

Pupil premium strategy statement (primary)

1. Summary information					
School	Thirsk Community Primary School				
Academic Year	2020-21	Total PP budget	£ 79,355	Date of most recent PP Review	Dec 2019
Total number of pupils	204	Number of pupils eligible for PP	62	Date for next internal review of this strategy	March 2020

2. Current attainment Due to school closures (COVID 19) there is no data related to Y6 Summer 2020		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (14 pupils)		%
% making progress in reading (11 pupils)		%
% making progress in writing		%
% making progress in 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.	Improving the quality and consistency of teaching to ensure that PPG pupils make accelerated progress in Reading and Maths.	
B.	Ensuring PPG pupils have sufficient reading skills to support other areas of the curriculum such as problem solving and reasoning in Maths as well using reading as a tool to learn.	
C.	Communication and language skills. Pupils can have limited vocabulary and comprehension skills this can act as a barrier	
D.	PPG pupils where there are multiple vulnerabilities	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	SEMH needs of a small minority of PPG pupils significantly impacting their learning	
F.	Attendance for PPG pupils	
G.	Aspirations and cultural capital. Some pupils have low appreciation of the wider world and have a limited view of the world beyond our local area.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A/B/C	Attainment and progress for all group of PPG pupils will increase.	Quality of teaching will be good or outstanding. PPG pupils will be smaller groups with pupils with similar next steps. Pupil progress will be evident in pupils' books. Gaps in pupils' knowledge will be closed. Most pupils will make accelerated progress and will exceed exceeded progress

		from their starting points. Attainment for most PPG pupils will increase in areas where PPG pupils have previously not exceeded (e.g. comprehension and understanding of text and reasoning and problem solving will significantly improve) This will be evident in pupil assessments
D	Strong progress that can be clearly identified for PPG pupils with multiple vulnerabilities	Effective provision for this group of pupils Demonstrable progress from clear starting points Clear interventions identified Review of impact identified and next steps identified. Impact demonstrable
E.	Clear plans and support (including working with outside agencies) for PPG pupils where SEMH impacts learning.	Behaviour tracker records show fewer incidents. Growth mind sets and attitudes to learning have a positive impact on rates of progress and attainment across all year groups. Unstructured time (eg. Playtimes and lunchtimes) are settled and productive and happy times, with further support (clubs run by TAs) Effective transition at the beginning of the day/ changing groups Nurture provision provided following Boxall Profile, leading to structures interventions.
F.	Attendance for PPG pupils improves to match non PPG attendance	Robust systems to promote good attendance for PPG pupils. Key families and pupils identified Strategies developed to support good attendance, sign posting to support services and multi-agency working. Impact on attendance of PPG pupils.
G.	PPG pupils have more opportunities to develop cultural capital	Increase % of PPG involvement with wider opportunities e.g. clubs residential visits.

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?
Raise the outcome of outcomes for disadvantaged pupils. Especially disadvantaged pupils where there is low prior attainment. As a result, outcomes for disadvantaged pupils will achieve or surpass nationally expected standards.	Continued use of McKie Mastery teaching, with the introduction of structure to foundation subjects. Leaders and staff to receive training and support.	<p>Evidence from many different sources (EEF etc) all indicate that one of the biggest ways for improving disadvantaged pupils' progress and attainment is the quality of teaching that pupils receive on a daily basis.</p> <p>Grange Park Primary (where McKie Mastery teaching has been developed) has strong outcomes for all pupils especially pupils from disadvantaged backgrounds.</p> <p>During bubble structure, additional groups within class have been developed to allow this structure to continue.</p> <p>2x additional staff to develop groups that match pupils starting points</p>	<p>Leaders to take part in next steps training (Sept 2020)</p> <p>C.McKie to have 6 support days across the year focussing on the implementation and next steps to further develop McKie teaching across all subjects.</p> <p>SLT monitoring of slides/ quality of teaching. Monitoring from McKie mastery. External moderation of slides and books from Claire McKie</p> <p>Progress in pupils books Monitoring of quality of teaching Pupil interviews</p> <p>Purchase of PIRA/ PUMA tests to track pupils' progress.</p>	RC/BK/KG/ MB/GW	<p>November 2020 Data reviewed on a termly basis</p> <p>£12,000 McKie £1,134 P&P £2,800 Cover</p>
Total budgeted cost					£25,934
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>To provide targeted reading support for disadvantaged pupils in order to raise progress and attainment in reading. As a result disadvantaged pupils will achieve or surpass national expected standards in reading.</p>	<p>Development of reading team to target disadvantage learners on a daily basis. PPG pupils will be heard reading daily. Each session will have a different focus: Fluency, Vocabulary, Comprehension and inferring meaning and summarising</p> <p>Continue to purchase books to support reading.</p> <p>Support from the Yorkshire Endeavour English Hub</p>	<p>Reading continues to be a barrier especially for disadvantaged pupils. This restricts pupils' progress across the curriculum. Strong evidence from the EEF indicates that this is an effective strategy for accelerating pupil progress.</p>	<ul style="list-style-type: none"> -Pupil progress data -Listening to PPG pupils read daily -Monitoring of Reading team -Monitoring of pupil books 	<p>GW</p>	<p>Dec 2020 March 2021 June 2021</p>
<p>To provide targeted small group intervention</p>	<p>Small group intervention to ensure that they all PPG pupils make progress. Pre-teaching Marking in the moment 5min boxes Workwatch</p> <p>CPD and SLT Management time to support and monitor quality of provision.</p>	<p>Outcomes at end of KS1 where low. Ensure that PPG pupils in KS1 attainment increases so that PPG pupil are ready for their next stage of learning.</p>	<ul style="list-style-type: none"> -Pupil progress data -Specific targets being actioned -Same day support -Corrective reviews being actioned 	<p>BK KG</p>	<p>Dec 2020 March 2021 June 2021</p>
Total budgeted cost					<p>£26,421</p>
<p>iii. Other approaches</p>					

