



## Pupil Premium Strategy Statement: Thurlby Community Primary Academy

1. Summary Information					
School	Thurlby Community Primary Academy				
Academic year	2020-2021	Total PP budget	£44,000	Date of most recent PP Review	March 2019
Total number of pupils YR- Y6	175	Total number of pupils eligible for PP	26 30 children (including Ever 6)	Date for next internal review of this strategy	Academic year 2020/2021

2. Barriers to future attainment ( for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	In EYFS, some children enter school with lower oral language and communication skills and require specific intervention or SALT to support to close the gap.
B	Historically, a significant proportion of PP children are falling marginally behind their peers in reading.
C	Percentage of children passing the Y1 Phonics Screening Check, including some PP children, is below the National Average.
D	38% of PP are also on the SEND register. 75% of Ever 6 are on the SEND register.
External barriers issues which also require action outside school such as low attendance rates)	
E	Attendance – 8/30 PP attendance was below 95% between Sept 19 and March 2020 (up to the date of March lockdown)
F	For many children who are eligible for PP, their social and emotional readiness for learning is often a barrier due to their home learning environment.

3. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To improve oral language and communication skills for pupils eligible for PP funding.	The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention and support throughout the academic year.
B	First quality teaching in reading across the school is a key focus in developing the different skills of reading to ensure accelerated	Children eligible for PP make as much progress as non-PP children across all year groups in reading.

	progress is evident for pupils eligible for PP funding.	At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for reading (2019: KS1 – 75%, KS2 – 73%) At the end of Y1, the Phonics Screening Check is at least in line with the National Average.			
C	Increase the percentage of children, including PP, who pass the Phonics Screening Check at the end of Y1 to at least the National Average (2019 = 82%) through quality first teaching.	All class teachers and support staff, who deliver RWI Phonics, will have received up to date in-house training to ensure the delivery of all phonics teaching is highly effective. End of Year 1 Phonics Screening Check results are in line with at least National Average for all children, including those who are eligible for PP funding.			
D	Attendance percentages have increased for all PP and non-PP children to at least 95%. The percentage of children who are persistent absentees has decreased across the school.	Barriers to PP attendance have been identified and support has been put in place to overcome these. Through close monitoring, and following the School’s Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above).			
E	Support all PP children in being socially and emotionally ready to learn.	Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.			
F	Implement high quality intervention and therapies across the school in reading, writing and maths so that gaps in learning are narrowed.	Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children.			
4. Planned Expenditure					
Academic Year	2020/2021				
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP					
i. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation
A - To improve oral language and communication skills for pupils	Dedicated talk time with an adult and peers.  Daily reading with	As stated by the Education Endowment Foundation (EEF), oral language interventions have a positive impact	In EYFS, the curriculum is carefully planned to meet the needs of all children. This includes dedicated time for the class teacher to work on a 1:1 with specific children and instigate talk through play and communication with their peers.	SP	July 2021

