

Thirsk Community Primary School

Pupil Premium Grant Expenditure:

Report to Parents outlining the use of funding for 2016/17

How much additional funding the school receives from Pupil Premium Grant Funding:

Pupil Premium Grant Breakdown	
Actual funding received	86496
Spending	
Learning Mentor	13682
Release for Deputy Headteacher to coordinate PPG	12415
Early Years Literacy Champion	12326
Key Stage 1 Learning Champion	12480
Lower Key Stage 2 Learning Champion	15600
Upper Key Stage 2 Learning Champion	15600
Breakfast Club subsidy	9900
IDL program	300
Purchase of Headphones to support home learning	81
Extended provision for IDL groups Sep - Dec	225
Growth Mindset Program	4500

Why have we chosen to spend the Pupil Premium Grant in this way?

These are the barriers to educational achievement faced by eligible pupil at our school:

- ✓ Our school monitoring suggests that low levels of language development on entry to the Early Years is inhibiting children's learning relative to other pupils. Historical tracking indicates that this legacy inhibits learning throughout the school.
- ✓ That weaker language development acts a continuing barrier throughout Key stage 1 and in to Key Stage 2
- ✓ That pupil's social and emotional wellbeing is often a barrier to being able to reach their full potential. Some pupils arrive at school not in the position to learn or are from families that are under pressure. Some pupil's mind sets can be a barrier to unlocking potential.
- ✓ Many of our eligible pupils are at risk of falling behind in their learning

How we plan to spend the Pupil Premium Grant to address these barriers and the reasons for this approach:

This is how we are planning to spend our PPG grant:

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- 1) Continuation of the role of Early Year Literacy Champion, (ATA 27 hour per week). This will enable the school to support pupils in the EYFS where language development is a barrier to their learning.
- 2) Key Stage 1 Learning Champion (ATA 27 hours per week). This will enable disadvantaged pupils that are at risk of falling behind to be supported with their learning. A central part of this role will be ensuring that gaps in learning are addressed. Vulnerable pupils will receive additional support with phonics and language.
- 3) Lower Key Stage 2 and Upper Key stage 2 Learning Champion. This to support disadvantaged pupils who at risk of falling behind. One of the key strands of this support will be to target pupils where poor literacy skills are acting as a significant barrier. Pupils will be given additional support using the IDL learning programme. Funding has been used to create breakfast IDL clubs to support groups of pupils throughout Key Stage 2.
- 4) Continuation of the role of Learning Mentor. This will help support pupils where Social, Emotional and Mental Health issues are barriers to learning. The learning mentor will help ensure that attendance for disadvantaged learners is good. The Learning mentor will also support vulnerable families and work with the Local Authorities Prevention Team to sign post support. The Learning Mentor will also be Child Protection trained and be part of the school Pastoral Team. The Learning Mentor will continue to run the schools breakfast club and funding will be used to offer vulnerable pupils free places at Breakfast Club.
- 5) Growth Mindsets project. The aim of this being to challenge pupils' motivation to learn and to challenge fixed mindsets.

How will measure the impact that the Pupil Premium Grant has made?

Impact of the Early Years Literacy Champion

We will measure the impact that has been made through comparing the starting points of this group of pupils and the progress they have made against the Early Learning Goals for communication, language and literacy. This will be done on a termly basis. We will be expecting this group of learners to make more than expected progress and that any gap is diminishing. In addition to this the school carries out assessment on pupils' vocab and readiness for learning. This information will be used to ensure that pupils are making rapid progress.

Impact of the Key stage 1 Learning champion

The impact of the Key stage 1 Learning Champion will be measure by the amount of progress that this groups of pupils makes from their starting points using school tracking systems. Any gaps between groups of pupils will narrow.

Impact of the Key Stage 2 Learning Champions

The impact that these learning champions will be measured in a similar way to the Key Stage 1 Learning Champion. In addition pupils have been base-lined for spelling and reading, we will

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measure the impact of IDL by retesting pupils at half-termly intervals to ensure that pupils supported in this way are making progress.

Impact of the Learning Mentor

The impact of the learning mentor will be improved attendance for specific pupil and improving behaviour trends. We will be tracking the attendance and tracking the behaviour of individual pupils that are supported by the learning mentor. Attendance/ lateness of pupils that attend Breakfast Club will be tracked weekly and reviewed termly.

Growth Mindsets

A group of Growth Mindset ambassadors has been chosen. These pupils attitudes and aspirations have been recorded as a baseline. This will be revisited to measure that change of pupils attitudes as we progress with the project.

We will be measuring the impact these strategies on a termly basis. The next review will be December 2016.