

# Thorntree Primary School

## Report to Governors on the use of the Pupil Premium Funding 2016/17

### What is Pupil Premium:

The Pupil premium is funding allocated to schools for the specific purpose of raising the attainment of disadvantaged pupils and closing the gap between them and their peers.

### Why has it been introduced:

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (Disadvantaged) and their wealthier peers (Others) by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Pupil Premium.

### Principles:

At Thorntree Primary School:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding is allocated following a needs analysis to identify priority classes, groups or individuals. Funding and resources are always limited which means that not all pupils receiving free school meals will be in receipt of Pupil Premium interventions at one time.

### Provision:

The range of provision the Governors may consider making for this group 2016/17 includes:

- Maintaining small class sizes, therefore improving opportunities for effective assessment of pupil progress and accelerating that progress.
- Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics.
- Providing small group work or one to one support with an experienced teacher focused on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through learning mentors, trained teaching assistants, external agencies and school residentials.

- All our work through the Pupil Premium is aimed at accelerating progress and moving pupils to at least age related expectations. Predominately this is in English and Mathematics.
- Pupil Premium resources may also be used to target more able pupils on FSM to achieve above the National Standard at Key Stages 1 and 2.
- The Governors of the school will provide information annually on how they have used the Pupil Premium funding to address the issue of 'narrowing the gap' for socially disadvantaged pupils.

### Reporting:

The Head Teacher will report annually to the Governors on the schools approach to, and success in, narrowing the attainment gap for disadvantaged pupils. Governors will monitor spending termly through attendance at Governing Body Meetings including Finance and Resources and Raising Standards Committee meetings. An annual statement will be published on the schools website.

### 2016/17

The following outlines indicative Pupil Premium for the financial year 2016/17. Plans for the use of this funding are in place for the beginning of the 2016/17 Academic Year.

### Overview of the school (updated 27.07.16)

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	377
Total number of pupils eligible for PP	243
Amount of PP received per pupil	£1320
<b>Total PPG allocation 2016/17 *</b>	<b>£322 260.00</b>

\* Including £1 500 Service child Pupil Premium Allocation

The following is a working budget proposal which will be reviewed at least termly with associated actions evaluated accordingly. The total Pupil Premium Grant funding has not been allocated for the beginning of the financial year allowing Governors to consider priorities and the needs of the children as the year progresses.

<b>Actions focussing on Teaching and Learning which will directly impact on pupil progress and attainment</b>		
<b>Action</b>	<b>Monitoring Plan</b>	<b>Impact &amp; Evaluation</b>
In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children provide 'closing the gap' teachers in each key stage.	Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly.	
Provide an outstanding practitioner to support identified 'key marginal' children for Mathematics and English in Year 6.	Monitor impact half-termly through pupil progress meetings and data analysis. Report to Governing Body	
Maintain high adult: pupil ratios and additional teaching and learning opportunities through the employment of additional teaching assistants in Key stages 1 and 2	Monitor impact half-termly through standards reviews, pupil progress meetings, data analysis and termly intervention tracking. Report to Governing Body	
Provide daily one to one support for the teaching of reading in Years 3 and 4.	The progress of identified key marginal children to be tracked at least termly.	
Employ a part-time Reading Recovery teacher to work in Key Stage 1 to improve the reading attainment of identified pupils and provide staff development.	Reading Recovery teacher to provide impact data for the children accessing the programme. Data to demonstrate impact of programme on exit and measure long term gains.	
Employ a specialist learning support teacher to address individual issues which may provide a barrier to learning and offer staff professional development and support.	Half-termly review meetings with SENCo.	
Employ a part-time specialist trainer (0.1) for the delivery of targeted interventions to coach and mentor teachers and teaching assistants.	Monitor impact through weekly review meetings, pupil progress data and intervention tracking.	
Contribute towards the development of Read, Write, Inc. throughout school through the purchase of updated resources to meet the needs of the new curriculum and online curriculum support for the 2016/17 academic year.	Read, Write, Inc. manager monitoring impact of scheme termly.	
Purchase of Reading Plus+ to improve levels of	Reading Plus+ impact reports and data analysis.	

