



Pupil premium strategy statement

1. Summary information					
School	Thorntree Primary School				
Academic Year	2019/20	Total Pupil Premium Allocation	£267 240.00	Date of most recent PP Review	17.09.19
Total number of pupils (R – Y6)	311	Number of pupils eligible for PP	202	Date for next internal review of this strategy	11.12.19

2. Current attainment		Review of performance End Year 6 in 2019 (unvalidated)		
	School		National (* 2018)	
	Pupils eligible for PP (32)	All other pupils (8)	Pupils not eligible for PP	
% achieving expected standard or above in reading, writing & maths	66%	63%	71%	
% achieving expected standard or above in reading	72%	75%	80%*	
% achieving expected standard or above in writing	72%	75%	83%*	
% achieving expected standard or above in GPS	66%	75%	80%*	
% achieving expected standard or above in maths	69%	75%	81%*	
Progress in reading (VA calculator)	-3.36	-4.04	0.31*	
Progress in writing (VA calculator)	-1.19	-3.55	0.24*	
Progress in maths (VA calculator)	-3.61	-3.14	0.31*	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	The language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age.
B	Children eligible for pupil premium funding are underperforming in specific areas in English – spelling, punctuation and grammar which in turn impacts on writing
C	Children eligible for pupil premium funding are underperforming in specific areas in mathematics – statistics, shape, space and measure and ratio and problem solving
D	Children eligible for pupil premium funding are not achieving at the higher standard in reading, writing or mathematics.

4. External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E	A high proportion of children eligible for pupil premium are identified by school, and other agencies, as vulnerable. They are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.	
F	Attendance for children eligible for pupil premium funding remains below the national average (94.6% in 2018/19)	
G	A high proportion of poor health routines, including poor diet and dental health, have an adverse effect on children's well-being.	
H	Low aspirations and parental engagement.	
5. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A	Improve oral language skills for children eligible for pupil premium funding.	<ul style="list-style-type: none"> • Communication and language skills improve by the end of the EYFS
B	Higher rates of attainment for children eligible for pupil premium funding at the end of EYFS and KS1.	<ul style="list-style-type: none"> • End of EYFS and KS1 outcomes in line with national performance data
C	Accelerated rates of progress for children eligible for pupil premium funding at end of KS2.	<ul style="list-style-type: none"> • Attainment levels at the end of KS2 continue to improve • More children making at least expected progress between phases. (EYFS-Y2 Y2-Y6) • End of KS2 outcomes are in line with national performance data
D	Accelerated rates of progress within all areas of mathematics particularly in problem solving.	<ul style="list-style-type: none"> • End of EYFS, KS1 and KS2 outcomes in line with national performance data • More children making at least expected progress between phases. (EYFS-Y2 Y2-Y6) • Greater application of skills through modelled metacognitive approaches
E	Improved attendance and punctuality for children eligible for pupil premium funding.	<ul style="list-style-type: none"> • Attendance rates continue to improve • 96% attendance achieved • Reduction in the number of persistent absentees
F	Improved rates of attendance at Parent, Pupil, Teacher (PPT) Meetings	<ul style="list-style-type: none"> • Parent/carer attendance at PPT meetings improves term on term • Positive feedback from the annual parent/carer survey
G	To provide children with engagement and extra-curricular activities they may otherwise not experience to increase cultural capital.	<ul style="list-style-type: none"> • Children participate in extended learning opportunities • Children read regularly at home and learn their times tables • Children participate in school visits and a range of 'engage' and 'express' events to enhance the curriculum which they would not normally have access to.
H	Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.	<ul style="list-style-type: none"> • Children feel happy, safe and listened to in school. • Children and families receive the correct support in a timely manner from a range of practitioners in school. • All children make progress.

