

THAKEHAM PRIMARY SCHOOL
'Small School, Big Opportunities, Great Achievements'



Pupil Premium Strategy & Statement Thakeham Primary School

Date approved by The Full Governing Body: October 2017

Review Date: July 2018

Signed

Headteacher: *S. Norton*

Chair of Governors: *Refini*

PUPIL PREMIUM STRATEGY 2017-18

Background to Pupil Premium

The government and research recognise that children who are from deprived backgrounds underachieve compared to their non-deprived peers. A government initiative is in place that provides extra funding for pupils who qualify in order to support schools to close the gap and enable pupils to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

School Context

Thakeham Primary School is a smaller than average Primary School serving pupils aged between four and eleven years old from a wide rural/semi-rural catchment area including within the parish of Thakeham. Thakeham, Storrington, Sullington, Washington and Ashington are the main areas that pupils attend from. Our Pupil Admission Number is 15 per year group.

We have high expectations of all learning and teaching and pride ourselves on nurturing and celebrating each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Our Super Learning Heroes encourage children to be:

- Positive, Persevering (Poppy);
- Co-operative Caring (Craig);
- Reflective, Reviewing (Ruby);
- Curious Questioning (Quinn)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and be a high learner irrespective of their sex, background or ethnicity.

Our School Evaluation Form and School Strategic Development Plans show the improvements and initiatives implemented since our last Ofsted inspection in October 2013. However, we are not complacent and focus relentlessly on continual improvement for all. We belong to the STARS group of schools who together with the Chanctonbury group of schools provide support and challenge for each other. We are proactive in seeking external verification of aspects of learning and teaching and regularly invite County and external consultants to conduct school reviews on specific areas for improvement. This is an important part of our school development to further improve standards.

Needs Analysis, Objectives of Pupil Premium Spending and Provision

We have identified a range of common barriers to learning that Pupil Premium children can experience. These include:

- weak speech, language and communication skills and other SEND
- difficulties with reading/writing/maths

- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- less available support at home or ability to support
- complex family situations, sometimes with external services involved

Some of our children experience a combination of many of these issues and support is provided with individual needs in mind. At Thakeham Primary School we have very small numbers of children who are eligible for Pupil Premium Funding, though our commitment to improving the opportunities and outcomes for these pupils is high. As with all our support and intervention, it is personalised to meet individual needs to help overcome barriers to enable children to flourish. This year, 3/7 of our Pupil Premium pupils also have SEND, further impacting on achievement. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Some children in receipt of Pupil Premium funding have different needs and may be more able. Through needs analysis we will ensure that the funding is used to further develop and enhance their skills, knowledge and understanding and or provide other support to address other needs that may not have a positive impact on standards. This year we do not have any who fall into this category.

Our key objective in using the Pupil Premium Grant is targeted support to address individual pupil needs to narrow the gap between their achievement and that of other groups, particularly in English and Maths. A number are vulnerable and we aim to support their emotional development as this is also a barrier to learning. This support is provided in a variety of forms sometimes at different times of the year. Wherever possible the support chosen is linked to research relating to proven impact e.g. Provision typically could involve:

- small group work with an experienced teacher or TA focussed on overcoming gaps in learning
- 1:1 support
- additional teaching and learning opportunities provided through trained TAs or external agencies
- facilitating inter-agency working and meetings with parents
- acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics
- supporting children's social and emotional well-being as a pre-requisite for effective learning
- enabling access to educational visits and clubs

The impact of quality first teaching and learning (within the classroom) cannot be underestimated and so we will also use Pupil Premium funding to support whole class or whole school areas for development where relevant, thus having a positive impact on teaching and learning of targeted children and the wider school community.

Each year we set objectives for the use of Pupil Premium Grant and publish information on our school website to show how we have used this to address these objectives and the impact of the funding (see Pupil Premium Strategy Statement).

