

Thistly Meadow Pupil Premium Strategy Statement 2020-21



This statement is supported by the annual Pupil Premium action plan, school development target setting and case studies.

In line with research from the Education Endowment Foundation (EEF), The Sutton Trust and John Hattie, Professor of Education, the quality of teaching and learning is the most important factor in the achievement of all pupils. Our focus on teaching and learning ensures all members of staff are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and to secure levels of high attainment.

While we know that enriching classroom experiences are paramount in the primary learning journey, we also know that providing enhancements and enrichments to the curriculum are also important. Experiencing the broader world is a crucial factor before joining it.

In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.

Our pupil premium priorities

1. To continue to raise the attainment and progress of pupils eligible for Pupil Premium funding, so that:

- They have better attainment and progress than the national average for PP children
- They have better attainment and progress than the national average for all children (both PP and non-PP)
- They make expected or more than expected progress
- There is no difference within the school between the progress made by PP children and their non-PP classmates
- Any gaps that exist between PP and non-PP children close over time

2. To reduce educational inequity in education for pupils eligible for Pupil Premium funding with a commitment to developing cultural capital within the curriculum:

- Enhance progress
- Raise attainment
- Increase enjoyment and participation in school life

3. To provide pastoral and support with well-being

1. Summary information					
School	Thistly Meadow Primary School				
Academic Year	2020-21	Deprivation Post LAC Service child Total PP budget	£40,350 £11,725 £52,075	Date of most recent PP Review	Sep 2019
Total number of pupils	208	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Spring 2021

2a. Current Attainment: EYFS			
	Pupils eligible for PP	All pupils	
		School average	National average
Good level of development	4	74.2%	70.7%

2b. Current Attainment: Phonics screening check		
Pupils eligible for PP	School	National average
71%	84%	81%

2c. Current Attainment: Key Stage 1 SATs 2019			
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP	All pupils	
		School average	National average
% achieving the expected standard in reading	33.3	80.0%	74.9%
% achieving the expected standard in writing	33.3	76.7%	69.2%
% achieving the expected standard in mathematics	33.3	76.7%	75.6%
% achieving the expected standard in reading, writing and mathematics	33.3	73.3%	64.9%

2d. Current Attainment: Key Stage 2 SATs 2019			
% pupils achieving at least the expected standard by the end of KS2	Pupils eligible for PP	All pupils	
		School average	National average
% achieving the expected standard in reading	75	66.7%	73.1%
% achieving the expected standard in writing	100	86.7%	78.4%
% achieving the expected standard in mathematics	75	93.3%	78.6%
% achieving the expected standard in reading, writing and mathematics	50	60%	64.8%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A proportion of children falling marginally behind their peers due to poor language skills, including limited range of vocabulary, engagement with learning and aspirations. To ensure children better attainment and progress than the national average for PP children and are secure in achieving age-related expectations through quality first teaching within a progression curriculum, focused whole school agreed responsive feedback and challenging target setting to close gaps.
B.	Poor language skills, including limited range of vocabulary, liked with learning experiences at home and the availability of quality reading texts in the home. To support PP students with Special Educational Needs with poor language and vocabulary acquisition to make accelerated progress through targeted additional teaching such as pre-teaching, over-learning strategies to boost working memory which increases fluency and reasoning in maths, spelling, phonics. To develop strategies to support reading and comprehension and application of phonics and spelling strategies across all subjects. To develop emotional wellbeing and pastoral support for PP.
C.	Lower levels of Oracy. To support the development of spoken language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing through targeted intervention programmes and additional support in class.
D.	Ensure PP students have regular opportunity to review and revisit their learning, discussing feedback and are supported to progress towards targets and next steps via intervention with teaching staff and support staff

