

Thorpe Lea Primary School and Nursery

Pupil Premium Strategy Statement and Impact Review 2019-2020



1. Summary Information			
Academic Year	2019-2020	Total PP Budget	£79,845.12
Total number of children (Main School) (Main School and Nursery)	265 (208) (208 + 57)	Total number of eligible children	56 + 2 PLAC

2. 2018 SATs Data (KS2) and KS1 Teacher Assessments											
	Attainment								Progress		
	KS1				KS2					KS2	
	PPG		National non PPG		PPG		National non PPG			PPG	National non-PPG
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Reading		
Reading	83%	42%	79%	29%	69%	31%	80%	33%	Writing	-0.48	0.31
Writing	58%	8%	74%	18%	77%	15%	83%	24%	Maths	-1.47	0.31
Maths	75%	25%	80%	25%	62%	31%	81%	28%			
RWM					54%	8%	70%	12%	Please note that a National Progress Measure for KS1 does not currently exist		
GPS					85%	38%	82%	39%			

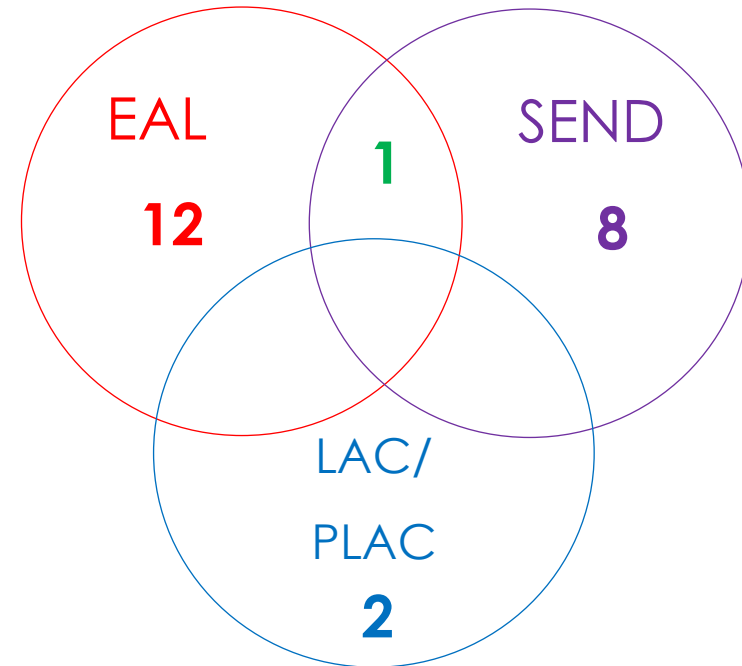
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3. PPG Context

Ethnicity			
	Whole School	PPG	% of PPG
White British	186	40	71.4%
White European	14	1	1.8%
White and Asian	5	-	-
White other	10	2	3.6%
GRT	10	2	3.6%
Bangladeshi	5	1	1.8%
Indian	7	2	3.6%
Other Asian Background	10	3	5.4%
Other Mixed Background	3	1	1.8%
Other Ethnic Group	4	3	5.4%
Black - African	2	1	1.8%
Ethnicity Refused	1	-	-
Information not yet obtained	8	-	-



PPG Categories				
FSM	Ever 6	LAC	PLAC	EYPP
41	15	0	2	11*

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

PPG Grouping		
SEND	LAPP	MAPP
8	41	7
14.3%	73.2%	12.5%

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4. Potential barriers to attainment and progress (for PPG children)	
A	Social and emotional resilience of pupils eligible for PPG affects learning, relationships and wellbeing
B	Readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)
C	Core skills (handwriting, spelling and exposure to rich texts) has affected attainment for some PPG children
D	Attainment for Less Able Pupil Premium children is not currently enabling all to reach Age Related Expectations (ARE)
E	Attainment for More Able Pupil Premium children is not currently high enough for all, with less PPG pupils reaching GDS in general
F	Attendance of PP children is below that of other pupils (including late arrival, periods of illness and unauthorised absence) – persistent absence is also higher for PP children than all other children
G	Home support (including homework and academic support) from families and links between home and school, for some children, affects progress and attainment
H	Complex family dynamics affects relationships and wellbeing for some children
I	Less opportunity to engage in extra-curricular activities (e.g. clubs)