Impact of Pupil Premium funding is rigorously assessed through a variety of means including:

- tracking progress and achievement via Assessment for Learning techniques, Pupil Progress meetings and SIMS assessment system. This also enables us to identify gaps in

learning and address these on an ongoing basis and so our objectives and funding may need to alter in response

- progress with reading/writing/maths/ILP targets
- observations of children and staff
- monitoring of lessons, pupil work and planning
- attendance data
- pupil voice
- reports from external agencies.

Roles & Responsibilities

The Inclusion Co-ordinator and the Headteacher will work together to ensure the Pupil Premium Grant is allocated according to the Pupil Premium Strategy Statement, its impact measured and evaluated regularly. Classteachers and Teaching Assistants will ensure they are aware of the Pupil Premium children in their class and ensure they support the Pupil Premium Strategy and Statement. The Governors will also play a lead role in monitoring this and hold the school to account. Please refer to our website for the Pupil Premium Strategy Statement.

Thakeham Primary School Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Thakeham Primary School				
Academic Year	2017/18	Total PP budget available	£9,655.42	Date of most recent PP Review	07/17
		Predicted PP spend	£9,485		
Total number of pupils	97	Number of pupils eligible for PP	7 (3 FSM, 2 ever 6, 2 adopted)	Date for next internal review of this strategy	07/18

2. Attainment/Progress at the end of previous academic year 2016-17					3. Predicted Attainment/Progress at the end of this academic year			
	Number & % of PP who achieved the expected standard (EYFS to Y5)	Number & % of PP who achieved the expected progress (EYFS to Y5)	Number & % of Non-PP who achieved the expected standard (EYFS to Y5)	Number & % of Non-PP who achieved the expected progress (EYFS to Y5)	Number & % of PP predicted to achieve the expected standard (EYFS to Y6)	Number & % of PP predicted to achieve the expected progress (EYFS to Y6)	Number & % of Non-PP predicted to achieve the expected standard (EYFS to Y6)	Number & % of Non-PP predicted to achieve the expected progress (EYFS to Y6)
Reading	1/5 (20%)		57/71 (80%)		/7		/90	
Writing	1/5 (20%)		54/71 (76%)		/7		/90	
Maths	1/5 (20%)		55/71 (77%)		/7		/90	

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	3 out of 7 (43%) of PP pupils are on the SEND register and have speech and language and writing/reading/maths difficulties.
B.	3/7 (43%) of non-SEND PP pupils are of low ability and did not meet age-related expectations last academic year.
C.	Low self-esteem and confidence and emotional well-being (related to D & E)

5. External barriers (issues which also require action outside school, such as low attendance rates)

D.	Support for home learning.
E.	Complex home/family difficulties, impacting on pupil self-esteem/well-being.

6. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	PP pupils with SEND to make at least expected progress in reading/writing/maths and achieve at least their predicted outcomes.	<ul style="list-style-type: none"> • 3 steps of progress or more made as shown in School Analytics • Increase in number of objectives achieved from current academic year PoS, some evidence of 'catching up' in comparison to previous year • Most if not all ILP targets met • Progress evident in pupil work (books)
B.	Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes.	<ul style="list-style-type: none"> • 3 steps of progress or more made as shown in School Analytics for reading/writing/maths • Pupil targets achieved in reading/writing/maths • Increase in number of objectives achieved from current academic year PoS, some evidence of 'catching up' in comparison to previous year • Progress evident in pupil work (books)
C.	Pupils will demonstrate resilience and increased levels of confidence in themselves as independent learners and approach their learning positively (in line with our School Vision and Super Learning Heroes).	<ul style="list-style-type: none"> • Pupils show resilience when attempting activities and persevere when encountering challenges • Pupils are able to identify their strengths and feel positive about their achievements • Increased confidence both when working independently and working collaboratively • Pupils develop life skills through outdoor and practical activities • Pupils access extra-curricular activities which support the above and promotes health and well-being • Impact reports from Play Therapy/Social Skills groups show positive impact • All of the above provide a sound foundation for improving educational outcomes

D.	Pupils will be able to complete home-learning activities with appropriate support and feel confident in achieving the intended outcomes.	<ul style="list-style-type: none"> • Reading Records show children being heard read in line with Home Learning Policy • Provision of in-school Home Learning support results in completion of activities with good level of success which impacts positively on other learning
E.	Pupils to be able to attend school educational visits without the barrier of access to sufficient funding.	<ul style="list-style-type: none"> • Pupils attend relevant educational visits.

