

Thorntree Primary School

Report to Governors on the use of the Pupil Premium Funding 2018/19

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 2018/19 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 targeted support for key children, delivered by experienced teaching staff whose focus is to overcome barriers to 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 'diminishing the difference' for socially disadvantaged pupils.

Reporting:

The Head Teacher will report termly 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 Achievement Committee meetings. An annual statement will be published on the schools website.

2018/19

The following outlines indicative Pupil Premium for the financial year 2018/19
Plans for the use of this funding are in place for the beginning of the 2018/19 Academic Year.

Overview of the school

| Number of pupils and pupil premium grant (PPG) received | |
|--|--------------------|
| Total number of pupils on roll | 342 |
| Total number of pupils eligible for PP | 231 |
| Amount of PP received per pupil | £1320 |
| Total PPG allocation 2018/19 * | £305 520.00 |

- Including Service Child and Post-Looked After Pupil Premium Allocation

Attainment (2019 Unvalidated data)

Higher % than disadvantaged national Broadly in line with disadvantaged national (=/- 1%) Lower % than disadvantaged national Equal % to disadvantaged national

| Number of children and Pupil Premium Grant (PPG) received (based on budget allocation 2018/19) | | | | | | | | | | | | |
|--|---------------|----------------------------------|----------|------------|---------------|----------------------------------|----------|------------|---------------|----------------------------------|----------|--------|
| Total number of children on roll | | | | | | 342 | | | | | | |
| Total number of children eligible for PPG (inc. Service child PP allocation) | | | | | | 231 | | 68% | | | | |
| Amount of PPG received per child | | | | | | £1320.00 | | | | | | |
| Total amount of Pupil Premium Grant | | | | | | £305 520.00 | | | | | | |
| Performance of disadvantaged pupils | 2017 | | | | 2018 | | | | 2019 | | | |
| | Disadvantaged | | All | | Disadvantaged | | All | | Disadvantaged | | All | |
| | National | School | National | School | National | School | National | School | National | School | National | School |
| EYFS Good Level of Development | - | 70% <small>FSM</small> | 71% | 65% | 52% | 50% <small>FSM</small> | 72% | 61% | | 67% <small>FSM</small> | 72% | 62% |
| Year 1 Phonics Check | 70% | 73% | 81% | 76% | 72% | 86% | 83% | 80% | | 79% | 82% | 84% |
| Year 2 Phonics re-take Check | 86% | 91% | 92% | 98% | 55% | 83% | 61% | 75% | | | | |
| KS1 Expected standard + Combined | - | 52% | 64% | 60% | 50% | 62% | 65% | 63% | | 62% | 65% | 63% |
| KS1 Expected standard + Reading | 63% | 71% | 76% | 75% | 63% | 70% | 75% | 71% | | 66% | 75% | 65% |
| KS1 Expected standard + Writing | 54% | 60% | 68% | 66% | 55% | 63% | 70% | 66% | | 62% | 69% | 63% |
| KS1 Expected standard + Maths | 62% | 71% | 75% | 73% | 63% | 63% | 71% | 68% | | 66% | 76% | 70% |
| KS1 Greater depth Combined | - | 2% | 11% | 4% | 5% | 3% | 12% | 7% | | 0% | 10% | 5% |
| KS1 Greater depth Reading | 14% | 12% | 25% | 16% | 14% | 3% | 26% | 7% | | 10% | 25% | 16% |
| KS1 Greater depth Writing | 8% | 7% | 16% | 9% | 8% | 7% | 16% | 12% | | 0% | 15% | 7% |
| KS1 Greater depth Maths | 11% | 10% | 21% | 11% | 12% | 7% | 22% | 12% | | 10% | 22% | 12% |
| KS2 Expected standard + Combined | 48% | 32% | 61% | 35% | 51% | 40% | 64% | 41% | 51% | 63% | 65% | 63% |
| KS2 Expected standard + Reading | 60% | 41% | 71% | 40% | 64% | 47% | 75% | 50% | | 72% | 73% | 73% |
| KS2 Expected standard + Writing | 66% | 71% | 76% | 70% | 67% | 70% | 78% | 71% | | 72% | 79% | 73% |
| KS2 Expected standard + SPAG | 66% | 65% | 77% | 65% | 67% | 63% | 78% | 65% | | 66% | 78% | 68% |
| KS2 Expected standard + Maths | 63% | 62% | 75% | 63% | 64% | 67% | 76% | 65% | | 69% | 79% | 70% |
| KS2 Greater depth Combined | 4% | 0% | 9% | 0% | 4% | 0% | 10% | 3% | 5% | 6% | 11% | 5% |
| KS2 Greater depth Reading | 14% | 3% | 25% | 3% | 18% | 3% | 28% | 6% | | 6% | 27% | 8% |
| KS2 Greater depth Writing | 10% | 24% | 18% | 25% | 11% | 3% | 20% | 6% | | 6% | 20% | 8% |
| KS2 Greater depth GPS | 21% | 12% | 31% | 13% | 24% | 7% | 34% | 9% | | 9% | 36% | 10% |
| KS2 Greater depth Maths | 13% | 12% | 23% | 10% | 14% | 3% | 24% | 6% | | 6% | 27% | 8% |

