

Pupil premium strategy statement (primary)

1. Summary information					
School	Thornford CE Primary School, Dorset				
Academic Year	2017-18	Total PP budget	£3960	Date of most recent PP Review	Dec 2018
Total number of pupils	108	Number of pupils eligible for PP	3	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 100+ in KS2 SATS or above in reading, writing (TA) & maths (or equivalent)	N/A	63%
% making at least appropriate amount of progress in reading	100%	87%
% making at least appropriate amount of progress in writing	100%	74%
% making at least appropriate amount of progress in maths	100%	80%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
	Oral language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
	pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.	
	pupils entered the school below expected levels in reading, writing and maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C	Attendance low for one child last year	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
	Improved oral language skills for pupils eligible for pupil premium in specific year groups	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
	Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE.	Pupils eligible for PP make as much progress from their prior starting points in Reading, Writing and Maths. Measured by end of year assessments and successful moderation practices within school.

	Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having Special Educational Needs so that they continue to make good progress from their starting points.	Provision for pupils with SEN is well targeted in order that those children make good progress from their starting points.
	<p><u>To ensure a greater number of children are achieving at least the national expectation in reading, writing and maths</u></p> <p>Individual provision mapping in teams and across the whole school</p> <p>SPTO target setting linked to teachers performance management</p> <p>Booster groups of targeted intervention across reading, writing and maths</p>	% of children reaching the national expectation in reading, writing and maths

5. Planned expenditure	
● Academic year	2018-2019
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?
To ensure children are taught in the smallest possible class size	Additional teacher and TA to maintain smaller class sizes	The children will receive more individual attention in the most effective learning environments	At 320 on roll the school could have large KS2 classes but an 11th teacher and TA are within our team specifically to keep classes small.	Headteacher	Annually linked to numbers on roll, increased intake and popularity of the school
To use the latest technology to enhance pupil's enjoyment of reading, writing and maths across the school	Whole school IT training	A server less system will be utilised to enable access for all and the latest technology will enhance pupil and staff enjoyment of teaching and learning	Staff meeting training and team meeting reviews IT coordinator to monitor as a part of the coordinator role	IT coordinator	On-going following training via staff questionnaires, meetings, pupil questionnaires and interviews
To ensure effective coverage of National Curriculum maths key objectives across the whole school with a clear sense of progression of skills	Whole school maths scheme (Singapore maths)	In order to give all children outstanding teaching and learning opportunities a Singapore maths approach is to be used to best enhance coverage and progression	Purchase Singapore maths scheme. Trial in a small number of classes than roll in out. Staff meeting training and team meeting reviews Maths coordinator to monitor as a part of the coordinator role	Maths coordinator	Reviews to be embedded into provision mapping Pupil progress tracking
To ensure children are at least meeting national expectations in reading	Extend collection of KS1 and KS2 Guided Reading packs	A wider range of texts are needed to motivate children who may be feeling dissatisfied with reading and an extended range of lower reading ages with higher interest levels	Staff meeting training and team meeting reviews English coordinator to monitor as a part of the coordinator role	English coordinator	Reviews to be embedded into provision mapping