5. Desired Outcomes		
Potential Barrier to attainment and progress	Desired Outcome and how this will be measured	Success Criteria
A Social and emotional resilience of pupils eligible for PPG affects learning, relationships and wellbeing	PPG children to develop greater emotional understanding of their lives, surroundings and resilience. 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	Children will feel more confident when participating in class Children will make more considered decisions in their own learning Children will be able to explain the reasoning and rationale behind their actions
B Readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)	PPG pupils will be ready for learning at the beginning of the school day. The children will have had access to physical activity as well as social interaction. Attendance will have improved. Higher level of focus for those who may have missed breakfast. This will be measured through attendance	Children will be ready for learning each and every day Persistent absence will be reduced Attendance will be in line with all other children

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	levels, engagement in lessons and attainment.	
C Core skills (handwriting, spelling and exposure to rich texts) has affected attainment for some PPG children	Children eligible for PPG make as much or more progress than non PPG children and attain at least ARE in core subjects. This will be measured through book looks, attainment and progress data and information from pupil progress meetings.	Attainment and progress of PPG will form the main success criteria with differences between attainment of PPG and non PPG children being more in line with each other.
D Attainment for Less Able Pupil Premium children is not currently enabling all to reach Age Related Expectations	Attainment for Less Able Pupil Premium (LAPP) children will be increased with the aim of all to reach Age Related Expectations (ARE). This will be measured through book looks, attainment and progress data and information from pupil progress meetings.	Attainment and progress of PPG will form the main success criteria with differences between attainment of PPG and non PPG children being more in line with each other.
E Attainment for More Able Pupil Premium children is not currently high enough for all, with less PPG pupils reaching GDS in general	Attainment for More Able Pupil Premium (MAPP) children is equal or better to their non-PPG peers, including for GDS. This will be measured through book looks, attainment and progress data and information from pupil progress meetings.	Attainment and progress of PPG will form the main success criteria with differences between attainment of PPG and non PPG children being more in line with each other.
F Attendance of PP children is below that of other pupils (including late arrival, periods of illness and unauthorised absence) – persistent absence is also higher for PP children than all other children	Attendance for PP children will be in line with that of Non PPG children. Persistent absence rates will be decreased and in line or lower than all other children.	Persistent absence will be reduced Attendance will be in line with all other children This will be tracked monthly by the Attendance Leader
G Home support (including homework and academic support) from families and links between home and	Links between home and school improve, resulting in improved progress, attainment and attitude to learning. This will be measured through assessment data and parents' evening / end of year reports. The quantity and quality of work	Records of work and support given to PPG families will show regularity of interaction and areas of focus. These in turn can then be measured with their respective impact upon learning for individual PPG children. Records of homework from individual teachers will show increased regularity for PPG children.

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school, for some children, affects progress and attainment	produced by children at home will increase, as a result of the stronger links and expectations between home and school.	
H Complex family dynamics affects relationships and wellbeing for some children	Families feel supported by the school and wellbeing for children is improved. This will be measured through parent surveys, feedback from parenting sessions/workshops, and feedback from the HSLW	Records of work and support given to PPG families will show regularity of interaction and areas of focus. These in turn can then be measured with their respective impact upon learning for individual PPG children.
I Less opportunity to engage in extra-curricular activities (e.g. clubs)	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.	An increased uptake in after school activities will reflect the increased interaction with school support and clubs.