attainment in reading for targeted groups of children following a successful trial carried out in Upper Key Stage 2 Summer Term 2016.		
Enrol as a PIXL school to improve attainment at the end of Key Stage 2.	Termly monitoring reviews with PIXL associate and manager.	
Improve standard of attainment and staff expertise through SLE support from within the LA. Specific focus: Spelling, reading and continuous provision the EYFS.	Middle leader impact reports for Governing Body. EYFS, Reading and Writing outcomes.	
Improve the quality of reading materials available to the children in school and promote a love of reading through the purchase of new library books, monthly magazine subscriptions and online reading resources.	Monitor children's attitudes to reading through pupil surveys, including the annual omnibus survey.	
Purchase additional resources (Numicon) and access specific programmes (My Maths) to enhance the teaching of Mathematics.	Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly.	
Staff development to improve the quality of the teaching of English and promote the Rights Respecting agenda as identified in the Post-Ofsted Action Plan. (May 2016)	Monitor impact on pupil outcomes at half-termly pupil progress meetings and through performance management dialogues. External monitoring of the impact on teaching and learning. Successful completion of the Rights Respecting Schools Award Spring 2017.	
Improve assessment procedures to allow for early identification of underperformance or gaps in learning which can then be addressed through specific, targeted intervention programmes.	Monitor key marginal children working with closing the gap teachers through pupil progress meetings.	
Purchase of ICT equipment and pupil support packages to enrich the curriculum. Subscribe to Marvellous Me to promote parental engagement and celebrate success.	Measure impact through Pupil and Parent/Carer questionnaires. Promote and monitor use of Marvellous Me App.	
Benefit from school to school support, sharing best practice and staff expertise, and Continuous Professional Development (CPD) via the Middlesbrough Cooperative Learning Trust (MCLT) and Middlesbrough Schools Teaching Alliance (MSTA).	Monitor impact through Course Evaluation forms, lesson evaluations and learning walks. Measure impact of inclusion in the Royal Shakespeare Company (RSC) active approaches to literacy through MCLT.	

To provide CPD opportunities for teachers to improve the quality of teaching in English and Mathematics e.g. success@arithmetic training	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	
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<b>Subtotal</b>	£220 942
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**Actions focussing on Social, Emotional and Behavioural issues to address barriers to learning.**

<b>Action</b>	<b>Monitoring Plan</b>	<b>Impact &amp; Evaluation</b>
Provide Social, Emotional and Behavioural support for children throughout school within the school 'Workshop' facility.	Monitor impact through scheduled review meetings.	
Employ a part-time behaviour mentor for Upper Key Stage 2 to contribute to improved attitudes to learning and restorative approaches to behaviour management.	Improved attitudes to learning monitored through Behaviour Cards	
Employ a psychotherapist from Child and Adolescent Therapy Solutions (CATS) to work with children and their families to help them overcome barriers to learning.	Specialist support provided and reviewed regularly. Report impact of service to Governing Body.	
Update the PSHE curriculum for the 2016/17 academic year through the purchase of JigsawPSHE resources which are designed to help children understand and value who they are and how they fit and contribute to the world.	Focus for Governor monitoring visit Autumn 2016.	

<b>Subtotal</b>	£38 510
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**Actions focussing on supporting families and improving attendance and punctuality**

<b>Action</b>	<b>Monitoring Plan</b>	<b>Impact &amp; Evaluation</b>
Employ a full time Parent Support Advisor (PSA) to support our families and improve levels of attendance and punctuality.	Monitor impact through scheduled review meetings.	
Employ an attendance officer to reduce the number of persistent absentees and increase punctuality.	Monitor through monthly reports, attendance registers, attendance case conference (ACC) meeting records and celebration assemblies.	

<b>Subtotal</b>	£28 486	
<b>Actions focussing on curriculum enrichment</b>		
<b>Action</b>	<b>Monitoring Plan</b>	<b>Impact &amp; Evaluation</b>
Support the year 5 children with the cost of the annual residential visit to Carlton Outdoor Centre.	Improved attitudes to learning and motivation through rich and varied opportunities evidenced through pupil questionnaires and pupil feedback. Measure impact through attainment levels for Pupil Premium children.	
Subsidise the cost of all educational visits in order to ensure all children are able to attend and enhance their experiential learning.		
Provide experiences both inside and outside of the school environment, including visitors to school.		
Provide membership to the Children's University	Monitor children who access extra-curricular activities.	
Support the resourcing of the Cornerstones curriculum.		
Provide music tuition for targeted groups of children through 'The School of Rock and Pop' in order to improve confidence levels and promote enjoyment of the wider curriculum.	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	
<b>Subtotal</b>	£18 397	
<b>Total Expenditure</b>	£306 335	