

Pupil Premium Strategy Statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School 2019-20				
Academic Year	2019/20	Total PP budget	£9,880	Date of most recent PP Review	N/A
Total number of pupils	270	Number of pupils eligible for PP	6 2x Post LAC 4x PP	Date for next internal review of this strategy	January 2020

2. Current attainment End of term 6 2019
<i>We have anonymised this data for the website version as at only five pupils that 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)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Improved well-being and self-regulation for our Disadvantaged children
B.	Challenging to achieved Expected + - particularly in writing
C.	Speech and Language Support – some of our PP children need vocabulary enrichment and exposure to a range of broader experiences
D.	Gross and fine motor skills are slightly less well developed in some of the Disadvantaged Pupils- opportunities to ride bicycles/scooters and develop their balance
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance rates for our Disadvantaged children are 95.9% (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. Some parents do not feel able to bring their children in to school some days
F.	Parental support : Some parents need a little support in how to help their children and with completing the homework.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

Pupil Premium Strategy 2019-20

A.	All children are supported to overcome some of the barriers they have encountered in their lives so far. Nurture Group and Thrive Provision Increased well-being for all	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 – particularly in writing	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 pupils eligible for PP to 0. Overall PP attendance to improve from 95.9% 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-through drop in sessions and supported learning	Children do their homework, parents attend all the workshops and parental meetings

5. Planned expenditure					
Academic year		2019-2020			
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	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.	Mrs Pateman Mrs Poulton Mrs Brabyn Mrs Cooper All Staff	December 19

Pupil Premium Strategy 2019-20

well and have clear flowing handwriting			Review of school handwriting policy. EYFS to ensure children cover lots of moving and handling activities		
<p>B. All children are supported to overcome some of the barriers they have encountered in their lives so far.</p> <p>Alternative lunch provision for those who cannot cope with the busy lunch hall /playground</p> <p>AN alternative view to writing to support all children</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> <p>First aid for year two Well-being training for staff Supervision for staff</p>	<p>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.</p>	<p>All staff Mrs Pateman Mrs Vadhia</p>	<p>December 19</p>
<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>Alternative early morning and lunchtime provision for our children</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 Mrs Cooper All Staff</p>	<p>December 19</p>
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?

Pupil Premium Strategy 2019-20

<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 19</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>We have 2 fully trained Thrive practitioners</p>	<p>Mrs Pateman Mrs Poulton Mrs Brabyn All Staff</p>	<p>December 19</p>
<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>Meeting and Greeting children</p> <p>Small group work or 1:1 time</p> <p>Strategies suggested on Boxall Profile</p>	<p>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)</p> <p>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</p>	<p>Staff training on de-escalation techniques Social Story updates Staff training from STLS Supervision for staff</p>	<p>E Pateman All Staff C Poulton</p>	<p>December 19</p>
Total budgeted cost					<p>£5,554</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</p>

Pupil Premium Strategy 2019-20

					implement ation?
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 2019 the school absence was 3.1% (or 96.9% attendance), PP was 4.1% (or 95.9%) on five 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.	April 20
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.	Head Teacher Deputy Head Teacher.	April 20
Total budgeted cost					£490
Total Predicted Spending on our Disadvantaged (Pupil Premium) Children in 2017/18					£ 9,105

6.Review of 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.			
iv. 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)

Pupil Premium Strategy 2019-20

<p>D. Improved well-being and self-regulation for our Disadvantaged children</p>	<p>THRIVE Screening</p>	<p>Children really benefit from all adults being 'tuned into' their well-being and mental health. Had an impact right across the school</p>	<ul style="list-style-type: none"> • Now have two trained Thrive Practitioners on the staff – they will continue to run interventions and support children • Will further develop this support into lunch-time provision • Children able to talk more openly about how they are feeling
<p>E. All PP children will have achieved Expected and some Greater Depth</p>	<p>Termly tracking and assessments. Pupil Progress Meetings</p>	<p>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</p>	<ul style="list-style-type: none"> • Continue discussing all pupils at pupil progress meetings • Look to see if there are any new or fresh approaches we can use to increase writing outcomes of disadvantaged children • Include this on the school improvement plan in every section • One child achieved GDS in reading

F. Speech and Language Support

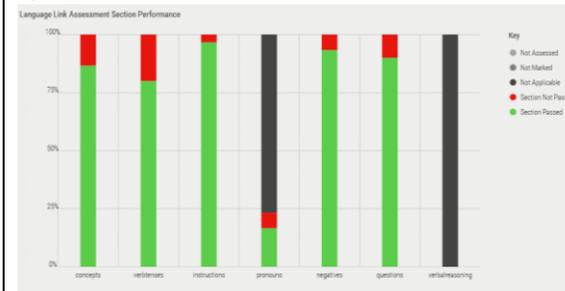
Speech Link Language Link

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.

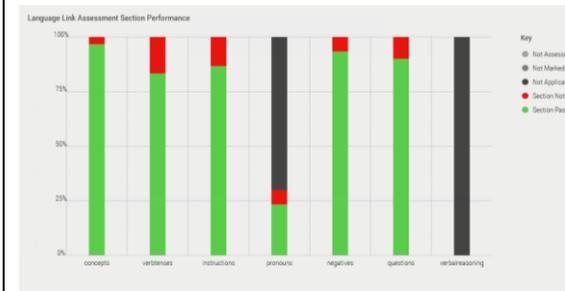
The rationale for using these programmes is that no formal referral can be made to the Speech and Language Team without two terms of support using these programmes.

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

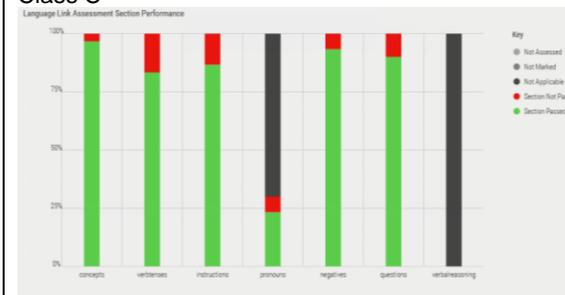
- All year R pupils will be assessed. The outcomes of these assessments will be used to build the language support groups
- Class A**



Class B



Class C



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

Pupil Premium Strategy 2019-20

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	0
E	19	12	10	20	8	11	16	20	8	8	2	1	0	0	0	1	1	0	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	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	0
D	20	12	12	20	8	12	16	20	8	8	0	1	0	0	0	0	1	0	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>G. 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"> Improvements in the children’s self-regulation and core skills is testament to the success of the intervention. Members of the group reviewed the activities and exercises and reflected on how successful they felt they were for them. Staff running the interventions need regular training We will run a before school sensory circuits next academic year
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Total budgeted cost £5.600

vi. 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>H. 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’ PP attendance: Last year 92.5% increased None of the PP children are below 90% attendance</p>

Pupil Premium Strategy 2019-20

	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
I. 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"> • Parents invited into school to discuss the best ways to support their children • All school uniform ,clubs and trips paid for - will continue this
Total budgeted cost			£50
Total Spending on our Disadvantaged (Pupil Premium) Children in 2018/19			£9,182