7. Planned expenditure

Academic year	2017-18
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all (Key Stage 1)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing/When will you review implementation?
<p>A. PP pupils with SEND to make at least expected progress in reading/writing/maths and achieve at least their predicted outcomes.</p> <p>B. Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes.</p>	<p>Training of remaining relevant staff in RWI approach.</p> <p>Opportunities to see modelled examples.</p>	<p>RWI is a chosen current EEF (Education Endowment Foundation) research project and has had a positive impact on reading/spelling in many schools across the country (see RWI website).</p> <p>RWI training was undertaken last year by some staff members and the programme had a positive impact on progress/outcomes. We therefore would like to train the remaining staff members involved to continue to improve and extend the quality of teaching and learning to in turn improve progress and outcomes.</p>	<ul style="list-style-type: none"> • Staff attendance at official RWI training • Opportunities to see other practitioners teach RWI • Embedded in SSDP as a priority area • Monitoring scheduled as part of review • Performance Management target for relevant staff • Governor visits linked to Phonics teaching and learning session and workshop sessions for parents 	<p>EYFS teacher and English Reading Curriculum Leader</p>	<p>£840 for all staff training costs</p> <p>See SSDP for monitoring and review dates.</p>

Total budgeted cost					£840
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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 implemented well?	Staff lead	Costing/When will you review implementation?
<p>A. PP pupils with SEND to make at least expected progress in reading/writing/maths and achieve at least their predicted outcomes.</p> <p>B. Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes.</p>	1. Focused maths support groups led by qualified teacher/TA trained in 1 st Class@Number.	Sutton Trust (EEF) has shown that Teaching Assistants have most impact when their support is targeted to identify individual needs. For SEND/PP and non-PP there are clearly identifiable gaps in the learning. Using these as targets children to receive small group support with qualified teacher to support accelerated progress.	<ul style="list-style-type: none"> • Close liaison between TA/teacher leading Maths interventions and class teachers and InCo • Record keeping system in place • Regular monitoring by InCo and Head • Termly reviews with Inclusion Co-ordinator and classteachers. • Monitoring of impact on closing the gaps in National Curriculum PoS 	Inclusion Co-ordinator and Y1/2 TA and Y5/6 TA (qualified, retired teacher)	2 sessions per week for 4 groups for 15 weeks to include pre/post assessment. £900 Monitoring of sessions, progress data, assessment files and ILP targets on a termly basis.
	2. Focused writing/spelling/punctuation/grammar/ Maths support groups led by qualified teacher.	Group support is in addition to usual Maths/SPAG/writing and any SEND input to ensure children make are not missing out on current objectives being taught in class. Sessions planned with individual needs in mind and carefully evaluated to identify progress and next steps.	Led by qualified teacher.	Spring/Summer term (across 3 afternoons). £4,800	
	3. Use of TA to deliver Letterjoin focussed support to pupils struggling with letter formation.	We have used Letterjoin with positive impact to improve pupil letter formation and joining.	Led by TA.	15 min per week for 15 sessions. £37.50 Letterjoin subscription £120	

