

Pupil Premium Strategy Statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School 2018-19				
Academic Year	2018/19	Total PP budget	£7,580	Date of most recent PP Review	N/A
Total number of pupils	271	Number of pupils eligible for PP	5	Date for next internal review of this strategy	February 2019

2. Current attainment End of term 6 2018				
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%		

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.	Improved well-being and self-regulation for our Disadvantaged children	
B.	Challenging to achieved Expected +	
C.	Speech and Language Support	
D.	Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for our Disadvantaged children are 93.8% (below whole school target of 97.2%). This will reduce their school hours and cause them to fall behind the average. We do acknowledge being a small cohort number can make swings in data seem greater.	
F.	Parental support at home is at times needs more development and encouragement for some of our disadvantaged children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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. Those who need it have been supported using the Thrive Approach Nurture Group provision
B.	All PP children will have achieved Expected and some Greater Depth	All PP been challenged to achieve to their very best capabilities. They have a Growth Mindset approach to their work
C.	All PP children, who need it, have been supported using Speech Link and Language Link Programmes	Increased use and understanding of language
D.	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.
E.	Increased attendance for Disadvantaged children.	Reduce the number of persistent absentees among pupil eligible for PP to 0. Overall PP attendance to improve from 93.8% to within one percent of whole school target of 97.2%
F.	Parents feel they are able to support their children at home and have the necessary skills to do so	Children do their homework, parents attend all the workshops and parental meetings

5. Planned expenditure					
Academic year		2018-19			
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 All PP children will use the Boxall Profile	Mrs Pateman Mrs Poulton Mrs Brabyn A new TA to be trained to work with Year 1	July 2019
B. All PP children will have achieved Expected and some Greater Depth	Termly tracking and assessments. Pupil Progress Meetings	Class teachers are in the best position to deliver Quality First Teaching for all their pupils. Through regular assessments they are able to see whether their pupils are on track to meet their targets for the end of the year.	Staff will discuss pupils during pupil progress meetings and track their progress and attainment on SIMs	All Class Teachers	July 2019

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<p>C. Speech and Language Support</p>	<p>Speech Link Language Link</p>	<p>All children in Year R will be screened using the Language Link assessment. Those who are displaying signs of mispronunciation will be screened using the Speech Link Assessment.</p> <p>The rational for using this programmes is that no formal referral can be made to the Speech and Language Team without two terms of support using these programmes.</p>	<p>All year R pupils will be assessed. The outcomes of these assessments will be used to build the language support groups</p>	<p>H Skinner Teaching Assistants Class teachers</p>	<p>July 2019</p>
<p>D. 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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>All teaching Staff</p>	<p>July 2019</p>
Total budgeted cost					<p>£3,532.00</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

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<p>A. Improved well-being and self-regulation for our Disadvantaged children</p>	<p>THRIVE 1:1 interventions Targeted support programmes. Nurture group support 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. We will be setting up a nurture group to support our most vulnerable pupils.</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. Children who need it are able to attend our Nurture Group once it is up and running.</p>	<p>Mrs Pateman Mrs Poulton Mrs Brabyn New Year 1 TA trained In Thrive TAs trained in Nurture Group Provision</p>	<p>July 2019</p>
<p>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.</p>	<p>Handwriting Toolkit-targeted support. Daily Sensory Circuits-targeted support. BEAM / FIZZY targeted support. Additional aids purchased to support children who need them.</p>	<p>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.</p>	<p>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.</p>	<p>All EYFS staff Mrs Poulton Mrs Pateman All KS 1 staff</p>	<p>July 2019</p>
Total budgeted cost					<p>£5.600</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>C. Increased attendance for Disadvantaged children.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Head Teacher Deputy Head Teacher.</p>	<p>July 2019</p>

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	possible.				
D. Parents able to support their children at home	We provide school uniform, pay for school trips and attendance at some school clubs All children have equal access to clubs and uniform	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.	Head Teacher Deputy Head Teacher.	July 2019
Total budgeted cost					£50
Total Predicted Spending on our Disadvantaged (Pupil Premium) Children in 2018/19					£9,182

