

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
Total PPG allocation 2016/17 *	£322 260.00

* Including £1 500 Service child Pupil Premium Allocation

Attainment 2016 and 2017

Performance of disadvantaged pupils	2016				2017 (Unvalidated data)			
	Disadvantaged		All		Disadvantaged		All	
	National	School	National	School	National	School	National	School
EYFS Good Level of Development	72%	54%	69%	64%		72%	71%	65%
Year 1 Phonics Check	70%	72%	81%	73%		73%	81%	76%
Year 2 Phonics Check cumulative	86%	89%	91%	%		92%	-	92%
KS1 Expected standard + Combined		42%	60%	52%		57%	64%	60%
KS1 Expected standard + Reading	78%	61%	74%	65%		71%	76%	75%
KS1 Expected standard + Writing	70%	58%	65%	63%		60%	68%	66%
KS1 Expected standard + Maths	77%	61%	73%	67%		71%	75%	73%
KS1 Greater depth Combined	-	-	9%	-		2%	11%	4%
KS1 Greater depth Reading	27%	0%	24%	4%		12%	25%	16%
KS1 Greater depth Writing	15%	0%	13%	7%		7%	16%	9%
KS1 Greater depth Maths	20%	0%	18%	7%		10%	21%	11%
KS2 Expected standard + Combined	60%	20%	53%	22%		32%	61%	33%
KS2 Expected standard + Reading	72%	31%	66%	35%		41%	71%	40%
KS2 Expected standard + Writing	79%	77%	74%	77%		71%	76%	70%
KS2 Expected standard + SPAG	78%	29%	72%	33%		65%	77%	65%
KS2 Expected standard + Maths	76%	40%	70%	37%		62%	75%	63%
KS2 Greater depth Combined	7%	0%	5%	0%		0%	9%	0%
KS2 Greater depth Reading	23%	3%	19%	2%		3%	25%	3%
KS2 Greater depth Writing	18%	11%	15%	12%		24%	18%	25%
KS2 Greater depth SPAG	27%	0%	23%	0%		12%	31%	13%
KS2 Greater depth Maths	20%	0%	17%	0%		12%	23%	10%

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.

Actions focussing on Teaching and Learning which will directly impact on pupil progress and attainment			
Action	Cost	Monitoring Plan	End of Year Impact & Evaluation
In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children provide 'closing the gap' teachers in each key stage.	£90 715	Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly.	<p>EYFS</p> <p>A higher percentage of disadvantaged children, 72% achieved a good level of development in 2017 compared to 54% in 2016. An increase of 18%.</p> <p>Phonics</p> <p>In 2016 81% of all children nationally achieved expected standard and 72% of disadvantaged children in school reaching the standard – a difference of 9%.</p> <p>In 2017 81% of all children nationally achieved expected standard and 73% of disadvantaged children in school reaching the standard – a difference of 8% showing a diminishing difference.</p> <p>In 2016 71% of disadvantaged children achieved expected standard in the Year 2 re-take rising to 92% of disadvantaged children in 2017. (National figures currently unavailable)</p> <p>KS1 results</p> <p>Disadvantaged children working at expected standard:</p>
Provide an outstanding practitioner to support identified 'key marginal' children for Mathematics and English in Year 6.	£25 548	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	£23 261	Monitor impact half-termly through standards reviews, pupil progress meetings, data analysis and termly intervention tracking. Report to Governing Body	

