

Pupil Premium Strategy Statement Thurnham C.E. Infant School

(Please note, delivery was affected by lockdown period)

1. Summary information					
School	Thurnham C.E. Infant School 2019-20 Reviewed (2020-21 Strategy will be published November 2020 once children have settled in)				
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	November 2020

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			
% 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.	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 (<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. 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 and emotional regulation.	
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. 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 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- through drop in sessions and supported learning= support needed with children’s emotional regulation	Children do their homework, parents attend all the workshops and parental meetings. Parental support network

5. Reviewed 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	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 devices. 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
ii 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	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.	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 they 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

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	Nurture Group provision	Nurture provision ran three afternoons (until March) for 6 children – this helped increase the scores on their Boxall Profiles	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.
	Thrive interventions		

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		

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	1	6	1	7	1	1	2	7	8	7	1	1	1	5	1	9	4	1	0	2	8
Year 2	F	4	0	7	1	7	1	6	0			7	0	2	8	6	9	1	1	1	6	9	10
Year 2	M	0	7	7	1	7	0	9	1	4	3	7	1	1				3	0	2		4	7
Year 2	M	1	9	1	1	7	9	1	1	7	5	6	7	0	1	0	8	6	1	6	0		
Year 1	M	8	0	8			5	4				0	0	0	0	0	3	0	0	0	0	1	1
Year 2	F	1	1	1	1	8	1	1	1	8	8	0	1	0	0	0	0	0	0	0	0	0	0
Year 2	F	9	2	2	9		0	6	9			0	0	0	0	0	0	0	0	0	0	0	0
Year 1	M	1	1	1	1	8	1	1	1	8	8	0	0	0	0	0	0	0	0	0	0	1	0
Year 1	M	2	1	1	1	8	1	1	2	8	8	0	0	0	0	0	0	0	0	0	0	1	0
		0	0	0	7	2	2	0				3	3	2	3	2	4	3	3	2	1		

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<p>C: All PP children, who need it, have been supported using Speech Link and Language Link Programmes</p>	<p>Increased use and understanding of language</p>	<p>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</p>	<p>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.</p> <p>Several referrals have been made to speech and language services as a result of these sessions.</p> <p>Understanding and use of language levels have increased this past year.</p>
<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>Screen children Provide whole class support Go Moodle Brain Gym Whole class movement breaks</p>	<p>Two staff were engaged to run sensory circuit sessions in the hall before school.</p> <p>Other staff were trained to run their own sensory circuit sessions within their class time.</p> <p>Story massage and relaxation techniques introduced to the children Handwriting is improving</p>	<p>Once we are able to mix bubbles reintroduce this for the KS1 children.</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.</p>

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)
<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%</p> <p>Covid-19 had an impact upon these attendance figures as some families chose not to return</p> <p>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.</p> <p>Will continue to work with families and support</p>

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<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 SeeSaw for home learning Leaflets home explaining how homework is done Recorded 'live' sessions on school You Tube website</p> <p>Set up parental support network with the help of Early Help</p> <p>Contented Child workshop sessions</p>	<p>Parents have felt engaged but low turn out to evening sessions</p> <p>Support group had 35 members – had to stop due to Covid</p> <p>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.</p> <p>Continue to pay for trips and uniform for disadvantaged families</p>
			<p>Total budgeted cost £500</p>
<p>Total Spending on our Disadvantaged (Pupil Premium) Children in 2019/20</p>			<p>£10,175.61</p>