

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

1. Summary information					
<b>School</b>	Thurnham C.E. Infant School      Review of the Year 2017-18				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£7,708.31	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	272	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	October 2018

2. Current attainment End of term 6 2017				
Attainment at the end of term 6 2017	Number of pupils PP	Outcomes for Pupils eligible for PP (your school)	Number of Pupils NOT PP	Pupils not eligible for PP (Rest of School)
% achieved GLD in EYFS	3	67% (2/3)	87	83%
% achieved Expected and Expected + in reading, writing and maths ( Year 1)	1	100%	91	93%
% achieved Expected and Expected + in reading, writing and maths ( Year 2)	3	100%	87	93%
% made Expected and Expected + progress in reading	7	71%		
% made Expected and Expected + progress writing	7	86%		
% made Expected and Expected + progress maths	7	100%		

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<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 Disadvantaged children are very shy. These children will need help with their interactions and speaking	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some of our Disadvantaged children had a very difficult time in their earlier years	
<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>	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>B.</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>C.</b>	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
<b>D.</b>	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%

1. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all – In school Barriers			
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. Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils	Screened children Provided whole class support Used 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 97% of Year R achieved Expected	<ul style="list-style-type: none"> <li>• EYFS will continue with daily Clever Fingers sessions</li> <li>• Year 1 and 2 will continue e Write from the Start</li> <li>• Sensory Circuit and OT sessions will r continue to run most mornings next year</li> <li>• Additional TAs have been trained to run Sensory Circuit Sessions</li> <li>• Children to continue to use the climbing wall and Castle at playtime.</li> <li>• School handwriting policy has been reviewed and Year R no long use the cursive script ( from September 2018)</li> <li>• EYFS to continue ensure children cover lots of moving and handling activities</li> <li>• Early Handwriting Toolkit introduced across the school – where appropriate</li> </ul>

<p>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</p>	<p>Big bag of worries PSHE Sessions EYFS about me sessions Thrive screening and support.</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Staff meeting and Twilight sessions to ensure staff felt confident to tackle and raise issues.</li> <li>• Year group planning reflected the needs of the children and the issues to be addressed.</li> </ul> <p>Managing Feelings and Behaviours EYFS outcomes: Expected + :PP children: 67% (2/3 children) Whole year Group: 97%</p> <p>Boxall Profile Scores: There have been massive changes</p> <p>Year R Start of the Year</p> <table border="1"> <thead> <tr> <th>Dev</th> <th>Diag</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> </tr> <tr> <td>10</td> <td>5</td> </tr> <tr> <td>4</td> <td>8</td> </tr> </tbody> </table> <p>End of the Year</p> <table border="1"> <thead> <tr> <th>Dev</th> <th>Diag</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>5</td> <td>10</td> </tr> </tbody> </table> <p>Year 1 Start of the year</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th><th>Q</th><th>R</th><th>S</th><th>T</th><th>U</th><th>V</th><th>W</th><th>X</th><th>Y</th><th>Z</th><th>Dev</th><th>Diag</th> </tr> </thead> <tbody> <tr> <td>20</td><td>12</td><td>12</td><td>19</td><td>6</td><td>12</td><td>16</td><td>20</td><td>8</td><td>8</td><td>2</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td> </tr> </tbody> </table> <p>End of Year</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th><th>Q</th><th>R</th><th>S</th><th>T</th><th>U</th><th>V</th><th>W</th><th>X</th><th>Y</th><th>Z</th><th>Dev</th><th>Diag</th> </tr> </thead> <tbody> <tr> <td>20</td><td>12</td><td>12</td><td>19</td><td>8</td><td>12</td><td>16</td><td>20</td><td>8</td><td>8</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> </tbody> </table>	Dev	Diag	8	10	10	5	4	8	Dev	Diag	2	1	0	3	5	10	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag	20	12	12	19	6	12	16	20	8	8	2	1	0	0	0	1	0	0	0	0	1	1	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag	20	12	12	19	8	12	16	20	8	8	0	1	0	0	0	1	1	0	0	0	0	0
Dev	Diag																																																																																																										
8	10																																																																																																										
10	5																																																																																																										
4	8																																																																																																										
Dev	Diag																																																																																																										
2	1																																																																																																										
0	3																																																																																																										
5	10																																																																																																										
A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag																																																																																						
20	12	12	19	6	12	16	20	8	8	2	1	0	0	0	1	0	0	0	0	1	1																																																																																						
A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag																																																																																						
20	12	12	19	8	12	16	20	8	8	0	1	0	0	0	1	1	0	0	0	0	0																																																																																						