			<p>In reading the gap between school disadvantaged children and all children nationally was 13% in 2016, this has decreased to 5% in 2017.</p> <p>In writing the gap between school disadvantaged children and all children nationally was 7% in 2016, this has increased to 8% in 2017. However, the attainment of disadvantaged children did increase in school.</p> <p>In mathematics the gap between school disadvantaged children and all children nationally was 12% in 2016, this has decreased to 4% in 2017.</p> <p>Disadvantaged children working at greater depth:</p> <p>In reading the gap between school disadvantaged children and all children nationally was 24% in 2016, this has decreased to 13% in 2017.</p> <p>In writing the gap between school disadvantaged children and all children nationally was 13% in 2016, this has decreased to 9% in 2017.</p> <p>In mathematics the gap between school disadvantaged children and all children nationally was 18% in</p>
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			<p>2016, this has decreased to 11% in 2017.</p> <p>The gap between disadvantaged children working at greater depth and all others nationally is diminishing in all subjects.</p> <p>KS2 results</p> <p>Disadvantaged children working at expected standard:</p> <p>In reading the attainment gap between school disadvantaged children and all children nationally was 35% in 2016, this has decreased to 33% in 2017.</p> <p>In writing 2016 there was no gap between school disadvantaged children and all children nationally. However, in 2017 the attainment gap of disadvantaged children and all children nationally was 5%.</p> <p>In mathematics the gap between school disadvantaged children and all children nationally was 41% in 2016, this has decreased to 16% in 2017.</p> <p>Disadvantaged children working at greater depth:</p> <p>In reading the gap between school disadvantaged children and all children nationally was 16% in 2016, this has increased to 22% in 2017.</p>
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			<p>In writing the gap between school disadvantaged children and all children nationally was 4% in 2016, in 2017 school disadvantaged children out performed all other children nationally by +6%</p> <p>In mathematics the gap between school disadvantaged children and all children nationally was 17% in 2016, this has decreased to 11% in 2017.</p> <p>Governors monitored guided reading across school alongside member of SLT. Governors able to evidence where standards are rising and where they need to be improved. Governors recognised the impact of the 'reciprocal reading' approach and associated CPD and the investment by school in reading materials.</p>
Provide daily one to one support for the teaching of reading in Years 3 and 4. (Y4 from Autumn term 2016 Year 3 from Spring term 2017)	£4 104	The progress of identified key marginal children to be tracked at least termly.	LSA's received training from J.Hall to impact on the quality of the teaching of reading. From Summer 2016-Summer 2017 Year 4 has shown a 9.5% increase in the number of disadvantaged children working at or above age related expectation.
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.	£16 254	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.	Since September 2016 6 children have taken part in the Reading Recovery Programme. They have all made at least 9 months progress. As they exit the programme those requiring additional support will access BRP. All children will be closely monitored by the Reading Recovery teacher for a further 6 months. From Summer 2016-Summer 2017 Year 1 has shown a 5.9% increase in the number of

			disadvantaged children working at or above age- related expectation. From Summer 2016-Summer 2017 Year 2 has shown a 26.2% increase in the number of disadvantaged children working at or above age - related expectation.
Employ a specialist learning support teacher to address individual issues which may provide a barrier to learning and offer staff professional development and support.	£8 346	Half-termly review meetings with SENCo.	Staff have an increased knowledge of pupil's individual needs/ barriers and are now targeting intervention programs more successfully which is evident in end of year cohort data.
Employ a part-time specialist trainer (0.1) for the delivery of targeted interventions to coach and mentor teachers and teaching assistants.	£2 600	Monitor impact through weekly review meetings, pupil progress data and intervention tracking.	J.Hall has carried out a number of observations including: BRP, FFT Wave 3 and Write Away Together Feedback is given and follow up sessions take place including modelling best practice and coaching where necessary. More formal observations have also taken place. Outcome – consistent approach and more focussed intervention delivery. Next steps: Observations to continue into 2017/18 carried out by SENCo and Deputy SENCo.
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.	£650	Read, Write, Inc. manager monitoring impact of scheme termly.	Phonics data shows, in 2016 73% of Year 1 children achieved expected standard in the phonics screening check, making the gap between school and national 8%. However in 2017 76% of children achieved expected standard against 81% nationally, diminishing the gap to 5%. In 2016 81% of all children nationally achieved expected standard and 72% of disadvantaged