6. Allocation of PPG Funds				
Area of funding allocation	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
In class support B C D E	Whole school text based approach for English lessons Small Group work (In school) Classroom Support	A whole school text based approach will be coordinated by the English Subject Leader. Class teachers will then base their curriculum upon good, high quality texts; allowing children to not only engage with the texts but to use them as a focus for wider reading skills. SENCO, Class teachers and Learning Support Assistants will review the needs of children within each class and coordinate small group interventions for particular areas of need 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.	SLT SENCO	Termly

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	Philosophy 4 Children	<p>Adults within the classroom may also help to support and facilitate peer pairings in which less able pupils are paired with more able pupils to share ideas and to encourage wider and greater dialogue.</p> <p><i>Provision and attainment for children will be tracked via Pupil Asset and Provision Map</i></p> <p>Philosophy for children is a whole school initiative in which children are encouraged to listen to each other, share ideas and to develop their confidence. Philosophy for children is also aimed at helping children to feel confident in forming ideas and opinions, this in turn has a positive impact upon their learning through increased self-confidence and belief.</p> <p>Research shows that in class support and grouping children with peers of similar ability can be beneficial to outcomes. These sessions will be facilitated by Class Teachers and LSAs.</p> <p>All adults are encouraged to think about the learning styles of children within their classes and how these can be catered for and tailored to within daily lessons.</p>	P4C Lead	
				£25,410
Intervention support C D E	Small Group work (In school)	<p>SENCO will discuss with class teachers the needs and progress of pupils. These pupils will then be given small group support for areas of need that are identified</p> <p>Some intervention will be run as small group work, whilst other sessions may run as one to one. These different approaches will be applied as necessary for the differing needs of the children</p>	SENCO Assessment Lead	Termly
				£29,958.12

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ELSA A B G H	Deployment of a full time Emotional Literacy Support Assistant (ELSA)	<p>ELSA to meet with SENCO to discuss the needs of different PPG children within the school and how they can be supported. Small group and 1:1 sessions to be coordinated and run as required throughout the year.</p> <p>The member of staff responsible for tracking attendance will work closely with the ELSA to ensure that children are attending regularly and that any issues surrounding attendance or absence that are emotionally connected can be addressed.</p> <p>Developing an awareness of differing social and emotional situations can be pivotal in helping PPG children feel prepared and ready for their learning.</p>	ELSA SENCO Attendance Lead	Termly
				£8,415
HSLW B G H F	<p>Home School Link Worker employed to assist families in establishing routines and providing extra support for families at home.</p> <p>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.</p>	<p>HSLW to coordinate with SLT as to PPG families who require additional support within the family home or whom require support in furthering their engagement with the school</p> <p>Regular tracking of all PPG children will take place and written and verbal communication with families will take place as and when necessary. The member of SLT will then coordinate with the HSLW where necessary to complete specific work with families.</p> <p>Parental engagement can be key to unlocking barriers to learning both in school and at home.</p>	SLT HSLW	
				£5,180
Subsidies for trips D E J	All trips for PPG eligible children to be funded by the school. This will be communicated to families by letter and then to whole school to raise the awareness of others to the	<p>Regular communication to be sent home to families and stakeholders of the school.</p> <p>School office staff to facilitate and coordinate the funding of the trips.</p>	SLT	Termly

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	potential assistance that can be gained from PPG funding			
				£1400
Subsidies for breakfast clubs B F	Children to be offered access to breakfast club to help support consistency for morning routines and to ensure that children are adequately fed and prepared for their learning	All PPG families to be given the opportunity to take up breakfast club support from 8am each day	SLT	Termly
				£2000
Subsidies for after school clubs A J	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	List of clubs and extra-curricular activities to be sent to all PPG children's parents. All letter that are sent home will communicate that PPG children do not need to pay contributions towards clubs or trips Participating in extracurricular clubs such as sports teams or artistic themed clubs can be help support the wider engagement of PPG children	SLT	Termly
				£2000
Other spends	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.	SLT to communicate to PPG families about a £75 fund that they can allocate towards their child's education. SLT to produce a document and an application form for how these funds can be spent for parents to complete.	SLT	Termly
				£3500
Total Spend				£79,845.12
Overspend currently predicted but PPG funding may fluctuate during year with intake of children or changing of circumstances for families.				£1,325.12 overspend

