

Thorpe Lea Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Thorpe Lea Primary School and Nursery
Pupils in school	240
Number of disadvantaged pupils (excl EYPP)	65 (27%)
Number of disadvantaged pupils (incl EYPP)*	73 (30.4%)
Post LAC	£11,725
Pupil premium allocation this academic year	£83,390
Total disadvantaged funding	£95,115
Academic year or years covered by statement	2021-24
Publish date	01 April 2021
Review date	01 March 2022
Statement authorised by	Pete Bailey
Pupil premium lead	Rachel McRae
Governor lead	Janet Franc

*EYPP group fluctuates throughout the year based upon point of entry to Nursery Indicated figure is of Jan 2019 Census

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.3
Writing	-0.4
Maths	-0.2

Progress scores taken from teacher assessment of Insight Tracking.com

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard or above at KS2 Reading	68%
Meeting expected standard or above at KS2 Writing	58%
Meeting expected standard or above at KS2 Maths	71%

Strategy aims for disadvantaged pupils (3 Year Plan)

Measure	Activity
Priority 1	To ensure daily phonics teaching across EYFS and KS1 is effective for all, including those children who are disadvantaged, by staff receiving paid for training and all resources purchased.
Priority 2	Training to support Quality First Teaching across the school which will support all groups of children but particularly those disadvantaged, SEN and More Able.
Barriers to learning these priorities address	<i>Priority 1</i> - Developing early reading and writing which is typically an area of weakness across the school. <i>Priority 2</i> - Children eligible for PPG make as much or more progress than non PPG children and attain at least ARE in core subjects through Quality First Teaching.
Challenges, Monitoring and Implementation	<i>Priority 1</i> – Challenges: Training all EY/KS1 staff with two day training by RWI and ensuring each year, training is up to date and relevant resources are acquired. Mitigating Action – Use of HLTA and PPA teacher to cover staff for training. Monitoring – English Lead and SLT to create a monitoring schedule which includes learning walks, pupil conferencing and a data scrutiny to ensure teaching is effective for all. <i>Priority 2</i> – Challenges: Cover for staff to attend training and ensuring that each year, training is up to date due to staff turnover/retention. Developing staff confidence in scaffolding up rather than differentiating down to support high expectations for all. Mitigating Action – Use of HLTA and PPA teacher to cover staff for training. Monitoring – Learning Walks will focus on Quality First Teaching
Projected spending based on 1 year	£6,150

Teaching priorities for current academic year

Aim	Target	Target date
PP Progress in Reading	70%	April 22
PP Progress in Writing	70%	April 22
PP Progress in Mathematics	80%	April 22
PP Phonics	70%	April 22

PP Attendance	96%	April 22
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Targeted academic support for current academic year (1 Year Plan)

Measure	Activity
Priority 1	Resources are purchased to provide children the opportunity to have much more hands on experiences to consolidate concepts in Maths.
Priority 2	To deliver Same Day Interventions daily which will allow children the opportunity to keep up rather than catch up.
Priority 3	For Standard's Leaders to strategically support children's attendance and behaviour across the school.
Barriers to learning these priorities address	<p>Priority 1 – Attainment for Less Able Pupil Premium (LAPP) children in maths in particular will be increased with the aim of all to reach Age Related Expectations (ARE) as they will have the opportunity to embed concepts with concrete items.</p> <p>Priority 2 – Attainment for Less Able Pupil Premium (LAPP) children will be increased with the aim of all to reach Age Related Expectations (ARE).</p> <p>Priority 3 – Ensuring that children attend school consistently and that behaviour across the school is what is needed for effective learning to take place.</p>
Challenges, Monitoring and Implementation	<p><i>Priority 1 –</i> Challenges: Ensure that staff are confident in teaching with the additional resources purchased. Mitigating Action – Maths Lead to run a staff meeting to support CPD for staff about using concrete resources in Maths. Monitoring – Maths Lead and SLT to monitor use of resources to solidify concepts in maths.</p> <p><i>Priority 2 –</i> Challenges: Ensuring that there is a mix of teacher/teaching assistant interventions to ensure that children have targeted intervention from a qualified teacher. Mitigating Action – Expectation that at least twice per week teachers lead interventions. Monitoring – SLT monitoring and intervention folder identifies teacher/teaching assistant supported interventions.</p> <p><i>Priority 3 –</i> Challenges: Cover for Standards Leaders one half day per week. Mitigating Action – Use of PPA teacher to cover staff for one half day per week for Summer Term. This will be reviewed in Autumn Term. Monitoring – SLT to monitor attendance and behaviour across the school to ensure that Standards Leaders have been impactful.</p>
Projected spending	£46,776

Wider strategies for current academic year (Ongoing)