eligible for PP funding	children who are a considered a priority to develop their oral and communication skills.	on learning with very little cost. It is important to close the gap in the Early Years to provide children with the best opportunities as they move up through the school.	<p>A 'buddy' or small group of peers are identified to provide support for a child with specific developmental needs, for example, through structured play activities.</p> <p>1:1 reading is part of the daily curriculum to allow opportunities to talk about a book and focus on specific sounds which affects a child's communication in everyday life.</p> <p>Children's carpet spaces are allocated to ensure quality paired talk time during whole class activities.</p>		
B - To develop first quality teaching in reading across the school so that there is a key focus on developing the different skills of reading to ensure accelerated progress is evident for pupils eligible for PP funding.	<p>Reading Leader to research and agree with HoS a whole school approach to teaching reading in the school</p> <p>Reading Spine</p> <p>RWI Phonics Scheme</p>	<p>Plan and build a whole school reading curriculum which is challenging and provides children with the opportunity to read and listen to a range of genres in their entirety. Also, focus on building the skills of prediction and summary.</p> <p>Ensure children have access to listening to a novel for 15 minutes each day.</p>	<p>Reading Leader to use management time to research the Reading Spine, discuss with HoS and prepare training PPT for all staff.</p> <p>Reading Leader to introduce and train all staff on teaching reading across the school using the Reading Spine. Revisit the progress in teaching the Reading Spine across the school at future Staff Meetings.</p> <p>Progress will be measured by PiXL and teacher assessments at key points in the academic year.</p> <p>Purchase and embed the use of Reading Rocketeers across all year groups to increase reading for pleasure.</p> <p>Class teachers to identify the most appropriate intervention to support groups of children meet their specific needs through focused therapies which are delivered by first quality teaching of class teachers/ teaching assistants. Entry and exit data will be provided as a measure of progress and impact.</p> <p>Encourage daily reading (in school-reading spine and reading</p>	KB Class Teachers	<p>Staff Meeting in the Spring Term 2021</p> <p>July 2021</p>

			<p>daily novel as well as reading at home).</p> <p>Class teachers and children to take photos and staff to record videos of themselves reading extracts from children's books to share their love of reading and encourage others to develop their interest.</p>		
C - To increase the percentage of children, including PP, who pass the Phonics Screening test at the end of Y1 to at least the National Average (2019 = 82%) through high quality first teaching.	RWI Phonics Scheme	RWI enables all teachers and TAs to confidently deliver high-quality teaching every day. It teaches at a fast and rigorous pace with a clear structure to the programme. As well as teaching children to read accurately and fluently, it also develops their comprehension.	<p>All class teachers and support staff, who deliver RWI Phonics, will receive up to date in-house training to ensure the delivery of all phonics teaching is highly effective.</p> <p>End of Year Phonics Screening Check results are in line with at least National Average for all children.</p> <p>Targeted support through streamlined interventions accelerates the progress of any children who are not on track to pass the Phonics Screening Check.</p>	KB CTs and TAs	April 2021
D - Attendance percentages have increased for all PP and non-PP children to at least 95%.	Follow the School's Attendance Policy	Attendance Lead to monitor whole school attendance on a 4-weekly basis	<p>Senior Administrator to provide Raising Standards Lead (RSL) with whole school attendance reports on request (every 4 weeks).</p> <p>RSL will record all monitoring in a detailed spreadsheet which shows early identification of attendance less than 95% and the actions taken to improve it for specific children.</p> <p>RSL to report attendance concerns to HoS and act accordingly, inline with the School's Policy.</p>	RS BP HoS	July 2021

F - To implement high quality intervention and therapies across the school in reading, writing, maths and social emotional skills so that gaps in learning are narrowed.	PiXL Therapies  Streamlined Whole School interventions	Assessment trackers on the School's shared drive track progress across the school and specifically highlight PP children.  PiXL (Partners in Excellence) Assessment programme shares best practice to raise standards and to give children a better future and brighter hope.	Clear assessment calendar for testing across the whole school.  QLAs (Question Level Analysis) are completed to inform future planning and target therapy work.  Children are carefully monitored through using the language of assessment and key marginal children who require specific targets receive therapies to ensure progress.  WIG (Wildly Important Goal) is set for each year group to target the number of children who will be EXS+ or GDS combined by the end of the year in reading, writing and maths. Class teachers and RSL monitor the progress of all children and the WIGS. Discussed at PPMS with SLT at key points in the academic year.  Class teachers to provide additional intervention work to PiXL as stated in the School's Intervention document.	RS  Class teachers  SLT	July 2021
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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 well implemented	Staff Lead	Date of reviewing implementation
A - To improve oral language and communication skills for pupils eligible for PP funding	WELLCOMM assessments and interventions  SALT Therapy First Call Circle of Friends	WELLCOMM quickly identifies areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.	WELLCOMM to be introduced and appropriate staff to be trained in completing accurate assessments and delivering effective interventions to support individual and groups of children.  SALT Therapy will be delivered by support staff after training from a S & L Therapist. Some	SP HT	July 2021