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1. Review of Spending			
Area of funding allocation	Review of impact	Areas for discussion/action looking forward	Total Allocated funds
In class support B C D E	<p>Text based approach to English has been implemented and has had a positive impact on children's reading and writing; children report that they enjoy this way of learning.</p> <p>Small group work in class by teachers in the afternoon sessions have really targeted PP children; this not only supports the children's progress but gives class teachers more of an understanding of individual PP children's needs. The intervention is responsive to how children have met learning objectives that day therefore any gaps/misconceptions are addressed immediately.</p> <p>LSA deployment in the mornings in each class has provided opportunities for smaller group work and support for targeted groups.</p> <p>Philosophy for children has provided a rich opportunity for the children to develop their listening, reasoning and acceptance skills as well as making them more confident learners. We have seen great progress in terms of personal growth since the introduction of P4C.</p>	<p>Ensure that planning indicates specifically who the PPG children are and what support they will be receiving throughout the week. This will ensure an even tighter focus on their needs.</p> <p>Teachers will continue to take intervention groups in the afternoons at least two times weekly which will provide the children with high quality interventions/support. On the additional days, LSA's will run the interventions.</p> <p>Teachers will also have a heavy focus on SPAG for Academic Year 2020 as this is an identified area of development for the school; PP children will particularly be supported with this.</p> <p>Regular P4C sessions to continue into the academic Year 2020-2021, with themes/stimuluses providing opportunities for children to develop more exposure and awareness of hot topics around the world that the children usually may not have been exposed to at home.</p>	£25,410
Intervention support C D	<p>PP children have been targeted by a HLTA in the afternoon to support their reading – this allowed more regular opportunities for them to read aloud and develop their comprehension skills.</p> <p>Additional interventions to support larger gaps in knowledge such as Memory Magic, Read, Write Inc Boosters etc have supported identified both SEN and PP children.</p>	<p>During Early Morning Activity times, teachers to read with bottom 10% of readers daily; many of whom are identified PP children.</p> <p>During Pupil Progress Meetings, the SENCO/Assessment Lead/Class Teacher will work together to create provision for any children who have been identified as needing additional support.</p>	£29,958

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	One to One sessions have run to support children with specific needs.		
ELSA A B G H	This has continued to have had an extremely positive impact upon the emotional wellbeing of PPG Children and their families. Children feel more secure and able to talk to about their feelings and emotions. Parent Partnership meetings have worked well, targeting families in need of additional support, many of whom are PP.	ELSA to be a continued full time role for 2020-2021 based on the demand that we have. Nurture Club at lunch times to run consistently to provide children more opportunities for quiet, relaxed time at lunch times.	£17,652
HSLW B G H F	Families are engaging well with the school and being held to account more for their actions. From September 2019, our HSLW has been working an additional half day a week to support the demand. Through the skilful intervention and guidance of our HSLW, families are identifying areas of need and requesting support from the school. The HSLW has also been able to provide sessions such as Drawing and Talking for individual pupils which has supported them in talking about their emotions. Parent Partnership meetings have worked well, targeting families in need of additional support, many of whom are PP.	Parent Partnership meetings to continue to run half termly, with a clear list of dates and themes. Practical workshops to be included which will target specific PP families such as 'Healthy Cooking' and 'Managing Transitions and Change'.	£7,093
Subsidies for trips D E J	The variety of trips this year has been very beneficial to exposing children to places/information that they may not have had the opportunity to do. Children have thoroughly enjoyed the trips and the excitement and enthusiasm that is brought into their education as a result has been great to see.	Continue to subsidise trips and visits for PPG children. Look at additional opportunities to develop further exposure to similar activities throughout the year (i.e. theatre company etc).	£193
Subsidies for breakfast clubs B F	The readiness for learning that children have shown as a result of being in school earlier has had a positive impact upon the engagement in their learning of PPG children.	Continue to promote breakfast clubs to PP parents to ensure that children are well fed and can access Early Morning Activities in their class.	£2430
Subsidies for after school clubs A	This year we have had a real range of before and after school clubs that the children have participated well in and shown great enjoyment	Increase the awareness of the availability and option for taking up after school activities at no extra cost. Parents/children to be asked what	£570

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J	in these. These include sport, creative and academic based clubs.	types of clubs/activities that they would like access to, to increase uptake further.	
Other spends	We have had no additional funding requests for parents.	A letter had been created and will be sent out to remind parents that they can request up to £75 towards the cost of uniform.	£0
Total Spend			£83,306