			<p>children in school reaching the standard – a difference of 9%.</p> <p>In 2017 81% of all children nationally achieved expected standard and 73% of disadvantaged children in school reaching the standard – a difference of 8%. Showing a diminishing difference.</p> <p>In 2016 60% of the school Year 2 re-takes achieved expected standard rising to 92% of the re-takes in 2017. An increase of 32%.</p> <p>In 2016 71% of disadvantaged children achieved expected standard in the Year 2 re-take rising to 92% of disadvantaged children in 2017. (National figures currently unavailable)</p>
Purchase of Reading Plus+ to improve levels of attainment in reading for targeted groups of children following a successful trial carried out in Upper Key Stage 2 Summer Term 2016.	£4 600 (Sept 16 – July 19)	Reading Plus+ impact reports and data analysis.	To use lessons learned to deliver the program more effectively 2017-2018
Enrol as a PiXL school to improve attainment at the end of Key Stage 2.	£2 500	Termly monitoring reviews with PiXL associate and manager.	<p>Year 6 are using the PiXL personalised learning checklists to identify gaps in learning to inform planning and intervention. Daily PiXL sessions are held to address these gaps as well as first quality teaching. Y6 cohort attainment data (Summer 2016-Summer 2017) shows:</p> <p>Reading ARE+ increased by: 20.5%</p> <p>Writing ARE+ increased by: 50%</p> <p>Maths ARE+ increased by: 42.5%</p>

Improve standard of attainment and staff expertise through SLE support from within the LA. Specific focus: Spelling, reading and continuous provision the EYFS.	£700	Middle leader impact reports for Governing Body. EYFS, Reading and Writing outcomes.	Staff CPD feedback forms identify how current practice has been adapted, how best practice is being shared and the impact of the work undertaken. Lesson observations and work scrutinies support the impact of CPD.
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.	£15 000	Monitor children's attitudes to reading through pupil surveys, including the annual omnibus survey.	PKB Omnibus survey
Purchase additional resources (Numicon) and access specific programmes (My Maths) to enhance the teaching of Mathematics.	£2 609	Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly.	Mathematics remains a specific issue – this is apparent through RAISE online data 2016 and current in school data tracking. TLR Position has not been filled resulting in a TLR 3 position being offered in school for a 'project' based approach. This is to devise, deliver and monitor the impact of a four term plan to increase the number of children working at ARE in mathematics with a specific focus on KS2. Whole school data shows an increase in mathematic attainment of 18% from 2016-2017 for all pupils. Whole school data shows an increase in mathematic attainment of 19% from 2016-2017 for disadvantaged pupils.
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)	£4334	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.	Interim reviews held show that the majority of teachers are making good progress towards their challenging performance management objectives.
Improve assessment procedures to allow for early identification of underperformance or gaps in learning which can then be addressed through specific, targeted intervention programmes.	£907	Monitor key marginal children working with closing the gap teachers through pupil progress meetings.	Through the work of M.Foster and N.Thornton the assessment model clearly shows children working above ARE, at ARE, those working slightly below ARE, key marginal children and those working well below. Staff are

			very aware of the children who are below ARE in one or more subjects and have a greater understanding of how to address their specific needs through targeted intervention. Case studies are written for children working well below ARE in one or more subjects with clear plans for how to overcome barriers to learning and to demonstrate small steps progress using PIVATS. (See Assessment procedures)
Purchase of ICT equipment and pupil support packages to enrich the curriculum. Subscribe to Marvellous Me to promote parental engagement and celebrate success.	£11 814	Measure impact through Pupil and Parent/Carer questionnaires. Promote and monitor use of Marvellous Me App.	Lessons learned- increase the use of Marvellous Me.
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).	£5 000 contribution	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.	A successful bid (£12500) was made for School to School support funding through MSTTA to increase the leadership capacity within the school to make appropriate decisions which lead to improvements in teaching and learning and pastoral care to impact on outcomes for pupils. The June 2017 LA report acknowledges this is beginning to impact on leadership, teaching and learning.
To provide CPD opportunities for teachers to improve the quality of teaching in English and Mathematics e.g. success@arithmetic training	£2 000 contribution	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	Year 2 pupils who have accessed the calculation based intervention success@arithmetic have gained at least 2 years in their number age as a result of their greater proficiency and understanding of number and written calculations. Next step: purchase of Sandwell Early Numeracy Test to ensure consistency of approach and test children in Years 3 & 4 who are due to exit the programme.
Subtotal	£220 942		

Actions focussing on Social, Emotional and Behavioural issues to address barriers to learning.

