

Pupil Premium Strategy Statement Thurnham C.E. Infant School

1. Summary information					
School	Thurnham C.E. Infant School 2020-2021 Reviewed (2021-22 Strategy will be published November 2021 once children have settled in)				
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	6 x £1,345 1x Post LAC £2,345	Date for next internal review of this strategy	November 2021

2. Current attainment				
Attainment at the end of term 6 2021	Number of pupils PP	Pupils eligible for PP (your school)	Number of Pupils NOT PP	Pupils not eligible for PP (Rest of School)
<p><i>We have anonymised this data for the website version as at only SEVEN 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></p>				

3 Barriers to future attainment (for pupils eligible for PP, including high ability) 2020-2021	
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.	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 (issues which also require action outside school, such as low attendance rates)	

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														
2. Desired outcomes															
	<table border="1"> <thead> <tr> <th data-bbox="226 292 1357 347"><i>Desired outcomes and how they will be measured</i></th> <th data-bbox="1357 292 2163 347"><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="114 347 226 675">A.</td> <td data-bbox="226 347 2163 675"> <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. Measured through the use of the Boxall Profile. Initial Scores (all children as a group) Developmental :15 Diagnostic : 18</p> </td> <td data-bbox="1357 347 2163 675"> <p>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 or attended our Nurture Group provision Increase in Boxall Profile Score in both sections.</p> </td> </tr> <tr> <td data-bbox="114 675 226 1161">B.</td> <td data-bbox="226 675 2163 1161"> <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. End of year data will reflect age related expectations for each of the pupils. These will be measured throughout the year via Pupil Progress Meetings, Boxall Profile and data entry into SIMS.</p> </td> <td data-bbox="1357 675 2163 1161"> <p>All PP been challenged to achieve to their very best capabilities. They have a Growth Mindset approach to their work. Pupil Premium children in KS1 will attain in line with their peers in Reading, Writing and Maths. In EYFS the children will attain in line with their peers in the prime areas of :Personal and social development and Communication and Language , and in the specific areas of Literacy and Mathematics. Some will have achieved further and be assessed at Greater Depth.</p> </td> </tr> <tr> <td data-bbox="114 1161 226 1337">C.</td> <td data-bbox="226 1161 2163 1337"> <p>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.</p> </td> <td data-bbox="1357 1161 2163 1337"> <p>Increased use and understanding of language and able to apply this their work and in the classroom.. Speech programmes delivered and speech is clearer.</p> </td> </tr> <tr> <td data-bbox="114 1337 226 1426">D.</td> <td data-bbox="226 1337 2163 1426"> <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> </td> <td data-bbox="1357 1337 2163 1426"> <p>Clear legible handwriting, stronger core muscles.</p> </td> </tr> </tbody> </table>	<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. Measured through the use of the Boxall Profile. Initial Scores (all children as a group) Developmental :15 Diagnostic : 18</p>	<p>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 or attended our Nurture Group provision 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. End of year data will reflect age related expectations for each of the pupils. 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. Pupil Premium children in KS1 will attain in line with their peers in Reading, Writing and Maths. In EYFS the children will attain in line with their peers in the prime areas of :Personal and social development and Communication and Language , and in the specific areas of Literacy and Mathematics. 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. Children are assessed using the programme as the beginning of the year, after each 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.. 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>
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E.	Ensure all PP children are able to access and use the appropriate technology to complete their home learning.	All PP regularly complete their home learning. All parents of PP children interact with the class teacher using their seesaw account. All children have the access to technology and the relevant skills to enable them to complete the work.
F.	All PP have been able to close any gaps in their attainment caused by missed school during the Covid-19 Pandemic	Children have been supported and gaps in knowledge and understanding have been addressed.

4. Reviewed 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 Provide whole class support-using outcomes for the assessment</p> <p>Go Moodle Brain Gym Whole class movement breaks</p> <p>Big bag of worries PSHE Sessions EYFS about me sessions 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 Well-being training for staff Supervision for staff</p>	<p>Mrs Poulton Mrs Pateman 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?	
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: Improved well-being and self-regulation for our Disadvantaged children	Social Stories Alternative lunch provision for those who cannot cope with the busy lunch hall /playground	<i>'Some children feel overwhelmed by the busyness of the playground and lunch hall.'</i> . Due to continued restrictions with the Covid-19 Pandemic we continued with the children eating in their own classrooms and playground zones all year. 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	Children have remained in class bubbles. This has helped the more vulnerable children as they feel safer/calmer as there are less children around them and they have their adult in close proximity. The following of a one way system on the site will continue as it helps remove bottle necks and waiting.	