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 | Monitoring Plan |
| In order to address the attainment gap between Pupil Premium and Non-Pupil Premium children provide 'closing the gap' teachers in lower Key Stage 2, Key Stage 1 and the Early Years Foundation Stage. | Monitor impact half-termly through standards reviews, pupil progress meetings and data analysis. Report to Governing Body termly. |
| Provide additional teachers in Years 5 and 6 to support identified 'key marginal' children for Mathematics and English. | 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 1 to 6. | The progress of identified key marginal children to be tracked at least termly through book band levels. |
| 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 including levels of children who accessed the programme 2017/18. |
| 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 SENDCo. |
| Contribute towards the development of Read, Write, Inc. Spelling for use in Key Stage 1 and online curriculum support for Read, Write, Inc. for the 2018/19 academic year. | Read, Write, Inc. manager monitoring impact of scheme termly. |
| Develop the teaching of spelling in Key Stage 2 | English lead to monitor the impact through writing assessments termly. |

| | |
|---|---|
| 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. | Reading Plus+ impact reports and data analysis. |
| Enrol as a PiXL school to improve attainment at the end of Key Stage 2. | Termly monitoring reviews with PiXL associate and PiXL raising standards lead. |
| Purchase of computing resources to enrich the curriculum and promote parental engagement. These will include subscriptions to Marvellous Me, Tootoot and Purple Mash as well as science resources to promote the teaching of science throughout school. | Measure impact through Pupil and Parent/Carer questionnaires. Promote and monitor use of Marvellous Me App. Subject leader monitoring in line with monitoring plan. |
| To provide CPD opportunities for teachers to improve the quality of teaching in English, Mathematics and Science. | Monitor impact on pupil attainment through pupil progress meetings and intervention tracking. |

End of Year Impact & Evaluation (Unvalidated data)

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 demonstrated through a consistent upward trend in all core subjects and the combined measure.

Pupil Premium Whole School (Y1-Y6)

| Summer 2018 – Summer 2019 | Reading % | | | Writing % | | | Maths % | | |
|---------------------------|-----------|------|------|-----------|------|------|---------|------|------|
| | 2018 | 2019 | | 2018 | 2019 | | 2018 | 2019 | |
| Above Expected Standard | 7.6 | 8.6 | ↑1 | 4 | 4.5 | ↑0.5 | 6.6 | 5.1 | ↓1.5 |
| At Expected Standard + | 56.1 | 57.6 | ↑1.5 | 51.2 | 57.6 | ↑6.6 | 54 | 54.5 | ↑0.5 |

| Whole School (Y1-6) | Reading % | Writing % | Maths % |
|---------------------------------------|-----------|-----------|-----------|
| ARE+ Summer 2018 All | 59 | 54 | 54 |
| ARE+ Summer 2018 PP | 56 | 51 | 54 |
| Gap between PP/All Summer 2018 | -3 | -3 | -5 |
| ARE+ Summer 2019 All | 62 | 61 | 59 |
| ARE+ Summer 2019 PP | 58 | 58 | 55 |
| Gap between PP/All Summer 2019 | -4 | -3 | -4 |

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. (2017 – 13%, 2018 – 9%, 2019 – 10%) Whilst phonic results in Year 1 are increasing year on year, attainment in

reading and writing at the end of Key Stage 1 is falling. As a direct response to this, and following positive action research in school, SoundsWrite will be phased in to replace Read, Write, Inc.

