Sessions EYFS about me sessions Thrive screening and support.	We need to build children's resilience and ensure they have good well – being. Children need to be able to understand and talk about their feelings. They need to know they are safe in school and that they can trust the adults and their friends. PSHE association curriculum toolkit and character development resources help prepare children for their future life and to live as a citizen of tomorrow. Mental Health First Aid Training Course	Staff meeting and Twilight sessions to ensure staff feel confident to tackle and raise issues. Year group planning will reflect the needs of the children and the issues to be addressed.	All staff Mrs Pateman	December 17

<p>C. Our Pupil Premium children feel safe and secure – they have key adults they can talk to and are happy to engage with other children. Measured using the Boxall Profile They can be very shy</p>	<p>Margot Sunderland Resources Well Being Tool kit Positive Play tent Drawing and Talking Therapy</p> <p>A range of resources to help children feel calm and secure</p> <p>Social stories where required</p>	<p>Without a safe base children will not learn. Children who are emotionally dysregulated or anxious due to earlier life experiences will not be able to develop at the same rate as their peers.</p> <p>(Well-being tool kit – Tina Rae, Thrive, Attachment – Margot Sunderland)</p>	<p>Planning meetings Supervision for staff Boxall Profile on line to develop a plan and review.</p>	<p>Mrs Pateman Mrs Poulton Mrs Brabyn All Staff</p>	<p>December 17</p>
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Total budgeted cost £3,360

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?
<p>A. Through attending Sensory Circuits/BEAM /Clever Finger/Write Dance and Handwriting interventions children will be able to form their letters well and have clear flowing handwriting</p>	<p>Small group targeted handwriting/motor control sessions</p> <p>Small group Write Dance/ BEAM/ Sensory Circuits</p>	<p>Small group interventions have a moderate impact for a moderate cost. (Teaching and Learning Toolkit)</p> <p>Children will be able to have more targeted and individualised support. The activities will be tailored to their specific needs.</p> <p>As the children progress the interventions will adapt and change</p>	<p>Review and assessments of the children’s development</p> <p>Observations of the pupils in classroom environment</p>	<p>Mrs Pateman Mrs Poulton Mrs Brabyn All Staff</p>	<p>December 17</p>
<p>B. All children are supported to overcome some of the barriers they have encountered in their lives so far.</p>	<p>THRIVE 1:1 interventions Targeted support programmes.</p> <p>Playground support</p>	<p>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. (Evidence Thrive, Margot Sunderland, Tina Rae)</p>	<p>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.</p>	<p>Mrs Pateman Mrs Poulton Mrs Brabyn All Staff</p>	<p>December 17</p>

C. Our Pupil Premium children feel safe and secure – they have key adults they can talk to and are happy to engage with other children. Measured using the Boxall Profile They can be very shy	Meeting and Greeting children Small group work or 1:1 time Strategies suggested on Boxall Profile	Children who have a key adult are able to feel safe and begin to make sense of their life and experiences. (1:1 tuition : Teachers Toolkit – Moderate impact for high cost) Helping children to be able to talk and feel confident in small group and 1:1 situations gives them the chance to talk about how they feel. They are able to learn about feelings and emotions and relate it directly to themselves. The 'sliding in' technique can then be used for the adult to be with the child in a larger group until they feel confident within the classroom environment. The use of transitional objects is also really important. Advice from Educational Psychologist School improvement plan	Staff training on de-escalation techniques Social Story updates Staff training from STLS Supervision for staff	E Pateman All Staff C Poulton	December 17
Total budgeted cost					£5,255
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?
D. Increased attendance for Disadvantaged children. This will be measured by attendance on SIMS	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.	At the end of term 6 2017 the school absence was 2.9% (or 97.1% attendance), PP was 5.5% (or 94.5%) on seven children. We have continued to work on this and encourage the parents to still enable the children to come to school when the parent is poorly. 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.	December 17
E. All children have equal access to clubs and uniform	We provide school uniform, pay for school trips and attendance at some school	Some of our more disadvantaged children are not able to access the same experiences as their peers. This is shown in the Sutton Trust	All parents of our of Disadvantaged are made aware of this by DHT. Regular 'touching	Head Teacher Deputy Head Teacher.	December 17

	clubs	EEF toolkit.	base' chars ensure the parents have what they need to support their children.		
Total budgeted cost					£490
Total Predicted Spending on our Disadvantaged (Pupil Premium) Children in 2017/18					£ 9,105

6. Review of expenditure			
Previous Academic Year		2016-17	
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)
A. Improved well-being and self-regulation for our Disadvantaged children	THRIVE Screening And interventions	All children were Thrive Screened and interventions put in place. This had an impact on the whole school. Children who were not PP were also screened and supported. All children who undertook Thrive interventions showed an increase in the emotional development level 12 children had interventions. 6 moved from Being to Doing. All made progress in terms of % within the level.	It is appropriate for staff keep their training and knowledge updated. Meeting times were a good way to disseminate this knowledge and best practice to all staff. These skills are becoming embedded into all classroom and school life. We will continue with this approach this year as our PP children have some earlier life issues. To continue to work with the children as they move through the school.
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 were 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.	Children's core muscles are becoming more developed. They are able to sit better on the carpet and chairs 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 will continue to take part in daily Clever Fingers Programmes that are tailored to their needs. Children will be continued to be screened in EYFS for poor balance and control. Staff meetings continue to help update training to ensure that the positions are being taught and monitored correctly

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/
Total cost			£5,932.00
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)
A. Improved well-being and self-regulation for our Disadvantaged children	THRIVE 1:1 interventions Targeted support programmes.	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.
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	Handwriting Toolkit- targeted support. Daily Sensory Circuits- targeted support. BEAM / FIZZY targeted support. Additional aids purchased to support children who need	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.

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.	<p>These additional sessions are paid for from the PP budget.</p> <p>The impact of these interventions is overseen by the individual class teachers and the Pupil Premium Coordinator (Deputy Head Teacher).</p> <p>Pupil and Parental engagement is sought to address any questions or concerns before the sessions begin and at regular time periods.</p>
Total budgeted cost			£7,900
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)
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.	<p>Attainment will not improve if children do not arrive for school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Some of the parents need someone to trust and talk to. Having a key figure to identify with and trust helps parents.</p> <p>At the end of term 6 2017 the school absence was 2.9% (or 97.1% attendance), PP was 5.5% (or 94.5%) on seven children</p>	<p>Attendance rates for our PP children will improve.</p> <p>With the correct training the DHT will be able to have those difficult and challenging conversations with our most vulnerable parents.</p>
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' chrs ensure the parents have what they need to support their children.

Total budgeted cost	£ 604
Pupil Premium allocation 2016/17	£ 14,080
Total Pupil Premium Spend	£14,436