Pupil Premium Strategy 2020-21 Reviewed

<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 be the most effective as it is tailored to meet the needs of the child. It gained +4 : All children who received the daily 1:1 sessions made increased progress. They all made good progress from their individual starting points.</p>	<p>Weekly meetings were invaluable as they provided the opportunity to discuss each child's needs and plan their bespoke sessions building on the previous sessions</p> <p>The 1:1 sessions were also good as gave children a chance to talk about their concerns</p>
<p>C. Children supported using Language Link and Speech Link interventions. Improved understanding within the classroom</p>	<p>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</p>	<p>EEF Toolkit found 1:1 /1:2 tuition to be the most effective as it is tailored to meet the needs of the child. It gained +4</p> <p>Language Link sessions ran first thing in the morning and afternoon. Children attended consecutive sessions until they had completed their block of 8. All children who were found to not have passed a section on the Language Link were included in the provision. All children who staff were concerned about were rescreened and support given.</p>	<p>Targeted Plan/Do/Review sessions working 1:1 and 1:2 following the Language Link website plans</p> <p>This format will continue as will the supplementary teaching sessions 1:1 for the children who continue to need support at the end of the group sessions</p> <p>The language skill and development of the vocabulary of the children has increased through following the carefully structured language link interventions.</p>

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<p>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</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>These have run less frequently this year due to 'bubble restrictions'</p>	<p>Go Moodle has worked well to help children have movement breaks Story massage to continue.</p> <p>Children who participated were able to enter the classroom ready to learn. Some of the sessions were able to run in the playground – this worked well and we will continue using the outside space as much as possible.</p>
Total budgeted cost			£8,525

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>E Ensure all PP children are able to access and use the appropriate technology to complete their home learning.</p>	<p>Targeted personal approaches with the parents</p> <p>Conversations with parents</p>	<p>The children needed to have access to the technology to both catch up and to complete the weekly homework</p> <p>We organised a loan scheme where parents lent devices to those who did not have them . All activities were monitored on Seesaw</p> <p>Printed work was delivered to those who requested it</p> <p>Parents like the access they have to Seesaw , class teacher and the whole class TEAMS sessions</p> <p>EP made weekly contact with the families to ensure they had adequate access to devices and were able to complete the work</p> <p>Most of the PP children attended school as vulnerable pupils or parents of Keyworkers</p>	<p>Continue with Seesaw</p> <p>Not all parents had adequate internet access.</p> <p>Contacted the Government about the Laptop Loan Scheme – this does not begin until Year 3 – so as a school we are not eligible for any support</p> <p>Look to purchase devices for our PP children ourselves so they have unlimited access.- Kindle Fires or Tablets</p>
<p>F All PP have been able to close any gaps in their</p>	<p>After school catch up sessions</p>	<p>After school catch up sessions were well attended</p>	

Pupil Premium Strategy 2020-21 Reviewed

attainment caused by missed school during the Covid-19 Pandemic	Additional support to work on any misconceptions or support that is needed	All parents of our of Disadvantaged were made aware of this by DHT. Regular 'touching base' chats ensured the parents have what they need to support their children.			
G Access to all uniform, clubs and trips	Ensure access is available to all	Speak to parents on an individual basis School uniform was provided for all those who requested it.			
Total budgeted cost					£525
Total Spending on our Disadvantaged (Pupil Premium) Children in 2020/21					£11,125

Pupil Premium Strategy 2020-21 Reviewed
 Boxall Profiles for Disadvantaged children in September 2020

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	M	12	5	5	8	4	4	9	8	4	3	5	8	0	5	0	6	7	10	16	3	10	8
Year 2	F	20	11	12	19	8	12	16	20	7	8	1	1	0	0	0	0	0	0	0	1	0	0
Reception	M	19	12	8	17	7	11	15	19	8	8	0	0	0	0	0	0	0	0	0	0	1	0
Year 1	M	18	11	11	19	7	12	13	15	6	7	0	1	1	2	0	1	1	1	0	2	1	3
Year 1	M	17	9	9	12	7	11	11	18	6	7	4	3	1	8	0	6	1	1	0	1	4	5
Reception	M	18	10	11	18	7	12	14	20	8	7	0	1	0	1	0	0	0	0	0	0	0	1
		2	2	2	2	1	1	2	2	1	1	2	2	2	4	0	2	1	1	1	2		

Boxall Profiles July 2021

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	M	18	9	7	16	7	9	16	19	6	8	4	6	0	1	1	4	6	3	4	1	3	8
Year 2	F	20	12	12	20	8	12	16	20	8	8	0	0	0	0	0	0	0	0	0	0	0	0
Year 1	M	19	10	7	16	7	11	15	18	7	8	3	1	0	1	0	1	0	0	0	1	1	2
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		1	1	2	0	0	1	1	1	0	0	2	1	2	5	1	1	1	1	1	1		