



# Pupil Premium Strategy Statement 2020-2021

## Summary Information

<b>Academic Year:</b> 2020-2021	<b>Total Pupil Premium Funding:</b> £66,560	<b>Date of Most Recent Pupil Premium Review:</b> December 2019
<b>Total number of Pupils</b> 220	<b>Number of pupils eligible for PP</b> 51 (23%)	<b>Date for next internal review of this strategy:</b> 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)

<b>A</b>	<b>Limited life and cultural experiences</b>
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>B</b>	<b>Attendance Rates</b>
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>	
<b>C</b>	<b>Emotional Well-being</b>
Many of our disadvantaged pupils experience a wide range of emotional difficulties i.e: becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviours, experiencing heightened anxiety or depression which can prevent them from accessing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.	
<b>D</b>	<b>Children enter school from lower starting points</b>
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
<b>A</b>	<ul style="list-style-type: none"> <li>• Opportunities made available for children to learn outside of the classroom through ‘Wow Factor’ activities and ‘Fantastic Finish’ events, linked to our book curriculum.</li> <li>• Exposure to a wide range of social, cultural and sporting experiences</li> <li>• Children attending and gaining from the experience of school and residential trips</li> <li>• Improved pupil engagement and achievement to support learning impacting on their self-confidence and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Memorable experiences planned which take into consideration pupils’ interests</li> <li>• Improved participation and achievement</li> <li>• End of year assessments of progress for disadvantaged pupils are broadly in line with national expectations for all pupils</li> <li>• The gap in attainment is significantly closed between disadvantaged pupils and other pupils nationally across the curriculum</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Consistent attendance and punctuality</li> <li>• Improved attendance for pupil premium children so that their attendance is in line with their peers, impacting on their attainment and progress</li> <li>• Early identification and additional support provided for families where attendance falls and is of concern</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Officer and Family Support Worker additional support</li> <li>• Monitoring, early identification and EWO support provided for pupils and their families where attendance falls and causes concern.</li> <li>• Persistent absenteeism reduction so that attendance is in line with other pupils</li> <li>• Attendance awards</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Improved wellbeing of our vulnerable pupils (and their families) to enable them to progress well</li> <li>• Disadvantaged children can access learning in class, impacting on their self-confidence and self-esteem</li> <li>• Positive attitudes towards learning i.e. perseverance, resilience and independence</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping detailing a range of both whole class and personalised interventions for pupils to develop coping strategies</li> <li>• Mental health support</li> <li>• Family Support Worker assistance</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• More advanced social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in pupils understanding and ability to respond and articulate with accuracy and purpose</li> <li>• Accelerated progress made by the end of the year so that all pupils eligible for the PPG meet the expected standard.</li> </ul>

## Planned expenditure

	Desired Outcome	Action	What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<b>A</b>	<p>Rich meaningful experiences conducive to improved engagement and attainment.</p> <p>Development of cultural capital.</p>	<p>Structured sequence of enrichment opportunities</p> <p>Access to online and concrete resources</p> <p>Access to transport via minibus rental</p> <p>In class support</p>	<p>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).</p>	<p>Transport costs – % of minibus rental £2020</p> <p>Visitors/School trips TBC due to Covid</p> <p>% of TA salary to provide additional support</p>	Termly monitoring	PK	Termly pupil progress meeting
<b>B</b>	<p>All pupils eligible for PPG to have attendance of <b>96%</b>, equalling that of their non PP peers, to maximise learning time.</p>	<p>Support provided for the families of pupils with poor attendance and punctuality.</p> <p>Appropriate action from the Attendance Office and EWO.</p>	<p>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.</p>	<p>% of Attendance Officer's salary £5603.40</p>	Regular data monitoring and analysis of attendance and punctuality	PK Attendance Officer	Half Termly
<b>C</b>	<p>Social and emotional development of disadvantaged pupils enabling them to access learning in class and make as much progress as their non PP peers. Pupils</p>	<p>Combination of whole class and personalised emotional support groups and activities</p>	<p>The proportion of our disadvantaged pupils is above average and many present with social and emotional difficulties such as; withdrawn or challenging behaviours,</p>	<p>Staff CPD</p> <p>% of Family Support Worker salary £3852.20.</p>	Regular monitoring of the provision specified on pupil's provision map.	PK Family support worker	Half Termly

	eligible for the PPG become more skilled, more confident and independent learners.	Family support worker assistance for both the child and their family  CHUMs 8 week Music Programme	heightened anxiety, lacking confidence and aspiration. Evidence suggests that well-matched targeted interventions can produce improvements in academic performance along with a decrease in behaviours not conducive to good learning. ( <i>Education Endowment Foundation website</i> )	Cost of CHUMS music programme/therapeutic music practitioner £TBC  % of TA salary to provide additional support £65,071			
<b>D</b>	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.  Accelerated progress in writing for all KS2 pupils whose baseline assessments from KS1 were below or well below  Developed learning competencies	Early speech and language in-class strategies used alongside personalised interventions  CPD opportunities for all EYFS and Y1 staff  Whole class strategies to develop memory and build vocabulary	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> )	Online courses -staff CPD	Data analysis of outcomes for pupils in the area of C&L and PD	PK EYFS lead	Termly pupil progress meeting
<b>Total Projected Expenditure</b>							<b>£76,630</b>
<b>Funding received</b>							<b>£76,630</b>
<b>Overspend</b>							<b>£TBC</b>

