

Pupil Premium Strategy Statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School 2020-2021				
Academic Year	2020/21	Total PP budget	£ 10,415	Date of most recent PP Review	N/A
Total number of pupils	270	Number of pupils eligible for PP	7 x £1,345 1x Post LAC £2,345	Date for next internal review of this strategy	January 2021

2. Current attainment End of term 6 2020				
Attainment at the end of term 6 2019	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	No end of year Data due to Covid-19 Some disadvantaged children did attend school			
% achieved Expected and Expected +in reading, writing and maths (Year 1)				
% achieved Phonics score of 32+ in Year 1				
% achieved Expected and Expected +in reading, writing and maths (Year 2)				
% made Expected and Expected + progress in reading				
% made Expected and Expected + progress writing				
% made Expected and Expected + progress maths				

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.	Raised attainment for children eligible for a Pupil Premium grant	
C.	Speech and Language Support – some of our PP children need support with their use and understanding of language	
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 <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Ensure all PP children have equal access to technology to support with Home Learning (Seesaw)	
F.	All PP have been able to close any gaps in their attainment caused by missed school during the Covid-19 Pandemic	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>All children are supported to overcome some of the barriers they have encountered in their lives so far. Increased well-being for all so children will be emotionally ready to learn.</p> <p>Measured through the use of the Boxall Profile.</p> <p>Initial Scores (all children as a group)</p> <p>Developmental :15</p> <p>Diagnostic : 18</p>	<p>Children are able to talk about and manage their feelings.</p> <p>Children have a greater self-confidence and self-awareness.</p> <p>Those who need it have been supported using the Thrive Approach or attended our Nurture Group provision</p> <p>Increase in Boxall Profile Score in both sections.</p>
B.	<p>All PP children will have achieved Expected and some Greater Depth – particularly in writing: Attainment gaps will close between Pupil Premium children and their peers.</p> <p>End of year data will reflect age related expectations for each of the pupils.</p> <p>These will be measured throughout the year via Pupil Progress Meetings, Boxall Profile and data entry into SIMS.</p>	<p>All PP been challenged to achieve to their very best capabilities. They have a Growth Mindset approach to their work.</p> <p>Pupil Premium children in KS1 will attain in line with their peers in Reading, Writing and Maths.</p> <p>In EYFS the children will attain in line with their peers in the prime areas of :Personal and social development and</p>

		<p>Communication and Language , and in the specific areas of Literacy and Mathematics.</p> <p>Some will have achieved further and be assessed at Greater Depth.</p>
C.	<p>All PP children, who need it, have been supported using Speech Link and Language Link Programmes.</p> <p>Children are assessed using the programme as the beginning of the year, after ach intervention and at the end of the year.</p>	<p>Increased use and understanding of language and able to apply this their work and in the classroom..</p> <p>Speech programmes delivered and speech is clearer.</p>
D.	<p>Through attending Sensory Circuits/BEAM and Clever Finger interventions children will be able to form their letters well and have clear flowing handwriting</p>	<p>Clear legible handwriting, stronger core muscles.</p>
E.	<p>Ensure all PP children are able to access and use the appropriate technology to complete their home learning.</p>	<p>All PP regularly complete their home learning.</p> <p>All parents of PP children interact with the class teacher using their seesaw account.</p> <p>All children have the access to technology and the relevant skills to enable them to complete the work.</p>
F.	<p>All PP have been able to close any gaps in their attainment caused by missed school during the Covid-19 Pandemic</p>	<p>Children have been supported and gaps in knowledge and understanding have been addressed.</p>

5. Planned expenditure					
Academic year		2020-2021			
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?
<p>A: Improved well-being and self-regulation for our Disadvantaged children</p> <p>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>Screen children using Thrive and Boxall</p> <p>Provide whole class support- using outcomes for the assessment</p> <p>Go Moodle</p> <p>Brain Gym</p> <p>Whole class movement breaks</p> <p>Big bag of worries</p> <p>PSHE Sessions</p> <p>EYFS about me sessions</p> <p>Thrive screening and support.</p>	<p>Children who are regulated and calm are ready to learn as explained in Maslow’s Hierarchy of needs.</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.</p> <p>Well-being tool kit – Tina Rae, Thrive, Attachment – Margot Sunderland)</p>	<p>Contented Child Training Courses – Emotional Regulation and Lunchtime intervention training.</p> <p>PSHE association curriculum toolkit and character development resources help prepare children for their future life and to live as a citizen of tomorrow.</p> <p>Mental Health First Aid Training Course</p> <p>Well-being training for staff</p> <p>Supervision for staff</p>	<p>Mrs Poulton</p> <p>Mrs Pateman</p> <p>All Class Teachers and TAs</p>	<p>January 2021</p>
Total budgeted cost					2,600
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?

