

Pupil premium strategy statement (primary)

1. Summary information					
School	Thirsk Community Primary School				
Academic Year	2019.20	Total PP budget	85,600.00	Date of most recent PP Review	Feb 2019
Total number of pupils	239	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<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)	43% (Non-sen 50%)	%
% making progress in reading (11 pupils)	45%	%
% making progress in writing	63%	%
% making progress in maths	45%	%

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 PP 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.	PP 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. PP pupils will be smaller groups with pupils with similar next steps.

		<p>Pupil progress will be evident in pupils' books. Gaps in pupils knowledge will be closed. Pupils will make accelerated progress and will exceed exceeded progress from their starting points. Attainment for PP pupils will increase.</p> <p>Areas where PP 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</p>
D	Strong progress that can be clearly identified for PP pupils with multiple vulnerabilities	<p>Effective provision for this group of pupils</p> <p>Demonstrable progress from clear starting points</p> <p>Clear interventions identified</p> <p>Review of impact identified and next steps identified. Impact demonstrable</p>
E.	Clear plans and support (including working with outside agencies) for PP pupils where SEMH impacts learning.	<p>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.</p> <p>Effective transition at the beginning of the day/ changing groups</p>
F.	Attendance for PP pupils improves to match non pp attendance	<p>Robust systems to promote good attendance for PP pupils.</p> <p>Key families and pupils identified</p> <p>Strategies developed to support good attendance, sign posting to support services and multi-agency working.</p> <p>Impact on attendance of PP pupils.</p>
G.	PP pupils have more opportunities to develop cultural capital	<p>Increase % of PP involvement with wider opportunities e.g. clubs residential visits.</p>

5. Planned expenditure					
Academic year	2019.20				
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.	Implementation of McKie Mastery teaching. Leaders and staff to	Evidence from many different sources (EEF ect) 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. Grange Park Primary (where McKie Mastery teaching has been developed) has strong outcomes for all pupils especially pupils from disadvantaged backgrounds. 2x additional staff to develop groups that match pupils starting points	Leaders to take part in initial training (June 2019) all staff to be then trained in approach (July 2019/ Sept 2019) Implementation to school Sept 2019. SLT monitoring of slides/ quality of teaching. Monitoring from McKie mastery. External moderation of slides and books from Claire McKie Progress in pupils books Monitoring of quality of teaching Pupil interviews Purchase of PIRA/ PUMA tests to track pupils progress.	RC/LT/BW/K G/MB	December 2019 Data reviewed on a termly basis
Total budgeted cost					£32,280
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>Purchasing of books to support reading.</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>	<p>-Pupil progress data -Listening to PPG pupils read -Monitoring of Reading team -Monitoring of pupil books</p>	<p>BW</p>	<p>Dec 2019 April 2020 July 2020</p>
<p>To provide targeted small group intervention</p>	<p>Small group intervention. to ensure that they all PPG pupils make progress. Pre-teaching corrective teaching 5min boxes Work-watch</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>	<p>-Pupil progress data -Listening to PPG pupils read -Monitoring of Reading team -Monitoring of pupil books</p>	<p>SLT KG</p>	<p>Dec 2019 April 2020 July 2020</p>
<p>Total budgeted cost</p>					<p>£25,500</p>

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?
Attendance for disadvantaged pupils will improve so that it is inline 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 	-Providing access to breakfast club can support pupils attendance. Attending Breakfast Club can provide pupils with a consistent start to the school day.	<p>Monitoring attendance for PPG pupil that attend breakfast club.</p> <p>Gap narrowing between pp pupils and non pp pupils.</p> <p>Documentation to indicate strategies used to support good attendance.</p> <p>Documentation where parents/ carers have been supported to ensure good attendance</p>	NK	Half termly.
Provide enrichment opportunities for PPG pupils	<p>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.</p> <ul style="list-style-type: none"> -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 	Pupils lack wider experiences of life in modern Britain. This has a negative impact on aspirations and ambition.	<p>Monitoring of % of PP pupils participating in wider opportunities.</p> <p>Pupil interviews to gain views of PP pupils and the type of activities these pupils would like to take part in.</p> <p>Register of children who take part in extracurricular activities and other enhancement activities.</p> <p>Funding for all pupils eligible for PP for residential trips and experiences.</p>	RC	Termly
Have robust systems to support pupils where SEMH needs are impacting learning	Mentoring/Behaviour tracking are identifying vulnerable pupils/families who may need additional support through EMS/SEMH/Early Help. The Team around vulnerable families (DSL, SENDCo, ELSA, Classteacher, agency) have a shared understanding and knowledge to implement support.	Behaviour interventions have a positive impact on pupils learning.	<p>Reduction in number of incidents of poor behaviour. Improved attitudes to learning and resulting progress.</p> <p>Evidence in analysis incicating reduction</p> <p>Individual behaviour support plans created and implemented to provide bespoke days</p>	NK	Termly
Total budgeted cost					£27,900