External barriers (issues which also require action outside school)		
E.	Evidence of poor attendance and lower aspirations. To support families with low attendance and persistent absence. To provide opportunities for pupils to develop their experiences, aspirations and talents through our creative curriculum and enrichment opportunities as well providing home support through guidance with reading, vocabulary and parenting as required.	
4. Desired outcomes (and how they will be measured)		Success criteria
A.	Our creative, curriculum progression model helps the children to know more, understand more and remember more. Our approach to teaching, learning and assessment supports all children achieve the age-related learning expectations. To continue accelerated progress each term to narrow attainment gap. Our CPDL (Continual Professional Development and Learning) is used as a lever for improvement for all pupils and to look closely at learning and the needs of PP pupils.	<p>The EEF states that 'Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.'</p> <p>Focussing the PP funding on staff CPDL to benefit the entire classroom ensures that a separation is not created between the PP children and other children in the class. The EEF recommends that a large proportion of PP funding focusses on improving the overall standard of classroom teaching and particularly on support for early career teachers.</p> <p>Pupil progress meetings demonstrate that that gaps are diminishing and PP attainment is at least in line with cohort targets</p>
B.	To improve children's vocabulary and Oracy skills. Visible impact of targeted SEND intervention programmes, pre-teaching and overlearning intervention strategies support the improvement of working memory as well as Boxall / emotional well-being targets. As a result, PP/SEND students can demonstrate improved fluency, recall and reasoning responses.	<p>Small steps intervention, additional reading support and Accelerated Reader develops children's language and Oracy skills by increasing their confidence, improving their reading ability, writing attainment and progress</p> <p>Additional classroom support allows increased opportunity for smaller groups with targeted adult intervention</p> <p>100% SEN targets achieved, progress in line with cohort targets. 100% PP pupils with SEND make good progress from their starting points and where there are gaps these are diminishing</p>

<p>C.</p>	<p>Improved communication is evident when responding to reading texts and responding to comprehension questions. Pupils have strategies to engage with a text and can use a wider range of vocabulary to accurately comprehend the text and explain their thinking.</p> <p>In writing, pupils can select ambitious vocabulary and grammatical structures that reflect what the writing requires.</p>	<p>Children have access to high quality, consistent phonics teaching and progression EYFS-KS1-KS2.</p> <p>100% of PP pupils can apply the appropriate related features of school's spelling, reading and writing frameworks within their work.</p> <p>100% PP pupils with SEND make good progress from their starting points within their reading and writing and use the appropriate small steps targets or writing frames.</p>
<p>D.</p>	<p>Increase in retention of concepts reported by teacher / pupils, boost in self- confidence and resilience to challenge which impacts on PP outcomes (emotional well-being, pupil outcomes sheets, Boxall Profile).</p>	<p>Increase in self-esteem and confidence evident in class which impacts on pupil outcomes.</p> <p>Pupil voice shows growing self-confidence (pupil outcomes / Boxall)</p> <p>100% pp pupils with SEND make good progress from their starting points</p> <p>100% PP without SEND making targeted expected progress across the school.</p>
<p>E.</p>	<p>Increased opportunities for pupils to attend enrichment activities to further aspirations.</p>	<p>Parents are aware of the various in-school and extra-curricular activities which support PP pupils across the school and they are aware of how they can request additional support within school, with access to enrichment activities (including post adopted children and children in care plans).</p> <p>Pupil voice shows that PP pupils are supported academically and with their emotional wellbeing so that they have the best opportunities to achieve age related expectations and are better prepared for the next phase of their education.</p>

5. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>To ensure the standards achieved by those eligible for the pupil premium continues to at least match the progress of other pupils and in all cases the gaps are diminishing.</p>	<p><i>DfE research suggests that, by the age of seven, the gap in the vocabulary is 4,000 words compared with children in the top quartile knowing around 7,000. Focus on developing the importance of listening to reading and reading with an adult to discuss vocabulary</i></p> <ul style="list-style-type: none"> • Use of additional PP intervention LSA support and / or additional PP support from class teacher to deliver in-class support / bespoke intervention linked to classroom learning with a particular focus on reading • Targeted pastoral support 	<p>Through target setting and termly reviews, accelerated progress for all PP children. All PP students have intervention to achieved expected progress targets in their year group.</p> <p><i>The EEF states that interventions which target social and emotional learning</i></p>	<p>We are more focused on identifying the learning targets for the PP pupils and need to further develop specific targeted programmes alongside class support including additional support for phonics, spelling and reading.</p> <p>Approach of the PP Lead working with the Head, Deputy and SENDCo to to continue in 2020-21 ensure a shared approach to identifying targets and monitoring impact / outcomes.</p> <p>Half termly review of provision alongside termly review and ongoing monitoring by Deputy Headteacher and SLT, ensured the provision was highly effective, providing recommendations for future learning needs to inform planning.</p> <p>Further development of Pastoral LSA support required including additional ELSA / behaviour support for individual children.</p>	<p>PP LSA support including, counselling, Leadership and Pastoral support £47,420</p>

		<p><i>seek to improve pupils' interaction with others and self-management of emotions have a positive impact on children's progress. The EEF rates this strategy as having an impact of +4 months</i></p>		
<p>To ensure that good teaching has impact with targeted intervention support.</p>	<p>Regular review of quality of teaching through:</p> <ul style="list-style-type: none"> • Discussion with teacher • Work sampling • Pupil Progress reviews • PP progress reviews • Discussions with pupils 	<p>Clear evidence of impact of CPD and discussions within pupil progress meetings impact trail evident from professional development for teachers and support staff. Ensures that in-class support and interventions have a clear focus with opportunities for pupils and staff to reflect on impact and identify next steps.</p>	<p>Continued monitoring of the impact of PP students ensured groups were frequently refined, responding to progress and learning needs.</p> <p>PP Leader needs to ensure that conversations link with set targets and focus on future curriculum planning and targeted intervention (pupil progress meetings) looking at consistency of expectations across all curriculum subjects, with a particular focus on reading, writing, spelling / phonics and mathematics.</p>	<p>As above</p>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue closing the attainment gap for PP students with SEN using pre- and post-teaching and additional class intervention.	<ul style="list-style-type: none"> PP interventions from teachers / LSAs / HLTA to provide catch up within lessons (reading and maths) LSAs to run ongoing additional intervention sessions to over-learn / practise in class concepts as well as individualised intervention. 	<p>See data.</p> <p>Quality first teaching and intervention has focussed on pupil gaps diminishing.</p> <p>Increase in pupil confidence and engagement in class.</p>	<p>The use of the class teacher and support staff providing additional support sessions were more focused on ensuring pupils consolidated learning ready for the next session.</p> <p>The success of this approach will be continued next year.</p> <p>Additional training from LSAs on targeted reading, writing and maths intervention programmes. Support staff have been allocated hours to ensure further support is provided in each class during 2020-21.</p>	As above
LSAs / HLTA continue to deliver a high impact provision for PP students.	<ul style="list-style-type: none"> Ongoing high quality bespoke training for staff prior to delivery of PP intervention Coaching from class teacher and PP Lead and Deputy to provide ongoing support / teacher modelled sessions 	<p>Good delivery from our highly-trained staff supported PP pupils in making accelerated progress in 19/20.</p>	<p>The impact of ongoing training/coaching was demonstrated by the quality of teaching and pupil progress from starting points, progress in books during class and the HLTA/LSA intervention sessions. (SIP).</p> <p>Coaching to continue as part of pupil progress meetings in 2021-21 led by PP Lead and Deputy.</p>	As above

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue to ensure a personalised use of PP to support talents / aspirations in line with our school curriculum and school development priorities.	<p>To provide opportunities to participate in the arts and sport:</p> <p><i>EEF research has found that Arts Participation has an impact of +2 months on children's progress; Outdoor Adventure Learning has an impact of +4 months on children's progress and Sports Participation has an impact of +2 months on children's progress.</i></p> <ul style="list-style-type: none"> • 10% of PP used to fund extra-curricular activities - decided in partnership with PP lead, Deputy, SENDCo and parents <p>Further plan and tailor special events to raise aspirations for PP students.</p>	PP students access PP additional fund ensuring all pupils benefitted from wider learning and enrichment opportunities.	<ul style="list-style-type: none"> • Pupils were involved in an increased number of enrichment activities – clubs, residential/ day visits, and the school's Easter and summer holiday schemes • Class teachers and the PP Lead will continue to liaise with parents of PP pupils to ensure we offer a personalised approach and variety of engaging enrichment activities for pupils to further widen learning opportunities. 	£7,000 (10% PP per pupil)