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<p>A: Improved well-being and self-regulation for our Disadvantaged children</p>	<p>Social Stories</p> <p>Alternative lunch provision for those who cannot cope with the busy lunch hall /playground</p>	<p>Some children feel overwhelmed by the busyness of the playground and lunch hall.</p> <p>To provide a calm and safer environment where children are able to eat their food and be helped to develop their social interaction skills.</p> <p>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</p>	<p>Staff meeting and Twilight sessions to ensure staff feel confident to tackle and raise issues.</p> <p>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 20</p>
<p>B:Raised attainment for children eligible for a Pupil Premium grant</p> <p>All PP children to be challenged to achieve to their very best capabilities.</p>	<p>A Growth Mindset approach to their work</p> <p>Member of staff working daily for 15/20 mins with PP children</p> <p>Member of staff planning the sessions each week specific to the needs of the child</p>	<p>Targeted Plan/Do/Review sessions working 1:1 and 1:2.</p> <p>EEF Toolkit found 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4</p>	<p>Weekly meetings with the staff working with the children. Reviewing the activities and planning the next sessions.</p>	<p>Mrs Pateman Mrs Poulton</p>	<p>December 2021</p>

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C. Children supported using Language Link and Speech Link interventions. Improved understanding within the classroom	All PP children, who need it, have been supported using Speech Link and Language Link Programmes. Children are assessed using the programme as the beginning of the year, after each intervention and at the end of the year	Targeted Plan/Do/Review sessions working 1:1 and 1:2 following the Language Link website plans EEF Toolkit found 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4	Weekly meetings with the staff working with the children. Reviewing the activities and planning the next sessions.	Mrs Pateman Mrs Poulton Class Teachers	Dec 2020
D: 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	Small group targeted handwriting/motor control sessions Small group Write Dance/ BEAM/ Sensory Circuits	Small group interventions have a moderate impact for a moderate cost. (Teaching and Learning Toolkit) Children will be able to have more targeted and individualised support. The activities will be tailored to their specific needs. As the children progress the interventions will adapt and change	Review and assessments of the children's development Observations of the pupils in classroom environment	Mrs Pateman Mrs Poulton Mrs Cooper Mrs Brooker	January 2021
Total budgeted cost					£8,525
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?
E Ensure all PP children are able to access and use the appropriate technology to complete their home learning.	Targeted personal approaches with the parents Conversations with parents	Children need to have access to the technology to both catch up and to complete the weekly homework Some of our more disadvantaged children are not able to access the same experiences as their peers. This is shown in the Sutton Trust	Monitor on Seesaw Speak to the parents	Head Teacher Deputy Head Teacher. X Bodkin Computing Lead	Dec 2020

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		EEF toolkit.			
F All PP have been able to close any gaps in their attainment caused by missed school during the Covid-19 Pandemic	After school catch up sessions Additional support to work on any misconceptions or support that is needed		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.	Dec 2020
G Access to all uniform, clubs and trips	Ensure access is available to all	Speak to parents on an individual basis			
Total budgeted cost					£525
Total Predicted Spending on our Disadvantaged (Pupil Premium) Children in 2020/21					£11,125

6. Reviewed Expenditure

Academic year	2019-2020
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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)
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 Member of staff working daily for 15 mins with PP children Member of staff planning the sessions each week specific to the needs of the child	Children made progress. Many children were taught at home using our Sea Saw activities. Some children did not attend school between with March and June or from March until September. Will create a 'new vulnerable' group Recovery curriculum for those who have not been in school or have gaps in their learning There was no end of year data Visits were made to the PP children's home to deliver paper copies of the work.	Check that all parents have the skills to be able to access the activities Check all children are able to have adequate access to devises. Check all children have sufficient Wifi or data to be able to access the activities and send their work back This will continue into next year

Total cost	£6,315.61
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li 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: 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 Alternative lunch provision Nurture Group provision Thrive interventions	The alternative lunch provision for those who cannot cope with the busy lunch hall /playground worked well. Children ate together and were slowly integrated back into the Hall. Building children’s resilience and ensure they have good well – being. PSHE 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. Nurture provision ran three afternoons (until March) for 6 children – this helped increase the scores on their Boxall Profiles	Many children cannot cope with the noise and business of the Hall and playground. School being closed for all except Critical Workers between March and June meant that those in school were in a calmer environment and coped well. When the came back in June they were in bubbles of 15 which made it easier to support all children Nurture Group is really important and needs to be further embedded into the daily life of the school More understanding /training for staff on how to use the Boxall Profile outcomes in the classroom and provision planning.