	Lego Therapy	Implement specific interventions and therapies which are proven to have an impact on language and communication skills.	<p>strategies taught may also be of benefit to other children in the class.</p> <p>After early identification of specific barriers to learning, the First Call folder will be referred to and discussed between the class teacher and SENCo.</p> <p>Circle of Friends and Lego Therapy will be led by a fully trained Pastoral Lead.</p> <p>For all interventions, entry and exit data will be record on a whole school provision map to assess impact.</p>	MB	
B - First quality teaching in reading across the school is a key focus in developing the different skills of reading to ensure accelerated progress is evident for pupils eligible for PP funding.	Streamline interventions to close the gap between PP and non-PP children in reading.	<p>Too many interventions were being taught across the school which were not measurable to assess their impact.</p> <p>All interventions and therapies to have entry and exit data.</p>	<p>Interventions to be used will be proposed by the SENCo and agreed by SLT:</p> <p>RWI phonics, Paired Reading, Reading Rocketeers, Power of 1 and 2, PiXL Reading therapies</p> <p>All TAs to complete online Precision Teaching training on a Training Day.</p> <p>Improve children's reading fluency through termly assessments of reading speed.</p>	HT	July 2021
C - To increase the percentage of children, including PP, who pass the Phonics Screening test at the end of Y1 to at least the National Average	<p>RWI Phonics Scheme</p> <p>Through termly 1:1 assessment, identify any PP child who is not on track to pass the</p>	Some PP children are lower ability and have been identified by the class teacher as needing additional support with their phonics.	Directed TA support at least 3 times per week to practise speed sound cards on a 1:1 for 5 minutes at a time.	JF	End of June 2021

(2019 = 82%) through high quality first teaching.	Phonics Screening Check in the summer term.				
D - Attendance percentages have increased for all PP children to at least 95%.	Monitor attendance on a 4 - weekly basis in line with the School's Attendance Policy.	<p>Past attendance records and monitoring shows low attendance for some PP children across the school.</p> <p>If attendance is low for individual PP children, this will impact on their social and emotional wellbeing as well as their progress and attainment.</p>	<p>PP Lead to identify which PP children are below 95% attendance and engage with parents to find out how school can support to improve this e.g. support to fund breakfast club, sports club or music lessons to engage a child in extra-curricular activities.</p> <p>Continue to monitor PP attendance on a monthly basis alongside the progress they are making in reading, writing and maths.</p> <p>Has improved attendance had a positive impact on progress and attainment?</p>	RS	July 2021
E - To support all PP children in being socially and emotionally ready to learn.	<p>Pastoral Team to be established.</p> <p>Assist Dog to become part of the school from November 2020 and train with MB on a daily basis until the training period ends in November 2021.</p> <p>Engaging families who face most challenges to be</p>	<p>Evidence shows that a child-animal bond improves: -motivation, overall academic achievement, self-confidence, communication, negative behaviour, attendance, emotional regulation.</p> <p>An Assist Dog is also proven to reduce stress and anxiety, positively impacts on social skills, aids emotional development and eases transitional stress.</p>	<p>Pastoral Lead to complete a one-year programme of training delivered by an animal assistance practitioner (Nov 20-Nov 21).</p> <p>Support will be provided to develop programmes in school with our new Assist Dog.</p> <p>Use the expertise of the trainer for child-animal bonding in education and learn how to put this into practice.</p> <p>1-2 members of staff to complete the ELSA 5-day training.</p> <p>1 member of SLT to complete the Restorative Approach course to support children with social</p>	MB AO	July 2021