6. Planned expenditure					
Academic year		2020-21			
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(s)	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>Through good teaching and CPDL:</p> <p>To continue to raise the attainment and progress of pupils eligible for pupil premium have better attainment and progress than the national average of PP pupils and make expected or more than expected progress.</p>	<p>CPDL for all staff to ensure a greater conceptual understanding of the theories behind Excellence Gaps in Education.</p> <ul style="list-style-type: none"> High quality CPDL for all teaching staff 	<p>EEF Toolkit, the Sutton Trust and John Hattie identify the quality of teaching and learning as the most important factor in the achievement of all pupils.</p>	<ul style="list-style-type: none"> Frequent monitoring of PP teaching to ensure high quality Performance Management Review and observation / scrutiny Refinement of all intervention programmes to maximise progress (ensuring expected progress targets are achieved for all pupils.) CPD 	<p>SLT PP Leader</p> <p>Class Teacher</p>	<p>Regular review of quality of PP teaching through:</p> <ul style="list-style-type: none"> Structured pupil progress meetings and monitoring Cycle of observation and review, scrutiny of work linked to termly progress Review of the impact of intervention work Work sampling, case studies and PP profile updates Termly data analysis & review at PP progress meetings

<p>To ensure the standards achieved by those eligible for the pupil premium continues to at least match that of other pupils in all cases to diminish the gap in maths, reading, writing and spelling / grammar.</p>	<p>Pupil Premium Lead, PP Lead and SLT lead the deployment of LSA intervention and support in class.</p> <ul style="list-style-type: none"> • Access to high quality reading texts • Pupils identified as potentially falling behind receive additional support in reading strategies and support with comprehension • All curriculum subjects have links to promote reading • All subjects identify vocabulary links • Accelerated Reader Program supports poor language • Ongoing intervention planned for maths, reading and writing. • Mathematics and Catch Up Numeracy support PP to diminish the gaps in lower KS2 	<p>Our approach to learning and teaching in all subjects is research-based and is focused on reflective teaching with diminishing gaps for attainment and progress from starting points in EYFS, KS1, KS2</p>		<p>SLT PP Leader</p> <p>Class Teacher</p>	<p>As above</p>
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To increase the number of PP pupils working at expected standard in Phonics by the end of Y1	<p>EYFS prioritise the development of communication and language and, throughout the school, teachers plan for activities that extend pupils' expressive and receptive vocabulary</p> <p>PP receive additional phonic intervention in Reception classes so they are on track to meet the expected standard by the end of Y1</p>	As above.		<p>SLT PP Leader</p> <p>Class Teacher</p>	As above.
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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?
To ensure PP students with SEND make accelerated progress through intervention and over learning strategies to boost working memory, increasing fluency and reasoning.	<p>Working with the SENDCo and Deputy Head teacher the PP Leader and Class Teacher to plan and provide ongoing catch up / recap sessions personalised to the needs of PP students.</p> <p>Concepts taught are reinforced through fluency</p>	Diagnostic testing of SEND pupils has shown a need to improve working memory to support pupils in retaining concepts in order to recall and apply them consistently.	<p>Ongoing reviews by SLT PP Leader / Class Teacher using:</p> <ul style="list-style-type: none"> • PP tracking record sheets • SEND provision plans • Work sampling • PP Lead monitoring 	<p>SENDCo SLT and PP Lead</p> <p>Deputy Head teacher Class</p>	<p>Termly reviews at PP / SEND progress meetings.</p> <p>Frequent assessment and planning with class teacher as part of pupil progress reviews.</p> <p>Reviewed by SLT and PP Lead.</p>