6. Planned expenditure					
Academic year	2019/20				
The three headings below demonstrate how school 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	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?
In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children	Provide 'closing the gap' teachers in year 2.	Effective strategy 2018/19 19% increase in the percentage of children who achieved reading, writing and maths combined (from Sept 2018 – July 2019 Cohort 2023)	Monitor impact termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body	NT/EM	Termly
In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children	Provide 'closing the gap' teachers in year 6.	Effective strategy 2018/19 10% increase in the percentage of children who achieved reading, writing and maths combined (from Sept 2018 – July 2019 Cohort 2019)	Monitor impact termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body	MF/KE	Termly
Support identified 'key marginal' children for Mathematics and English in Years 5 & 6.	Provide additional teaching assistants.	Effectively deliver PiXL therapies to key marginal children. From Sept 2018 – July 2019: 4% decrease in the percentage of key marginal (E2/B1) children in Y5 10% decrease in the percentage of key marginal (E2/B1) children in Y6	Monitor impact termly through pupil progress meetings and data analysis. Report to Governing Body	NT/MF/KE	Termly
Improve language and communication skills.	Maintain high adult: pupil ratios in the Early Years Foundation Stage (EYFS) Deliver the Early Words Together Programme (No cost)	Despite low levels on entry 74% of children who are eligible for PP achieved all three communication early learning goals 2018/19 (ELG). However only 67% of children eligible for PP achieved the reading ELG. The Early Words Together programme will address early language and literacy development as evaluations show it has 'significant impact on children's receptive vocabulary skills'.	Monitor impact termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body	NT/JM NT/DM	Termly
Improve attainment and progress in reading throughout school.	Provide daily one to one support for the teaching of reading in Years 1 to 6.	Effective strategy 2018/19 2% increase in the percentage of children eligible for PP who achieved ARE in reading.	The progress of identified key marginal children to be tracked at least termly through book band levels, PiXL tests and PM benchmarking.	NT/MF/KE	Termly
Improve attainment at the end of Key Stages 1 and 2	Enrol as a PiXL school.	PiXL is an integral aspect of our work in school. The approach is embedded across KS2 and is seen as an established way of working. This is having a sustainable impact on attainment and progress	Termly monitoring reviews with PiXL associate and PiXL raising standards lead. (RSL)	NT/Phase leaders	Termly

		demonstrated through a consistent upward trend in all core subjects and the combined measure.			
To close the attainment gap between the number of children who achieve the phonics check and those who achieve ARE in reading and writing at the end of KS1 and ultimately KS2.	Contribute towards the development of 'SoundsWrite' which is to have a phased introduction to school. The intention is that the programme will provide a comprehensive system to teach reading, spelling and writing simultaneously and will be fine-tuned to key stage 2 children who have not acquired a secure phonic knowledge.	At the end of Key Stage 2 attainment in Spelling, Punctuation and Grammar has increased by only 3% since 2017 and the percentage of children working at the higher standard remains stubbornly low. (GDS = 2017-13%, 2018-9%, 2019-10%) Phonic results in Year 1 are increasing year on year. However, attainment in reading and writing at the end of Key Stage 1 is falling. In 2019 84% of all children achieved the phonics check, but TA showed 65% of all pupils were at ARE+ in reading and 56% of all pupils were at ARE+ in writing. It was concluded that the children were not confident with sound manipulation.	Phonics lead to monitor the impact through phonic assessments and reading and writing attainment	NT/GK	Termly
	Contribution towards the purchase of phonic coding reading books to further improve resources in KS1	As a direct response to this, and following positive action research in school, SoundsWrite will be phased in to replace Read, Write, Inc.	Phonics lead to monitor the impact through phonic assessments and reading and writing attainment	NT/GK	Termly
	Develop the teaching of spelling in Key Stage 2 through the use of 'Spelling Shed'		English lead to monitor the impact through writing assessments termly.	KE	Termly
Children are engaged in their learning and appropriate apps are used to support home learning and parental engagement.	Purchase of computing resources to enrich the curriculum and promote parental engagement. This will include subscriptions to; Marvellous Me, Purple Mash, Education City, Spelling Shed, Timetables Rock Stars and Smart Frog Science.	Effective use of technology throughout school and positive parental feedback/engagement.	Measure impact through Pupil and Parent/Carer questionnaires. Promote and monitor use of Marvellous Me App. Subject leader monitoring in line with monitoring plan.	KE(English)M F(Maths) JMM(Marvellous Me) NT(Parent/carers survey)	Annually
To improve teaching and learning, closing the gap between children eligible for pupil premium and those not. To decrease the gap between school and national averages in all key stages.	To contribute to CPD opportunities for teachers to improve the quality of education.	NLE brokered the support of Ambition Institute to deliver a bespoke whole school programme designed to improve teaching and learning.	Monitor impact on pupil attainment through pupil progress meetings and intervention tracking.	Ambition Institute/NT	Sept 2020
To provide children with engagement and extra-curricular activities they may otherwise not	Support the year 5 children with the cost of the annual residential visit to Carlton Outdoor Centre.	Pupil voice supports children's engagement in the curriculum. The parents/carers survey supports their views. Survey (Dec 2018) responses:	Monitor the quality and breadth of experiences provided for all children through year group and monthly newsletters.	MF Curriculum NT(Parent/carers survey)	Annual review