<p>C. Some of our Disadvantaged children are very shy. These children will need help with their interactions and speaking</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> <ul style="list-style-type: none"> <li>Supervision was offered to staff</li> <li>Boxall Profiles now created on Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Boxall Profile worked well. Small cost 0.50p per assessment</li> <li>Children assessed three times a year and support strategies given</li> <li>Massive progress shown in the children’s scores throughout the year</li> <li>Will continue to use Boxall Profile next year</li> <li>Key adults working well</li> <li>Thrive continues to be very beneficial to the children</li> <li>Another member of staff trained to deliver Drawing and Talking Therapy</li> </ul> <p>EYFS Speaking outcomes <b>PP children :100% met Expected+</b> Rest of year group 98%</p> <p>This is credit to all the support they have had this year</p>
---	--	---	--

<p><b>Total cost</b></p>	<p>£3,360</p>
--------------------------	---------------

**ii. Targeted support – External Barriers**

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
<p>D. All children are supported to overcome some of the barriers they have encountered in their lives so far. Some of our Disadvantaged children had a very difficult</p>	<p>Big bag of worries PSHE Sessions EYFS about me sessions Thrive screening and support.</p>	<p>We needed to build children’s resilience and ensure they have good well – being. Children needed to be able to understand and talk about their feelings. They needed 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</p>	<ul style="list-style-type: none"> <li>Staff meeting and Twilight sessions were delivered to ensure staff feel confident to tackle and raise issues – will continue with these next year</li> <li>Year group planning will reflect the needs of the children and the issues to be addressed.</li> <li>PSHE planning has been re-written and adapted to include Mental Health issues</li> </ul>	

Review of 2017-18

New Strategy for 2018-19 will be written October 2018 once new entrants have settled in

<p>time in their earlier years</p>		<p>prepare children for their future life and to live as a citizen of tomorrow. Mental Health First Aid Training Course</p>		
<p>E. Some of our Disadvantaged children need some additional support with family matters.</p>	<p>THRIVE 1:1 interventions Targeted support programmes.  Playground support</p>	<ul style="list-style-type: none"> <li>Some of our most vulnerable children have been through some challenging times. This has led to gaps in their emotional development.</li> <li>Carefully planned play based therapy sessions have helped to close their gaps and move their emotional age closer to that of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Children have shown an increase in their Leuven and Boxall Profile Scores</li> <li>Parents are feeling involved with their children's support</li> <li>Children who have been dysregulated are becoming more aware of their strategies to calm themselves</li> </ul>	<p>Update Training £125</p>
<p>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.</p>	<p>Deputy Head Teacher or Head Teacher contact parents on the day of absence.</p>	<p>Increased attendance for Disadvantaged children. This will be measured by attendance on SIMS</p>	<ul style="list-style-type: none"> <li>Deputy Head Teacher or Head Teacher contact parents on the day of absence.</li> <li>PP children end of year attendance data was 96.8%</li> <li>This is an increase on last year. Still not quite in line with the whole school attendance of 98.1%. Some of our PP children have had chickenpox and been very unwell.</li> </ul>	
<p><b>Total budgeted cost</b></p>				<p>£5,255</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
G. 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.	<ul style="list-style-type: none"> <li>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.</li> <li>PP attendance has risen to 96.8%</li> <li>Whole school attendance at the end of term 6 2018 is 98.1% - there is a slight difference</li> </ul>	<p>Attendance rates for our PP children will improve.</p> <ul style="list-style-type: none"> <li>DHT will continue to support and have those difficult and challenging conversations with our most vulnerable parents.</li> </ul>	
H. All children have equal access to clubs and uniform	We provide school uniform, pay for school trips and attendance at some school clubs	<ul style="list-style-type: none"> <li>Most</li> </ul>	<ul style="list-style-type: none"> <li>All parents of our of Disadvantaged are made aware of this by DHT. Regular 'touching base' chats ensure the parents have what they need to support their children.</li> </ul>	£112.50
<b>Pupil Premium allocation 2017/18</b>				£7,708.31
<b>Total Pupil Premium Spend</b>				£8,537.50

Review of 2017-18

New Strategy for 2018-19 will be written October 2018 once new entrants have settled in