	support by the Family Pastoral Lead.		<p>and behavioural difficulties.</p> <p>Pastoral Lead to complete Lego Therapy training and lead other social and emotional programmes, for example, Circle of Friends, Socially Speaking programme.</p> <p>Once training is completed, Lego Therapy to be completed for a small group of children (up to 4?) for 20 minutes per week over a 6-week period.</p> <p>Introduce the Rainbow card system where a child can post their rainbow card in the box if they have a worry/ issue they wish to discuss with a member of the Pastoral Team.</p> <p>Introduce Social Skills confidence scaling to measure the impact of therapies for each child.</p>		
F - To implement high quality intervention and therapies across the school in reading, writing, maths and social emotional skills so that gaps in learning are narrowed.	<p>Whole school interventions to be streamlined by SENCo to those which have historical evidence of most impact on progress.</p> <p>Entry and exit data must be recorded for all interventions on the whole school Provision Map.</p>	<p>In the past, teachers have used a range of interventions but it has not been clear how much progress individual children have made as a result of the additional support.</p> <p>New whole school approach will enable SLT to measure impact on progress and VFM with support staff.</p>	<p>SENCo to create a document which streamlines evidence-based interventions to be used across the school to ensure impact on progress. SENCo to agree the proposed approach with SLT and subsequently train all staff on this.</p> <p>Train staff to deliver the Reading Rocketeers programme to ensure it has high impact on progress.</p> <p>Key interventions across the school will be PiXL therapies in reading, writing and maths.</p> <p>In addition, there will be the following interventions:</p>	HT, RS, HoS	July 2021

			<p>English: RWI Phonics, Reading Fluency, Reading Rocketeers, Nesy Spelling (at school and at home for some children)</p> <p>Maths catch-up programmes are Success@Arithmetic and TT Rockstars.</p> <p>New Provision Map to be saved on Teams as a live document for Class Teachers to update.</p> <p>SLT and Class Teachers to monitor the impact of interventions from entry and exit data.</p>		
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iii. Other approaches					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff Lead	Date of reviewing implementation
First quality teaching is evident in the non-core subjects across the school.	Chris Quigley POP Tasks (Proof of Progress tasks)	Shows teachers how to explicitly plan for and assess progress from the foundations to greater depth. Provides a curriculum which is comprehensive and ensures progression throughout the curriculum.	<p>In the Monitoring and Evaluation Schedule for Terms 4-6, there will be Staff Meetings which are planned to share this resource for each non-core subject in which POP Tasks have been purchased.</p> <p>After HoS has led the training, allow dedicated time for Class Teachers to explore the resource and how they can be planned into their curriculum.</p> <p>Clear differentiation is evidenced in Medium Term and Short-Term Plans.</p>	KF	July 2021

## 5. Review of expenditure

Previous Academic Year		2019-2020	
Improving classroom pedagogy, provide targeted support and support whole school strategies using PP			
i. Quality of teaching for all			
Desired Outcome	Chosen action/approach	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)
High quality training on the teaching of reading	Reading review for teaching reading across the whole school  Reading Rocketeers  Precision Teaching	<ul style="list-style-type: none"><li>• Reading training has been delivered by the HoS at BW which has been followed up and further developed by the staff during subsequent training days and staff meetings.</li><li>• Whole school focus on reading has been undertaken in the last two years and there is now a robust whole school approach to the teaching of reading, for example, 30 minutes of direct teaching in daily guided reading time. These lessons are carefully planned and delivered in every year group to teach all aspects of reading as well as 15 minutes of reading a whole class novel each day.</li><li>• Reading Rocketeers has been purchased and is used as a reading intervention to support progress. Next step is for all staff to be trained how to use the programme to ensure high impact for all children.</li><li>• Reading Leader ensures all Teaching Assistants are kept up to date with current RWI training.</li><li>• Teaching Assistants to complete Precision Teaching Training online in January 2021.</li></ul>	All year groups need to continue to improve the quality and delivery of teaching reading through the School's new Reading Spine.  Reading Lead to revisit the School's progress through further Staff Meetings.