experience to increase cultural capital.	Subsidise the cost of all educational visits in order to ensure all children are able to attend and enhance their experiential learning.	98% of parents/carers agreed or strongly agreed 'My child is happy at Thorntree Primary School' 99% of parents/carers agreed or strongly 'My child is taught well at Thorntree Primary School'	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.	MF/NT Extra-curricular activities	Annually
	Provide experiences both inside and outside of the school environment, including visitors to school to support the Creative Curriculum' and the Christmas pantomime.				
	Contribute towards the Cornerstones hub to enhance the delivery of a broad and balanced curriculum.		Monitor the impact through Creative Curriculum books and foundation subject data.	MF	Termly
Total budgeted cost				£167 850	
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?
Children access provision relevant to their individual needs.	Employ a specialist learning support teacher to address individual issues which may provide a barrier to learning and offer staff professional development and support.	Specialist assessments needed to ensure targeted support is provided to meet individual's special educational needs.	Half-termly review meetings with SENDCo.	EM	Termly
Accelerated rates of progress in reading for children eligible for PP funding in years 4, 5 and 6.	Purchase of Reading Plus+ to improve levels of attainment in reading for targeted groups of children in years 4,5 and 6	Reading Plus engaged boys particularly well. 82% of the children using Reading Plus met ARE+ (27/23 children). Of the 6 children who did not meet ARE+, 5 of them attained a scaled score of 95 or higher and 1 child attained a scaled score of 90. All of the children who did not meet ARE+ started the programme with a Lexile range of below 230 (Year 2 ARE) All of these children improved their Lexile range. X2 children improved to 400-600 Lexile range (Year 3 ARE) X1 child improved to 620-790 Lexile range (Year 4 ARE, 2 years progress in 1 year) X3 children improved to 770-870 Lexile range (Year 5 ARE, 3 years progress in 1 year)	Reading Plus+ impact reports and data analysis.	KE/NT	Termly
Improve children's application of maths in	Purchase Third Space learning to improve levels of attainment	Evaluation of Third Space Learning shows that:	Monitor impact through pupil progress meetings and data analysis.	MF	Termly

reasoning and problem solving tasks to increase rates of attainment/progress in KS2.	in maths and provide greater challenge for the more able.	<ul style="list-style-type: none"> • after 45 minutes of their programme 88% of all pupils show a solid foundational understanding • 35% of children are able to complete greater depth tasks • 100% pupils improved their baseline to exit level data during the Summer term 2018-19 trial 	Report to Governing Body		
Children access provision relevant to their individual needs.	Continue to develop as an inclusive school through the provision of Social, Emotional and Behavioural support for children throughout school within the 'Treehouse'.	<p>Following a two year plan to address social, emotional and behavioural issues which impact on learning, children are now better supported and equipped to deal with problems or concerns in school and as a result are becoming more resilient learners. This is further demonstrated through the success of achieving the Inclusion Quality Mark (IQM) July 2019.</p> <p>'Thorntree Primary School is a warm, inclusive school whose practice in action ensures that the wellbeing, social and emotional needs of all pupils is given the highest priority. The school strapline states <i>From the seeds of hard work grows a tree of success</i> and all within embody the belief that together they can plant the seeds to make success happen. They have begun the journey by developing clear inclusive and nurturing policies which impact upon the learning environment, promoting strategies to improve equalities, teaching and learning and behaviour for learning.'</p> <p><i>(IQM Final report June 2019)</i></p>	Monitor impact through scheduled review meetings.	WN/EM	Termly
	Employ a psychotherapist 2 days / week, 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.	WN/EM	Termly
	Replenish social and emotional resources ('fidget' toys)		Monitor impact through scheduled review meetings.	WN/EM	Termly

Total budgeted cost £47 310

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?
Improved attendance and punctuality	Employ a full time Parent Support Advisor (PSA) to support our vulnerable families.	<p>The pastoral care team is an integral aspect of our work. Through review meetings it is evident that attendance and punctuality of identified pupils is improving and engagement of parents/carers of vulnerable pupils has increased.</p> <p>Verbal feedback from parents / carers reinforce this support is valued.</p>	Monitor impact through scheduled review meetings.	WN/KC	Termly
	Employ an Assistant Parent Support Advisor to improve levels of attendance and punctuality.		Monitor impact through monthly review meetings.	WN	Termly
	Employ an attendance officer to reduce the number of		Monitor through monthly reports, attendance registers, attendance	WN	Termly

	persistent absentees and increase punctuality.		case conference meeting records and celebration assemblies.		
	Enrol in the Middlesbrough Football Club attendance scheme – ‘Roary’s Class Acts’		Monitor impact through weekly attendance data.	DM	Termly
Total budgeted cost					£45 843

7. Additional detail

Purchase reward badges to support learning and achievement of times tables in years 1-6 and monitor impact termly through pupil progress meetings and data analysis
‘Top of the Tree’ awards and stickers to celebrate good behaviour. Monitor impact through ‘Top of the Tree’ data
Purchase of birthday books to promote reading in the family home and acknowledge children’s birthdays in order to promote wellbeing
Purchase water bottles for all children to promote healthy lifestyles
Continue to support parents / carer with the purchase of PE kit to ensure all children are able to participate appropriately dressed for PE. Monitor through participation levels and letters sent to parents/carers.
Support parents with purchase of school uniform, shoes, book bags and backpacks.
Attendance rewards

Total budgeted cost **£6 237**

Overall budgeted cost **£267 240**