Measure	Activity
Priority 1	Employing a full time ELSA and part time Home School Link Worker to support both children's emotional needs and their families wellness and resilience.
Priority 2	Activities and opportunities planned to provide children with enriched opportunities that they may not necessarily be able to access at home (i.e. duckling hatching, theatre trip etc) This includes a fund to support parents own request in how some of the PP money should be spent to best support their child (uniform, extra-curricular clubs, equipment, workshops etc).
Barriers to learning these priorities address	<p>Priority 1 - Links between home and school improve, resulting in improved progress, attainment and attitude to learning. To help children gain a greater awareness of the relationships that they form in life and how these can have a positive impact upon their learning and progress.</p> <p>Priority 2 - PPG pupils will have the opportunity to engage in extra-curricular activities, strengthening social skills/interaction and physical activity. PPG pupils will gain in confidence, engagement and attendance.</p>
Challenges, Monitoring and Implementation	<p><i>Priority 1 –</i> Challenges: Managing caseloads of professionals to ensure that all those in need of support are given it. Mitigating Action – Regular meetings between ELSA/HSLW and SLT to review case-loads. Monitoring – SLT to monitor impact of support on children and families emotional wellbeing.</p> <p><i>Priority 2 –</i> Challenges: Ensuring that families who are entitled are accessing additional funds to help support. Mitigating Action – Regular letters, updates and conversations with parents regarding the additional funds. Monitoring – SLT to monitor and a spreadsheet will track family spends.</p>
Projected spending	£31056

Review of Last Year's Aims and Outcomes

Aim	Outcome
Learning Support Assistants are deployed each morning within classes to support learning. This may take the form of directly working with PPG children or with a group containing some PPG Children.	A LSA in each class in the morning allows the opportunities for smaller group work supported by an adult. These groups can range from SEN/PP/PLAC or specific ability groups.
Daily Intense Reading Support with lowest 10% of readers to improve progress.	Class teachers continue to read daily with lowest 10% of readers during Early Morning Activities. Teachers report this has had a positive impact on the children's reading confidence and fluency.

Same Day Interventions to address misconceptions and support children who have not met the learning objective that day.	Feedback from teachers and LSA's is that the Same Day Interventions are having positive impact and that these are much more effective than previous intervention timetables as children's misconceptions are targeted the same day. Children are therefore more likely to be able to follow the sequence of lesson as their misconceptions have been addressed. Teachers take groups <u>at least</u> two afternoons per week.
To have specific areas for groups to work effectively.	Intervention Spaces have been developed and furnished for effective group work to take place. These spaces are used throughout the day and have been timetabled for a range of groups to use them.
Specific Timetabled Teacher Intervention to support and extend More Able Children including organising more enrichment events for More Able children.	More able support provided by qualified teacher for Autumn term for Years 2,3,4,5 and 6. Due to lockdown and restrictions, no enrichment activities specifically to target More Able children took place.
Deployment of a full time Emotional Literacy Support Assistant (ELSA)	Whilst a full time ELSA was already in demand to support children's emotional needs, both national lockdowns had a negative impact on many children and as a result have had even more children who have returned to school who require additional emotional and welfare support.
Home School Link Worker employed to assist families in establishing routines and providing extra support for families at home.	During lockdown, the HSLW kept in regular, weekly contact with families that she was supporting, many of which are PP. In addition, HSLW is now also a DDSL as it was identified that some families who had children services involved would benefit from HSLW support therefore as a school we felt it was beneficial if they were on the safeguarding team.
A member of SLT is appointed to track attendance of children and to be in contact with those families for whom attendance or persistent absence is an issue.	Standards Leaders continue to support both behaviour and attendance. They have had a very positive impact on improving specific children's attendance, many of which are PP.
Parent Partnership Meetings will run half termly, with parents being targeted who may have a lack of engagement with the school. Workshops/Meetings will be based on identified need such as 'Healthy Cooking on a Budget' or 'Developing Positive Relationships'.	Parent Partnership meetings were planned to run half termly, with practical workshops to target specific PP families such as 'Healthy Cooking' and 'Managing Transitions and Change'. Due to national lockdowns and restrictions however, these have been unable to happen.
Activities and opportunities planned to provide children with enriched opportunities that they may not necessarily be able to access at home (i.e. duckling hatching, theatre trip etc)	Children attended a training event for Chelsea FC and were trained by the Chelsea football coaches. Due to national lockdowns and restrictions, other events been unable to happen.
All trips for PPG eligible children to be funded by the school.	Due to national lockdowns and restrictions, other events been unable to happen.
Children to be offered access to breakfast club to help support consistency for morning routines	There are regular children who are PPG that attend breakfast club either on a daily or weekly basis. This positively impacts their attendance and readiness to learn.

<p>and to ensure that children are adequately fed and prepared for their learning</p>	
<p>All PPG children will be entitled to attend extra-curricular school clubs without charge. This is done to encourage wider engagement in a variety of activities</p>	<p>Due to national lockdowns and restrictions, other events been unable to happen.</p>
<p>Parents to be made aware of PPG funds and that they are able to contribute to discussions of how they would like it to be allocated.</p>	<p>Funds have been used to support specific needs such as uniform. Moving forward, more consultation of parents as to what they would like funds to be allocated on.</p>