<p>D. Pupils will be able to complete home-learning activities with appropriate support and feel confident in achieving the intended outcomes.</p>	<p>1. Y5/6 TA (qualified teacher) to lead home-learning club with Pupil Premium pupils from Year 2 to Year 6.</p>	<p>At least 4 of our Pupil Premium pupils have struggled with completing home-learning activities or have had persistent issues with handing in work late. This has affected their learning/embedding of key concepts and at times has their self-esteem. For some of these pupils circumstances at home are not conducive to learning.</p> <p>Home Learning club is provided for our Pupil Premium children in Year 2 to 6 and is run by a TA (retired teacher) who works in Y5/6, has high expectations and knows the children well. She liaises with teachers on content of home-learning and children's approach/progress. The pupils have access to support for their home-learning and a classroom environment with the appropriate resources available.</p>	<ul style="list-style-type: none"> • Close liaison between TA/teacher leading Home Learning Club and class teachers and InCo • Drop in informal monitoring/monitoring of Home Learning books by Head/Senior Teacher/InCo 		<p>All year round support before school, once a week. £340</p>
<p>C. Pupils will demonstrate resilience and increased levels of confidence in themselves as independent learners and approach their learning positively (in line with our School Vision and Super Learning Heroes).</p>	<p>1. Social Skills/Self-esteem group support</p> <p>2. Play Therapy</p>	<p>We implemented this approach last year and have built up expertise in a HLTA to deliver a tailored programme with positive impact.</p> <p>Your Space Therapies have been used at Thakeham for over a year to support children with a wide variety of challenging emotional issues and made a difference to the emotional well-being of our pupils.</p> <p>Some of our Pupil Premium pupils have received funded support through Early Help plans. However due to limited funding within the system, we have had to look to financially support access to Play Therapy for our Pupil Premium pupils ourselves.</p>	<ul style="list-style-type: none"> • Use of pre/post questionnaires for pupils and teachers • Resource books selected that have shown to have a positive impact previously • Sessions tailored to needs of individuals within the group – targeted support • Support/training for HLTA leading groups • Regular liaison between HLTA and InCo/class teachers • Monitoring of sessions/evidence of learning applied to class/playground situation • Impact reports from Play Therapist 	<p>Led by HLTA.</p> <p>Your Space Therapies</p>	<p>Group sessions across 9 weeks. £180</p> <p>£550 for 1 pupil for 12 sessions.</p> <p>Total budgeted cost: £6,927.50</p>

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	Costing/When will you review implementation?
<p>C. Pupils will demonstrate resilience and increased levels of confidence in themselves as independent learners and approach their learning positively (in line with our School Vision and Super Learning Heroes).</p>	<p>Forest School Sessions (5 days) Spring /summer term 2017.</p>	<p>The underlying philosophy of the Forest School approach supports our school vision and work on Super Learning Heroes (character/social/emotional learning). EEF has funded research into the links between a strong emotional 'foundation' for children and academic attainment. It is our belief that children learn best when they are happy, confident, resilient individuals who are prepared to 'take risks' with their learning.</p> <p>Majority of our PP children face challenges in their learning at school and challenging circumstances at home. Sessions will be tailored to link with developing key skills in children to support self-esteem, confidence and perseverance which will aim for the children to transfer to their class based learning, though in our youngest class we are planning to develop a greater emphasis on outdoor learning to engage all.</p> <p>Last year we introduced some Forest School Taster sessions which were very successful. With the development of our new on site Forest School area, we are hoping to extend and develop this work further.</p>	<ul style="list-style-type: none"> • Co-planned between experienced Forest School leader who has worked with our school in the past and is familiar with our vision and pupils and teachers • Sessions linked to topic learning and identified development of key 'life' or SLH skills • Use of questionnaires to assess impact of Forest School work • Monitoring of academic progress and attainment 	<p>Headteacher/ Geography Leader/ Inclusion Co-ordinator</p>	<p>£1,200 towards costs of Spring/summer sessions for each class. Reviews following sessions.</p>

E Pupils to be able to attend school educational visits without the barrier of access to sufficient funding.	Funded places on at least 2 educational visits per year for all Pupil Premium pupils. Funded residential visit for relevant Pupil Premium pupils.	For some pupils in receipt of Pupil Premium funding, voluntary contributions towards educational visits would prove challenging. To ensure access to these opportunities we will support funding for these.	<ul style="list-style-type: none"> Information regarding visits planned for the year and communicated to parents/carers. 	School Business Manager in liaison with classteachers	£517.50 Total budgeted cost: £1717.50
Total budgeted cost					£

D. Review of expenditure 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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)	Cost
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated 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)	Cost

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated 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)	Cost

E. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.