	and recap tasks.	<i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</i>	Early identification of target pupils.	Teacher	
To ensure PP students develop their language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing.	<ul style="list-style-type: none"> • Class Teacher to plan and provide ongoing 1:1 and group guided and reciprocal 'read and respond' sessions providing opportunities for pupils to rehearse and improve their retrieval and interpretation skills. • Personalised Catch up Literacy reading sessions and maths sessions. This will also support PP students in manipulating vocabulary and grammatical structures. • Catch up Literacy, Maths, • Technology via Mathletics and Accelerated Reader, TimesTables Rockstars supports learning. 	<p>The discrete teaching of reading and comprehension techniques helped to diminish gaps and improve pupil progress led to an increase in attainment and progress in 2019-20. This approach to writing led to an increase in attainment and progress for PP.</p> <p><i>Sutton Trust: Different technology has the potential to enable changes in teaching and learning interactions... enabling feedback representations to be</i></p>	<p>Ongoing reviews by SLT PP Leader / Class Teacher using:</p> <ul style="list-style-type: none"> • PP record sheets • SEN provision maps • Case studies • Internal tracking data • Work sampling • Pupil progress meetings • Lesson observations 		<p>Half termly - termly reviews at PP progress meetings.</p> <p>Frequent assessment and planning between class teacher as part of pupil progress reviews. Reviewed by SLT and PP Lead.</p>

		<i>used or simply by motivating students to practise more.</i>			
Teachers, HLTA / LSAs continue to deliver high impact provision for PP students (academic as well as pastoral / wellbeing support).	<ul style="list-style-type: none"> Ongoing quality training for staff prior to delivery of PP intervention and to provide ongoing support / teacher modelled sessions. Developing pupils' speaking and listening skills and wider understanding of language through reading stories aloud and being encouraged to have conversations about them with staff and their peers. 	Excellent delivery from our highly-trained staff supported PP students in making accelerated progress in in line with EEF guidance.	<p>Ongoing reviews by PPT using:</p> <ul style="list-style-type: none"> PP record sheets Work sampling Session observations <p>Self-assessment / learning audit by LSAs / HLTAs.</p>	<p>SLT PP Lead SENCO Class Teacher</p> <p>Specialist HLTA</p>	<p>Coaching network support for staff via Deputy Head teacher, SENDCo, PP Lead</p> <p>Ongoing training of HLTAs/LSAs prior to new intervention to support high quality staff delivery.</p>
Total budgeted cost					£45,075

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?
<p>To continue to ensure a personalised use of PP to support talents / aspirations.</p> <p>To increase the attendance of PP pupils with a focus on persistent absence, reducing the links between poor attendance</p>	<ul style="list-style-type: none"> To work with supporting parents to ensure that parents are equipped and empowered to support their children in their learning at home and that they know how to access support where needed. Mathletics, TimesTables Rockstars, Accelerated Reader to support learning at home. 10% of PP used to fund extra-curricular activities - decided in partnership with PP, Deputy / SENDCo parents (per pupil). Trips and clothing additional payments 	<p>PP review demonstrated the effectiveness of this approach in continuing to widen learning opportunities. Some children have limited experience at home.</p>	<p>Review meetings (x2 a year) with parents to discuss wider opportunities, linking with student's ideas and views.</p>	<p>SLT PP Lead</p> <p>Class Teacher</p>	<p>Termly review of spending and impact on pupil opportunities.</p>

and low levels of achievement	<ul style="list-style-type: none"> • Further plan and tailor special events to raise aspirations for PP students • Use of funding to support Attendance Improvement Officer (AIO) hours. 	Targeting persistent absence PP has led to positive changes.			<p>Ongoing monitoring of attendance by AIO</p> <p>Half termly monitoring of attendance with SLT.</p>
Total budgeted cost					£7,000 (10% PP per pupil)