To ensure targeted intervention is delivered to tackle personal learning gaps	Senior TAs to be allocated to each team to support teaching and learning	Since introducing the new role of Senior SEN TAs we have seen the positive impact on learning. As the Educational Endowment Foundations states: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	The Assistant head/SENCO monitors the work of the Senior TAs through reviewing their termly assessments and follow on target setting, target reviews and case studies	Assistant headteacher/S ENCO	New targets are set in September, January and April and reviewed in December, March and July. Reviews to be embedded into provision mapping
To ensure pupils with specific learning difficulties are formally assessed and programmes of work are devised and reviewed by an advisory teacher	Buy in advice from - Specialist Educational Needs Support Service (Dorset SENSS) 30 hours of support per year	Last academic year, six pupils completed full diagnostic assessments; three were diagnosed with dyslexia and three with visual discrimination difficulties. All children engage in a regular programme of work with a TA and when reviewed all had progressed, some beyond the actual months in their new reading and spelling ages	The Assistant head/SENCO has termly planning meetings with the SENSS advisory teacher to identify needs and plan assessments. Reviews are then completed after 6 months. The Assistant head/SENCO delegates the programmes of work to the Senior TAs or SEN TAs. This is then reviewed through termly target setting and target reviews	Assistant headteacher/S ENCO	Termly planning meeting with SENSS advisory teacher Reviews to be embedded into provision mapping Targeted children also complete Salford and SWST assessments every three months in line with the assessment cycle
Total budgeted cost					
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?
<p>Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE</p>	<p>Staff to continue to target children eligible for PP with well chosen intervention programmes. Staff to undertake action research on provision that works well in other schools. Staff to undertake lesson study within school to pinpoint areas of difficulty that children may have in their learning.</p>	<p>Some children (not those with SEN) are falling behind their peers by approximately a term. We want to train a middle leader in practices to provide stretch and encouragement for these pupils to help them diminish the difference.</p>	<p>Ensure school visits have been organised Booster lessons/activities are taking place Evidence of progress at end of year against peers</p>	<p>Head</p>	<p>Summer 2018</p>
<p>Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE</p>	<p>Three members of staff to participate in a middle leaders programme.</p>	<p>We want to train more staff in developing their middle leadership roles. This will grow our capacity as a school to make more rapid progress by all senior staff having similar understanding of developing performance in their subjects and those different groups of children within it.</p>	<p>Use INSET days for staff to meet with Wimborne Teaching School lead. Give time for lesson study. Staff members share their research with the rest of team, cascading their learning.</p>	<p>Head</p>	<p>Summer 2018</p>

To extend the Emotional Literacy support in the school	Third TA to become an ELSA	Our two ELSAs are well respected and regarded in the school by children, parents and teachers. The ELSA intervention is continuing to have a measurable success both in class and in sessions. The demand for need outweighs the availability of ELSA sessions therefore another member of the team is needed	The Assistant head/SENCO has termly planning meetings with the ELSAs following referrals from the head, class teachers, the PSA or Children's Services. Targets are identified and pre and post questionnaires are completed by children and teachers	Headteacher/SENCO/ELSA	Termly Teacher and pupil questionnaires Some case studies are also written following ELSA Reviews to be embedded into provision mapping
Total budgeted cost					
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?
To ensure that all children have equal opportunities to benefit from school trips and extra-curricular activities.	Pupil grants and individual teacher budgets	There are equal opportunities for access to enriching experiences. Clubs and trips broaden children's experiences and self-esteem. This can also be seen as offering respite to families in need.	Each individual grant request will be considered and specific reasons will be given for the benefits it will have on the child's learning and attainment.	Team leaders	Reviews to be embedded into provision mapping

To have a greater understanding of individual and cohorts of children's needs	Assessment resources	Assessment for learning	The school has an annual assessment cycle which is linked into the SDP	Deputy head and Assistant head	In line with Annual assessment cycle
Total budgeted cost					£10220

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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)	Cost
PP pupils at least meet ARE in Reading Writing and Maths	To ensure opportunities for children to be taught	Raised standards in English and Maths for all pupils	Need to develop greater depth in writing	£ 1480
	To ensure targeted intervention to narrow the gap in reading	Raised standards in English and Maths for all pupils		
SEN Co Development	SEN training	Improved SEN support and impact		
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)	Cost

Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE	Staff target pupils with well chosen interventions programmes. Staff to undertake act	See above	Booster lessons/activities taking place evidence of progress at the end of the year	
ELSA support to raise self- confidence and problem solving strategies	2 TAs are trained as ELSAs	ELSA measurable success both in class and in sessions. Proven impact on behaviour and pupils well being	SENDCo and HT meet with ELSAs and discuss where need should be targeted.	400
Improved self- confidence	ELSA support	Self confidence improved	Early intervention very effective. Teaching children problem solving techniques	£
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)	Cost
Trips and enrichment activities	Funding given to support experience of school trips	Residential trips (one abroad) greatly helped with confidence	Positive impact on school experience	1060
Total Cost				£2940