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?
Attendance for disadvantaged pupils will improve so that it is in line with National Values	<ul style="list-style-type: none"> -Subsidised/ free places at school breakfast club. -Ensure that PPG pupils have access to breakfast -Provide social interactions/ nurture at the start of the school day 	<ul style="list-style-type: none"> -Providing access to breakfast club can support pupils' attendance. Attending Breakfast Club can provide pupils with a consistent start to the school day. 	<ul style="list-style-type: none"> Monitoring attendance for PPG pupil that attend breakfast club. Gap narrowing between pp pupils and non pp pupils. Documentation to indicate strategies used to support good attendance. Documentation where parents/ carers have been supported to ensure good attendance 	NK	<p>Half termly.</p> <p>When COVID restrictions allow</p>
Provide enrichment opportunities for PPG pupils	<ul style="list-style-type: none"> To ensure that PPG pupils experience a culturally rich curriculum that provides opportunities for wider development of pupils. To support PPG pupils to have healthy life styles. -Supplementation of cost for Y6 residential visit -Provide milk for PPG pupils -Provide free access to music lessons -To provide subsidised or free opportunities for PPG pupils to participate in clubs/ visits -To provide enrichments days within class topic 	<p>Pupils lack wider experiences of life in modern Britain. This has a negative impact on aspirations and ambition. This also has a negative impact on the depth of knowledge about some aspects of life, therefore lower starting points for their curriculum understanding. Enrichment days will bring them on par with peers and give them concrete understanding of the topic they are learning.</p> <p>Opportunities to experience residential trips will support PPG pupils with life skills (team work, resilience, being away from home, respect, growth mindset)</p>	<ul style="list-style-type: none"> Monitoring of % of PPG pupils participating in wider opportunities. Pupil interviews to gain views of PPG pupils and the type of activities these pupils would like to take part in. Register of children who take part in extracurricular activities and other enhancement activities. Funding for all pupils eligible for PPG for residential trips and experiences. 	RC / BK	Termly
Provide safe space for pupils with SEMH needs	<ul style="list-style-type: none"> Pupils able to access a lunch time club to reduce the stress levels of eating in the hall / playing outside with lots of pupils 	<ul style="list-style-type: none"> Pupils find it difficult to regulate their feelings when there is too much stimuli. This leads to outbursts (physical and verbal) and continues into afternoon learning. Pupils need a safe and relaxing space for these transitions when they are not in their classrooms with their class teachers 	<ul style="list-style-type: none"> Reduction of outbursts Pupils happy and excited about afternoon lessons Settled behaviours around school Reduction of injuries to self and others Set up group when bubble structure is to be popped. Currently pupils in class bubbles and eating in class (quieter) 	BK	<p>Half termly</p> <p>When COVID restrictions allow</p>
Have robust systems to support pupils where SEMH needs are impacting learning	<ul style="list-style-type: none"> Mentoring/Behaviour tracking are identifying vulnerable pupils/families who may need additional 	<ul style="list-style-type: none"> Pupils with SEMH find it hard to have a sense of belonging within their cohort, leading to disruptive behaviour and 	<ul style="list-style-type: none"> Reduction in number of incidents of poor behaviour. Improved attitudes to school, leading to progress in learning. 	BK / NK	Half Termly

<p>Setting up of the Sunshine Room (Nurture Provision)</p>	<p>support through SEMH/Early Help. The Team around vulnerable families (DSL, SENDCo, Learning mentor, TA, Class teacher, agency) have a shared understanding and knowledge to implement support. Set up of Nurture Provision with trained staff to further support pupils with SEMH difficulties.</p>	<p>additional support, further leading to the disruption of lessons</p> <p>The negative attitude towards school for some pupils with SEMH needs.</p> <p>Boxall Profiles show the gaps in their SEMH needs which lead to learning not being able to occur until these gaps have been addressed</p> <p>Behaviour interventions have a positive impact on pupils learning.</p> <p>Additional support being needed during unstructured times (break and lunch) then upset being brought back into the classroom</p>	<p>Evidence in analysis indicating reduction of needs, in the form of The Boxall Profile</p> <p>Better relationship for parents, pupils and school</p> <p>Individual behaviour support plans created and implemented to provide bespoke days</p> <p>Completion of Nurture Training by BK and NK</p>		
Total budgeted cost					£25,000