

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

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

2. Current attainment End of term 6 2019
<i>We have anonymised this data for the website version as at only five pupils this particular academic year, we feel individual children could be easily identified. This is particularly when we sub-divide this data into individual year groups. A full report with individual pupil data is available for relevant stakeholders such as Local Authority advisors, Governors and Inspectors when needed.</i>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)		
<b>A.</b>	Improved well-being and self-regulation for our Disadvantaged children	
<b>B.</b>	Challenging to achieved Expected +	
<b>C.</b>	Speech and Language Support	
<b>D.</b>	Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
<b>E.</b>	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.	
<b>F.</b>	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>
<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. Those who need it have been supported using the Thrive Approach Nurture Group provision
<b>B.</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

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<b>C.</b>	All PP children, who need it, have been supported using Speech Link and Language Link Programmes	Increased use and understanding of language
<b>D.</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>E.</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 93.8% to within one percent of whole school target of 97.2%
<b>F.</b>	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

<b>1. Review of expenditure</b>			
<b>Academic year</b>		<b>2018-19</b>	
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.			
<b>i. Quality of teaching for all</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>A.</b> Improved well-being and self-regulation for our Disadvantaged children	THRIVE Screening	Children really benefit from all adults being 'tuned into' their well-being and mental health. Had an impact right across the school	<ul style="list-style-type: none"> <li>• Now have two trained Thrive Practitioners on the staff – they will continue to run interventions and support children</li> <li>• Will further develop this support into lunch-time provision</li> <li>• Children able to talk more openly about how they are feeling</li> </ul>
<b>B.</b> All PP children will have achieved Expected and some Greater Depth	Termly tracking and assessments. Pupil Progress Meetings	All staff were aware of the needs and progress of their pupils. Not all PP children were able to achieve expected in all areas. All children were given support and interventions	<ul style="list-style-type: none"> <li>• Continue discussing all pupils at pupil progress meetings</li> <li>• Look to see if there are any new or fresh approaches we can use to increase writing outcomes of disadvantaged children</li> <li>• Include this on the school improvement plan in every section</li> <li>• One child achieved GDS in reading</li> </ul>

**C. Speech and Language Support**

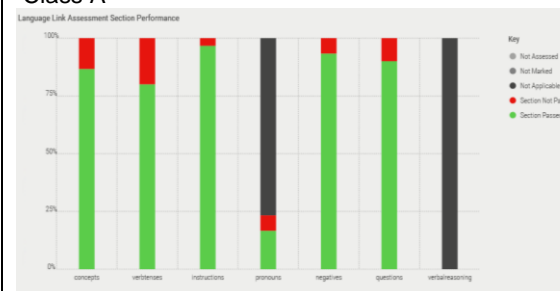
**Speech Link Language Link**

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.

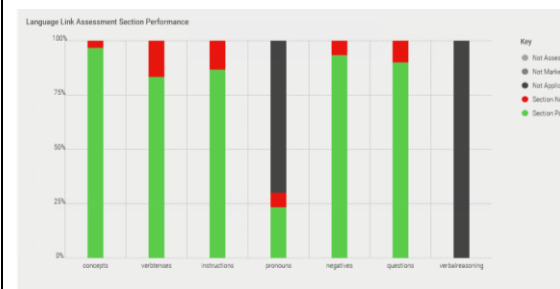
The rationale for using these programmes is that no formal referral can be made to the Speech and Language Team without two terms of support using these programmes.

Several children were accepted into the speech and language service as a result of our intervention and support programme.

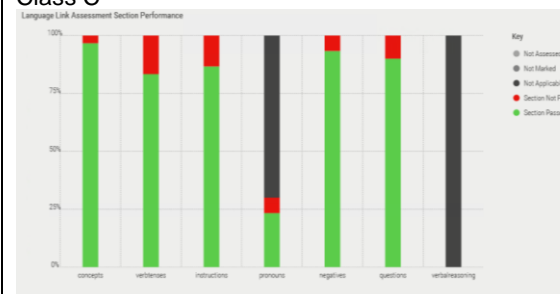
- All year R pupils will be assessed. The outcomes of these assessments will be used to build the language support groups
- Class A**



**Class B**



**Class C**



Pronouns is still very weak in the year group. These interventions will continue next year and through the school.

<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>	<ul style="list-style-type: none"> <li>• All children were screened and sessions delivered</li> <li>• All PP children met the Expected standard in Moving and Handling – As a year group 99% of children met the outcome</li> <li>• As an intervention and screener it works well and has great outcomes.</li> </ul>
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**Total budgeted cost**      £3,532.00

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<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.</p> <p>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.</p> <p>Children who need it are able to attend our Nurture Group once it is up and running.</p> <p>Although there were already lots of green – all children have improved their scores</p> <p>Nurture will continue next year as been very successful</p>

Class	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	De v	Diag	
A	20	12	7	20	8	12	16	20	8	8	0	0	1	0	0	0	0	0	0	0	1	1	
B	16	10	10	16	5	10	9	9	5	4	3	6	2	3	0	4	1	0	7	7	6	7	9
C	15	9	8	16	8	9	12	16	8	7	6	3	0	5	0	7	3	1	0	0	6	5	
D	19	12	11	20	8	12	16	20	8	8	0	2	0	0	0	1	1	0	0	0	0	0	
E	19	12	10	20	8	11	16	20	8	8	2	1	0	0	0	1	1	0	0	0	0	1	

End of the Year

Class	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	De v	Diag
A	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
B	15	12	7	17	7	11	13	14	7	4	0	5	1	0	0	2	8	6	5	4	4	7
C	18	10	9	18	8	12	15	20	8	8	1	2	0	0	0	0	0	0	0	0	0	0
D	20	12	12	20	8	12	16	20	8	8	0	1	0	0	0	0	1	0	0	0	0	0
E	20	12	11	17	8	11	16	20	8	8	3	1	1	2	0	1	2	6	0	0	0	5

All children improved their scores

<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>	<ul style="list-style-type: none"> <li>Improvements in the children’s self-regulation and core skills is testament to the success of the intervention.</li> <li>Members of the group reviewed the activities and exercises and reflected on how successful they felt they were for them.</li> <li>Staff running the interventions need regular training</li> <li>We will run a before school sensory circuits next academic year</li> </ul>
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**Total budgeted cost** £5.600

**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)
<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</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.</p>	<p>Attendance rates for our PP children : 95.9 % Whole School :96.9 %</p> <p>Last years’ attendance: Last year PP 92.5% increased None of the PP children are below 90% attendance</p>

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	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.	Some of the parents need someone to trust and talk to. Having a key figure to identify with and trust helps parents.	DHT supported parents to bring children to school
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.	<ul style="list-style-type: none"> <li>• Parents invited into school to discuss the best ways to support their children</li> <li>• All school uniform ,clubs and trips paid for - will continue this</li> </ul>
<b>Total budgeted cost</b>			£50
<b>Total Spending on our Disadvantaged (Pupil Premium) Children in 2018/19</b>			£9,182