Boxall Profiles beginning of the year - for all PP children

Year group	Gender	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
Year 2	F	14	1	7	1	6	1	1	1	7	7	7	6	1	0	2	1	8	3	2	0	3	8
Year 2	F	10	6	6	1	7	6	5	1	6	3	9	1	8	1	7	1	1	1	1	6	8	10
Year 2	M	12	5	6	1	5	6	1	1	7	3	9	1	0	9	0	6	2	1	6	0	9	7
Year 1	M	19	1	1	2	8	1	1	2	8	8	0	4	0	1	0	3	0	0	0	0	0	3
Year 2	F	19	1	1	1	8	1	1	1	7	8	1	5	0	1	1	2	2	2	2	0	1	7
Year 1	M	17	5	7	8	5	1	1	1	4	7	2	0	0	4	0	0	0	3	0	0	8	3
		4	3	4	3	3	2	4	3	1	2	4	5	2	5	3	5	4	5	4	1		

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End of March (when the nurture group had to end)

Year group	Gender	A	B	C	D	E	F	G	H	I	J	Q	R	S	T	U	V	W	X	Y	Z	Dev	Diag
Year 2	F	1 4	1 0	6	1 7	7	1 1	1 6	2 0	7 8	8	7	1 0	1	1	5	1 0	9	4	1	0	2	8
Year 2	F	1 0	7	7	1 2	7	1 0	9	1 0	4 3	3	7	1 1	2	8	6	9	1 3	1 0	1 2	6	9	10
Year 2	M	1 8	9	1 0	1 8	7	9	1 5	1 4	7 5	5	6	7	0	1	0	8	6	1 0	6 0	0	4	7
Year 1	M	1 9	1 2	1 2	1 9	8	1 0	1 6	1 9	8 8	8	0	0	0	0	0	3	0	0	0	0	1	1
Year 2	F	1 9	1 2	1 2	2 0	8	1 2	1 6	1 9	8 8	8	0	1	0	0	0	0	0	0	0	0	0	0
Year 1	M	2 0	1 0	1 0	1 7	8	1 2	1 2	8 0	8 0	8	0	0	0	0	0	0	0	0	0	0	1	0
		2	2	2	1	0	3	2	2	1	2	3	3	2	3	2	4	3	3	2	1		

C:
All PP children, who need it, have been supported using Speech Link and Language Link Programmes

Increased use and understanding of language

All year R and those who still needed it in Year 1 and 2 were reassessed. Language Link groups ran 08:55-09:20 4 mornings a week. Children completed the 8 sessions in one block – then we moved onto the next group of children. Language Link scores had improved by the end of March

Will continue the new block session approach next year (rather than one session a week over 8 weeks). We are also able to incorporate a little bit of nurture into these sessions.

Several referrals have been made to speech and language services as a result of these sessions.

Understanding and use of language levels have increased this past year.

D: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

Two staff were engaged to run sensory circuit sessions in the hall before school.

Other staff were trained to run their own sensory circuit sessions within their class time.

Story massage and relaxation techniques introduced to the children
Handwriting is improving

Once we are able to mix bubbles reintroduce this for the KS1 children.

Go Moodle has worked well to help children have movement breaks
Story massage to continue.

Children who participated were able to enter the classroom ready to learn.

Total budgeted cost £3,360

lii 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)
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<p>E: Increased attendance for Disadvantaged children.</p>	<p>Working with parents Offering to help bring in reluctant children Paying for a Taxi to help one family without a car. Calling parents on the first day of absence</p>	<p>In July our PP attendance rates were:92.6% Covid-19 had an impact upon these attendance figures as some families chose not to return Taxi meant one family were able to attend everyday- chose not to during lockdown</p>	<p>Relationships with parents are key. Parents feel they can trust the school to support them. Will continue to work with families and support</p>
<p>F: Parental support: Some parents need a little support in how to help their children and with completing the homework and emotional regulation.</p>	<p>Parental workshops Phone calls Introduction of SeaSaw for home learning Leaflets home explaining how homework is done Recorded 'live' sessions on school You Tube website Set up parental support network with the help of Early Help Contented Child workshop sessions</p>	<p>Parents have felt engaged but low turn out to evening sessions Support group had 35 members – had to stop due to Covid Contented Child workshop with Nikki Green had 45 parents pay to attend day time session in school hall.</p>	<p>Parents wanted to come together as a supportive group. Will restart the group as soon as able More external speakers into school as well attended Parents really want help with childhood anxiety and emotional regulation. Families are not able to begin to access the homework if the anxiety levels are too high. Continue to pay for trips and uniform for disadvantaged families</p>
			<p style="text-align: right;">Total budgeted cost 500</p>
<p>Total Spending on our Disadvantaged (Pupil Premium) Children in 2019/20</p>			<p>£10,175.61</p>