To improve the provision and evidence-based interventions across the school	Specific interventions for reading, writing and maths	<ul style="list-style-type: none"> <li>• Reading, writing and maths interventions take place across the school.</li> <li>• The number of interventions to be delivered have been reviewed and these will be shared with all staff at consultation with SLT. Those interventions which have shown good progress made by individuals will continue to be part of the interventions for the next academic year.</li> <li>• All interventions have entry and exit data to measure progress for each child and are recorded on a whole school provision map which has been devised by the SENCo and is closely monitored by SLT</li> <li>• The daily school timetable maximises the use of intervention time e.g. use of assembly time.</li> <li>• Interventions delivered are monitored by SLT/ Subject Leader drop ins on a termly basis.</li> </ul>	<p>Interventions for PiXL are in place however there are inconsistencies across the school with other interventions being implemented.</p> <p>Even though entry and exit data is evident, this varies between classes and therefore a whole school approach for consistency is needed.</p>
Implement a clear cycle of assessment and moderation	PiXL Assessment Programme	<ul style="list-style-type: none"> <li>• Whole school approach to assessment has been implemented using the PiXL assessment programme.</li> <li>• Raising Standards Lead (RSL) ensures all class teachers complete assessments for their year groups during the dates given and uploads their results to the PiXL website deadline dates.</li> <li>• RSL meets with each class teacher to identify cohort and whole school strengths and areas for development.</li> <li>• Question Level Analysis (QLAs) are used to inform planning and teaching for all children as well as identifying specific individuals/ groups of children to target (therapies).</li> <li>• QLAs are referenced in MTPs to ensure topics are revisited or that specific question types are planned into new learning opportunities</li> <li>• Writing moderation takes place within school with SLT, Writing Leader and between class teachers.</li> <li>• MAT Writing Moderation workshops for each year group were organised but, due to Covid, these have been limited in the last academic year.</li> <li>• All data is tracked on a robust tracking system which identifies different groups of children including PP and SEND. This is closely monitored by SLT (including the RSL) and class teachers.</li> </ul>	<p>Continue to embed this programme and assessment calendar. Due to Covid, there has not been a full year of assessments and interventions to show maximum impact.</p> <p>MAT Writing Moderations – ongoing each year</p>

		<ul style="list-style-type: none"> <li>The data, along with teacher assessment, are used to inform parents of their child's progress over an academic year. Written interim reports are shared with parents at Parents' Evening (twice per academic year) as well as providing an end of year academic report.</li> </ul>	
Closely monitor attendance percentages for all PP children	Whole School Attendance Policy is reviewed and implemented	<ul style="list-style-type: none"> <li>Attendance Lead has monitored and devised a comprehensive tracking system to monitor attendance of all children in line with the school's Attendance Policy</li> <li>Parents have been contacted via phone call or letter (following school's flowchart within the Attendance Policy) to offer support to any child's attendance who is below 95%.</li> <li>Attendance percentages have improved for all children, including PP children.</li> <li>Attendance figures are reported at Full Governing Body meetings and compared to national average.</li> </ul>	Embed the School's Attendance Policy and further improve whole school attendance to 95+%. Due to Covid and school lockdown, attendance monitoring has been sporadic.
To provide support for children's wellbeing including social, emotional and mental health	Begin to set up a Pastoral team in School to support with children's social and emotional needs.	<ul style="list-style-type: none"> <li>Members of the Pastoral Team are known to all children.</li> <li>A rainbow card system is in place in all year groups where children can discreetly post their rainbow card in a box if they wish to speak to a member of the Pastoral Team about a worry/ concern they have.</li> <li>Pastoral Lead is training her Assist Dog, Shadow, to work with and support individual children with social and emotional concerns through different activities, such as Lego Therapy.</li> </ul>	All work with the Pastoral Team and the use of Rainbow cards need embedding across the school. Progress in this area has also been affected by Covid this academic year.