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 + in Moving and Handling (1 child not)	<ul style="list-style-type: none"> • EYFS will continue with daily Clever Fingers sessions • Year 1 and 2 will continue e Write from the Start • Sensory Circuit and OT sessions will r continue to run most mornings next year • Additional TAs have been trained to run Sensory Circuit Sessions • Children to continue to use the climbing wall and Castle at playtime. • School handwriting policy has been reviewed and Year R no long use the cursive script (from September 2018) • EYFS to continue ensure children cover lots of moving and handling activities • Early Handwriting Toolkit introduced across the school – where appropriate

<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"> • Staff meeting and Twilight sessions to ensure staff felt confident to tackle and raise issues. • Year group planning reflected the needs of the children and the issues to be addressed. <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>2</td><td>1</td><td>1</td><td>1</td><td>6</td><td>1</td><td>1</td><td>2</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> <tr> <td>0</td><td>2</td><td>2</td><td>9</td><td></td><td>2</td><td>6</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></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>2</td><td>1</td><td>1</td><td>1</td><td>8</td><td>1</td><td>1</td><td>2</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> <tr> <td>0</td><td>2</td><td>2</td><td>9</td><td></td><td>2</td><td>6</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Year 2</p>	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	2	1	1	1	6	1	1	2	8	8	2	1	0	0	0	1	0	0	0	0	1	1	0	2	2	9		2	6	0															A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag	2	1	1	1	8	1	1	2	8	8	0	1	0	0	0	1	1	0	0	0	0	0	0	2	2	9		2	6	0														
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<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"> Supervision was offered to staff Boxall Profiles now created on Pupils 	<ul style="list-style-type: none"> Boxall Profile worked well. Small cost 0.50p per assessment Children assessed three times a year and support strategies given Massive progress shown in the children's scores throughout the year Will continue to use Boxall Profile next year Key adults working well Thrive continues to be very beneficial to the children Another member of staff trained to deliver Drawing and Talking Therapy <p>EYFS Speaking outcomes PP children :100% met Expected+ Rest of year group 98%</p> <p>This is credit to all the support they have had this year</p>		
<p>Total cost</p>			<p>£3,360</p>		
<p>ii. Targeted support – External Barriers</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>		<p>Cost</p>
<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"> Staff meeting and Twilight sessions were delivered to ensure staff feel confident to tackle and raise issues – will continue with these next year Year group planning will reflect the needs of the children and the issues to be addressed. PSHE planning has been re-written and adapted to include Mental Health issues 		

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time in their earlier years		prepare children for their future life and to live as a citizen of tomorrow. Mental Health First Aid Training Course.		
E. Some of our Disadvantaged children need some additional support with family matters.	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 have helped to close their gaps and move their emotional age closer to that of their peers.	<ul style="list-style-type: none"> Children have shown an increase in their Leuven and Boxall Profile Scores Parents are feeling involved with their children's support Children who have been dysregulated are becoming more aware of their strategies to calm themselves 	Update Training £125
F. Attendance rates for our Disadvantaged children are 93.8% (below whole school target of 97.2%). This will reduce their school hours and cause them to fall behind the average.	Deputy Head Teacher or Head Teacher contact parents on the day of absence.	Increased attendance for Disadvantaged children. This will be measured by attendance on SIMS.	<ul style="list-style-type: none"> Deputy Head Teacher or Head Teacher contact parents on the day of absence. PP children end of year attendance data was 93.8% Still not in line with the whole school attendance of 96.8% (2017/18). Some of our PP children have had chickenpox and been very unwell. 	
Total budgeted cost				£5,255

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
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.	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. PP attendance still showing a gap. Whole school attendance at the end of term 6 2018 was 96.8% - there is a difference to PP group rate of 93.8%.	Attendance rates for our PP children will improve. <ul style="list-style-type: none"> DHT will continue to support and have those difficult and challenging conversations with our most vulnerable parents. 	
H. All children have equal access to clubs and uniform	We provide school uniform, pay for school trips and attendance at some school clubs	Most PP children access a club unless they do not wish to do so	<ul style="list-style-type: none"> All parents of our of Disadvantaged pupils are made aware of this by DHT. Regular 'touching base' chats ensure the parents have what they need to support their children. 	£112.50
Pupil Premium allocation 2017/18				£7,708.31
Total Pupil Premium Spend				£8,537.50