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)

| End of KS2 Cohort 2019 | Reading% |
|--|-----------------|
| ARE+ Summer 2018 PP Girls (21children) | 71 |
| ARE+ Summer 2018 PP Boys (11 children) | 55 |
| Gap between Girls and boys Summer 18 | 16 G |
| ARE+ Summer 2019 PP Girls (21children) | 71 |
| ARE+ Summer 2019 PP Boys (11 children) | 64 |
| Gap between Girls and boys Summer 18 | 7 G |

The parent/carer survey (Dec 2018) shows the work of the school is valued.

In response:

99% of parents/carers agreed or strongly agreed 'I know what my child is learning at school' and

99% of parents/carers agreed or strongly 'I receive valuable information'

| | |
|-----------------|-------------|
| Subtotal | £186 862.00 |
|-----------------|-------------|

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

| Action | Cost | Monitoring Plan |
|--|------------|--|
| Provide Social, Emotional and Behavioural support for children throughout school within the school 'Workshop' facility. | | Monitor impact through scheduled review meetings. |
| 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. |
| School to undertake a comprehensive training programme in Restorative Practise throughout the academic year. Children to effectively use the strategy to resolve conflict and develop resilience, independence and an awareness of others. Programme involving all school staff to be delivered by Mark Finnis | | Monitor impact through: Behaviour logs of identified children Attainment of specific cohorts (2020 & 2022) |
| End of Year Impact & Evaluation | | |
| <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 align="right"><i>(IQM Final report June 2019)</i></p> | | |
| Subtotal | £32 060.00 | |

| Actions focussing on supporting families and improving attendance and punctuality | | |
|---|------------|---|
| Action | Cost | Monitoring Plan |
| Employ a full time Parent Support Advisor (PSA) to support our vulnerable families. | | Monitor impact through scheduled review meetings. |
| Employ an Assistant Parent Support Advisor to improve levels of attendance and punctuality. | | Monitor impact through fortnightly 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 meeting records and celebration assemblies. |
| 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. |
| Enrol in the Middlesbrough Football Club attendance scheme – ‘Roary’s Class Acts’ | | Monitor impact through weekly attendance data. |
| End of Year Impact & Evaluation | | |
| <p>Half termly reviews carried out by the pastoral care team ensure our most vulnerable families are well supported. The safeguarding audit, submitted to the local authority, shows this to be a strength of the school.</p> <p>In a general letter to Head Teachers it stated that: ‘...the Local Safeguarding Children’s Board was reassured that that they* were taking a robust approach to their safeguarding responsibilities...’ (M.Braithwaite, Ind. Chair of the Middlesbrough LSCB) * schools, academies and colleges</p> <p>Pupil Premium group attendance 2017/18 94% Pupil Premium group attendance 2018/19 94.2% Although this is an increase of 0.6% attendance remains below the national average and continues to be a priority for the school.</p> <p>PE kits have increased participation in PE sessions.</p> | | |
| Subtotal | £45 150.00 | |

| Actions focusing on enhancing the curriculum | | |
|--|-------------|--|
| Action | Cost | Monitoring Plan |
| Support the year 5 children with the cost of the annual residential visit to Carlton Outdoor Centre. | £3 903.00 | Monitor the quality and breadth of experiences provided for all children through year group and monthly newsletters. |
| Subsidise the cost of all educational visits in order to ensure all children are able to attend and enhance their experiential learning. | £15 000.00 | 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. |
| 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. | £480.00 | Monitor the impact through Creative Curriculum books and foundation subject data. |
| 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. | £9 300.00 | Monitor impact on pupil attainment through pupil progress meetings and intervention tracking. |
| End of Year Impact & Evaluation | | |
| <p>Pupil voice supports children's engagement in the curriculum. The parents/carers survey supports their views. Survey (Dec 2018) responses: 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' Attendance to 'The school of rock and pop" lunchtime club was inconsistent and showed poor engagement.</p> | | |
| Subtotal | £28 683.00 | |
| Total Expenditure | £292 755.00 | |

£12 765 underspend utilised to support the teaching of reading as reported to the Finance and Resources Committee of the Governing Body, October 2018