Action	Cost	Monitoring Plan	Impact & Evaluation
Provide Social, Emotional and Behavioural support for children throughout school within the school 'Workshop' facility.	£17 590	Monitor impact through scheduled review meetings.	Data shows an increase in the number of children on the vulnerable children's register 2015/16 – 2016/17. School now holds half termly review meetings to monitor and action support
Employ a part-time behaviour mentor for Upper Key Stage 2 to contribute to improved attitudes to learning and restorative approaches to behaviour management.	£10 000	Improved attitudes to learning monitored through Behaviour Cards	Behaviour card, monitoring shows a reduction in the need for behaviour card support, however this cannot be attributed to the employment of a behaviour mentor and is due to tightening of whole school approaches, systems and adherence to policy.
Employ a psychotherapist from Child and Adolescent Therapy Solutions (CATS) to work with children and their families to help them overcome barriers to learning.	£7 995	Specialist support provided and reviewed regularly. Report impact of service to Governing Body.	Impact: behaviour monitoring shows a reduction in the number of incidents over time for the children receiving the CATS support. Next steps: Monitor children who have exited the programme
Update the PSHE curriculum for the 2016/17 academic year through the purchase of Jigsaw PSHE resources which are designed to help children understand and value who they are and how they fit and contribute to the world.	£2 925	Focus for Governor monitoring visit Autumn 2016.	PSHE curriculum addresses current issues. Positive approach to the teaching of PSHE. Lesson observations and Governor feedback shows improved levels of engagement from pupils.
Subtotal	£38 510		

Actions focussing on supporting families and improving attendance and punctuality

Action	Cost	Monitoring Plan	Impact & Evaluation

Employ a full time Parent Support Advisor (PSA) to support our families and improve levels of attendance and punctuality.	£18 701	Monitor impact through scheduled review meetings.	Weekly supervision meetings held Regular attendance at half termly meetings with Safeguarding First High demand for PSA support leading to the extension of the pastoral care team.
Employ an attendance officer to reduce the number of persistent absentees and increase punctuality.	£9 785	Monitor through monthly reports, attendance registers, attendance case conference (ACC) meeting records and celebration assemblies.	Flexible work pattern resulting in a more proactive approach to tackling non-attendance and lateness. Increased number of ACC letters issued
Subtotal	£28 486		

Actions focussing on curriculum enrichment			
Action	Cost	Monitoring Plan	Impact & Evaluation
Support the year 5 children with the cost of the annual residential visit to Carlton Outdoor Centre.	£2 774	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.	Pupil voice survey shows a positive impact. Attainment levels for pupil premium children has increased for the vast majority of year groups.
Subsidise the cost of all educational visits in order to ensure all children are able to attend and enhance their experiential learning.	£5 000		
Provide experiences both inside and outside of the school environment, including visitors to school.	£1 798		
Provide membership to the Children's University	£1 575	Monitor children who access extra-curricular activities.	This has had a positive impact on children's attitude towards extra curricular activities. Next steps: appointment of a Children's University lead to monitor use more effectively.
Support the resourcing of the Cornerstones curriculum.	£800		<i>'The classroom environments were universally attractive – and had been upgraded since my last visit. There were some very strong stimulus displays apparent and reading walls significantly stronger.'</i> (A.Taylor SIP 10.01.17)

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.	£6 450	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	
Subtotal	£18 397		
Total Expenditure	£306 335		