



Pupil Premium Strategy Statement 2020-2021

Summary Information

Academic Year: 2020-2021	Total Pupil Premium Funding: £66,560	Date of Most Recent Pupil Premium Review: December 2019
Total number of Pupils 186	Number of pupils eligible for PP 48 (26%)	Date for next internal review of this strategy: March 2021

Attainment for: 2019 -2020

Due to Covid-19 School Closures, no end of key stage assessment information is available for the end of the academic year 2019-2020.

Barriers to Future Attainment and Progress (for pupils eligible for Pupil Premium Funding at Thornhill Primary School)

A	Limited life and cultural experiences
Many of our disadvantaged pupils come from homes which face a combination of social and financial challenges. Their families are often unable to support the development of their child's hobbies or interests and there is a lack of cultural capital.	
B	Attendance Rates
Attendance overall and for many pupils with previously low attendance has improved. However, persistence absence is still too high, particularly for disadvantaged pupils. <i>Ofsted Nov 2019</i>	
C	Emotional Well-being
Many of our disadvantaged pupils experience a wide range of emotional difficulties i.e: becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviours, experiencing heightened anxiety or depression which can prevent them from accessing learning without additional support.	
D	Children enter school from lower starting points
Baseline assessments on entry to reception class indicate 76% are below/well below typical for their age and 37% have English as a second language. Speaking, listening and understanding skills are lower in Nursery and Reception. This impacts their reading and writing progress in subsequent years, which in turn impacts on pupil well-being.	

Desired Outcomes		Success Criteria
A	<ul style="list-style-type: none"> • Opportunities made available for children to learn outside of the classroom through ‘Wow Factor’ activities and ‘Fantastic Finish’ events, linked to our book curriculum. • Exposure to a wide range of social, cultural and sporting experiences • Children attending and gaining from the experience of school and residential trips • Improved pupil engagement and achievement to support learning impacting on their self-confidence and self-esteem 	<ul style="list-style-type: none"> • Memorable experiences planned which take into consideration pupils’ interests • Improved participation and achievement • End of year assessments of progress for disadvantaged pupils are broadly in line with national expectations for all pupils • The gap in attainment is significantly closed between disadvantaged pupils and other pupils nationally across the curriculum
B	<ul style="list-style-type: none"> • Consistent attendance and punctuality • Improved attendance for pupil premium children so that their attendance is in line with their peers, impacting on their attainment and progress • Early identification and additional support provided for families where attendance falls and is of concern 	<ul style="list-style-type: none"> • Attendance Officer and PSW support • Monitoring, early identification and EWO support provided for pupils and their families where attendance falls and causes concern. • Persistent absenteeism reduction so that attendance is in line with other pupils • Attendance awards
C	<ul style="list-style-type: none"> • Improved wellbeing of our vulnerable pupils (and their families) to enable them to progress well • Disadvantaged children can access learning in class, impacting on their self-confidence and self-esteem • Positive attitudes towards learning i.e. perseverance, resilience and independence 	<ul style="list-style-type: none"> • Provision mapping detailing a range of interventions for pupils to develop coping strategies • Mental health support
D	<ul style="list-style-type: none"> • Improved speaking, listening and understanding skills for pupils eligible for PP in EYFS so that they can make more sense of the world around them. • More advanced social skills 	<ul style="list-style-type: none"> • Increase in pupils understanding and ability to respond and articulate with accuracy and purpose • Accelerated progress made by the end of the year so that all pupils eligible for the PPG meet the expected standard.

Planned expenditure

	Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
A	Rich meaningful experiences conducive to improved engagement and attainment. Development of cultural capital.	Structured sequence of enrichment opportunities	Many of our disadvantaged pupils come from homes which face economic hardship, the vast majority of our families fall into 10-20% most deprived category and are therefore unable to support the development of their child's hobbies or interests. The school deprivation indicator is at the highest percentile (0.3).	Termly monitoring	PK	Termly pupil progress meeting
B	All pupils eligible for PPG to have attendance of 96% , equalling that of their non PP peers, to maximise learning time.	Support provided for the families of pupils with poor attendance and punctuality. Appropriate action from the Attendance Office and EWO.	Pupils with previously low attendance has improved. However, persistence absence is still too high, particularly for disadvantaged pupils (<i>Ofsted 2019</i>). Missing out on learning and vital teacher input at the beginning of the school day can significantly hinder a child's ability to produce work to the highest standard.	Regular data monitoring and analysis of attendance and punctuality	PK Attendance Officer	Half Termly
C	Social and emotional development of disadvantage pupils enabling them to access learning in class and make as much progress as their non PP peers. Pupils eligible for the PPG become more confident and independent learners.	Regular targeted emotional support groups	The proportion of our disadvantaged pupils is above average and many present with social and emotional difficulties such as; withdrawn or challenging behaviours, heightened anxiety, lacking confidence and aspiration. Evidence suggests that well-matched targeted interventions can produce improvements in	Regular monitoring of the provision specified on pupil's provision map.	PK SENDco	Half Termly

			academic performance along with a decrease in behaviours not conducive to good learning. (<i>Education Endowment Foundation website</i>)			
D	<p>Accelerated progress made by the end of the year so that all pupils eligible for the PPG in EYFS and Y1 meet the expected standard in all areas.</p> <p>Developed learning competencies</p>	<p>Early speech and language intervention</p> <p>CPD opportunities for all EYFS and Y1 staff</p> <p>Targeted support to develop memory and build vocabulary</p>	<p>Our pupils in EYFS often start with delayed language skills and a proportion of our pupils speak English as an additional language (36% in YR, 46% in Y1), which is above the national average and increasing. Pupils in EYFS from disadvantaged backgrounds benefit from speech and language interventions and on average make approximately 6 months' additional progress over the course of a year (<i>Education Endowment Foundation website</i>)</p>	Data analysis of outcomes for pupils in the area of C&L and PD	PK EYFS lead	Termly pupil progress meeting
Total Projected Expenditure				£TBC		
Funding received				£66,560		
Overspend				£TBC		

Attainment for: 2018 - 2019

Y6 2018-2019	Pupils eligible for PPG	Pupils not eligible for PP (national average)
% reaching age related expectation in Reading, Writing and Maths	60%	63%
% meeting standard or above in reading	80%	80%
% meeting standard or above in writing	30%	80%
% meeting standard or above in maths	90%	90%
Y2 2018-2019		
% reaching age related expectation in Reading, Writing and Maths	56%	68%
% meeting standard or above in reading	55%	80%
% meeting standard or above in writing	78%	80%
% meeting standard or above in maths	67%	73%
EYFS		
Good Level of Development	40%	