

Thomas Gray Primary School Pupil Premium Strategy 2017 - 2018



Strategic Plan for Expenditure and Implementation

Summary Information 2016/17

Total PP Budget	£158,400.00 (December 2016 figures)	Date of next internal review of this strategy: February 2018	PP Governors: Peter Reed (September 2017)
Total Number of Pupils	196 (R - Y6)	% of pupils eligible for PP (R - Y6)	120

Barriers for future attainment (for PP Pupils)

- Attendance
- Emotional Well Being
- Limited Life Experiences
- Low aspirations / expectations
- Low Income Households
- National Expectations
- Parental capacity to support the curriculum.



How well do Vulnerable Pupils achieve at Thomas Gray Primary School against those who aren't vulnerable?

Pupil Premium Pupils, Attainment and Progress at KS2:-

59.26% of pupils in Y6 2016/17 received pupil premium funding.

	% working below the standard	% working at the standard or better	% exceeding the standard	Average scale score
Reading	35.29%	64.71%	6.25%	101.06
Writing	42.26%	57.74%	0%	
Maths	35.29%	64.71%	6.25%	100.06
Combined R,W,M	37.5%	62.5%	0%	
SPAG	17.65%	82.35%	0%	104.71

Non Pupil Premium Pupils, Attainment and Progress at KS2:-

40.74% of pupils in Y6 2016/17 didn't receive pupil premium funding.

	% working below the standard	% working at the standard or better	% exceeding the standard	Average scale score
Reading	54.54%	45.45%	0%	98.18
Writing	54.54%	45.45%	0%	
Maths	45.45%	54.54%	0%	89.81
Combined R,W,M	81.81%	18.18%	0%	
SPAG	27.27%	72.72%	0%	101.73

KS2 National Results: all children

71% at standard in Reading, 25% above.

77% at standard in SPAG, 31% above.

75% at standard in Maths, 23% above.

76% at standard in Writing, 18% above.

Pupil Premium Pupils, Attainment and Progress at KS1:-

67.86% of pupils in Y6 2016/17 received pupil premium funding.

	% working below the standard	% working at the standard or better	% exceeding the standard
Reading	42.12%	57.89%	5.26%
Writing	52.63%	47.37%	0%
Maths	52.63%	47.37%	5.26%
Combined R,W,M	57.89%	42.12%	0%
SPAG	57.89%	42.12%	0%

Non Pupil Premium Pupils, Attainment and Progress at KS1:-

32.14% of pupils in Y6 2016/17 didn't receive pupil premium funding.

	% working below the standard	% working at the standard or better	% exceeding the standard
Reading	22.22%	77.78%	11.11%
Writing	33.33%	66.67%	0%
Maths	22.22%	77.78%	11.11%
Combined R,W,M	33.33%	66.67%	0%
SPAG	33.33%	66.67%	0%

We can conclude that disadvantaged pupils achieve well at Thomas Gray Primary because:-

- 1) Average scaled scores are above 100.
- 2) Average steps progress were above 3 in reading, writing and maths. They were higher than our non-disadvantaged pupils.

Areas for improvement:-

- 1) Average points score at KS1 in writing to be above 100.
- 2) To continue to narrow the gap in reading, writing and maths at KS1.

Desired Outcomes	
Desired outcomes and how they will be measured	Success Criteria
To improve outcomes for pupils at the end of KS1 to diminish the gap between disadvantaged pupils at Thomas Gray Primary School and pupils nationally.	Gap between Thomas Gray Primary attainment at KS1 and attainment nationally begins to close in Reading, Writing and Maths. More disadvantaged pupils achieve the expected standard.
To continue to diminish gaps at EYFS for disadvantaged boys in prime areas of learning.	The in-house gap between boys and girls attainment begins to close.
To sustain outcomes for disadvantaged pupils in Reading, Writing and Maths at the end of KS2.	More disadvantaged pupils achieve expected levels of attainment at the end of KS2.

Planned Expenditure 2017 - 2018					
Quality of Teaching for All					
Desired Outcomes	Chosen Action	Evidence / Rationale for choice	Ensuring effective implementation	Staff Lead	Review Date
To increase participation levels and life opportunities of pupils.	Subsidise residential trips, school trips, visitors to the school related to the curriculum.	Boosts self esteem, positive attitudes towards school, helps pupils understand the world, builds relationships.	Participation Levels Monitored	RR	July 2018
To improve attainment and progress for all groups of learners at each key stage in Writing. Focus on Y2,	Mastery approach to the curriculum. Interventions. CPD. Maintain staffing levels.	Mastery approaches are effective, interventions have shown to improve attainment and progress.	Monitor by curriculum lead. Pupil progress meetings. Pupil tracking on o'track.	MP	January 2018 Y2 Writing Dec 2017: Attainment = PP (B1) $\frac{1}{2}$ a step behind NPP (B1+).

Y5.					<p>Progress:- PP (0.9) 0.2 behind NPP (0.1). Gap is close.</p> <p>Y5 Writing Dec 2017: Attainment:- PP (S3+) 1 step behind NPP (E3+). Concern with progress as PP (0.4) 0.7 behind NPP (1.1). Continue staffing levels.</p> <p>High Level of SEN children which is impacting on attainment. Review:- March 2018</p>
To improve attainment and progress for all groups of learners at each key stage in Reading. Focus on Y2, Y3, Y5.	Mastery approach to the curriculum. Interventions. CPD. Maintain staffing levels.	Mastery approaches are effective, interventions have shown to improve attainment and progress.	Monitor by curriculum lead. Pupil progress meetings. Pupil tracking on o'track.	MP	<p>January 2018</p> <p>Y2 Reading Dec 2017: Attainment:- PP (B1) 1 step behind NPP (S1). Progress:- PP (1.1) 0.5 behind NPP (1.6). Need to maintain staffing levels and look at PP children - who they are to accelerate progress.</p> <p>Y3 Reading Dec 2017: Attainment:- PP (S2) $\frac{1}{2}$ step behind NPP (S2+). Progress:- 1.1 for both PP and NPP. No gap in progress. Maintain staffing levels.</p> <p>Y5 Reading Dec 2017:</p>

					<p>Attainment:- PP (E3+) 1 $\frac{1}{2}$ steps behind NPP (S4). Progress:- PP (1.4) 2.2 behind NPP (2.6). Continue staffing levels to accelerate progress as although a significant gap in progress PP are making good progress. High Level of SEN children which is impacting on attainment. Review:- March 2018</p>
<p>To improve attainment and progress for all groups of learners at each key stage in Maths. Focus on Y3, Y5.</p>	<p>Mastery approach to the curriculum. Interventions. CPD. Maintain staffing levels.</p>	<p>Mastery approaches are effective, interventions have shown to improve attainment and progress.</p>	<p>Monitor by curriculum lead. Pupil progress meetings. Pupil tracking on o'track.</p>	<p>ET</p>	<p>January 2018 Y3 Maths Dec 2017: Attainment:- PP (S2+) $\frac{1}{2}$ step behind NPP (E2). Progress:- PP (1.4) 0.2 behind NPP (1.6) Maintain staffing levels as attainment and progress are close. Y5 Maths Dec 2017: Attainment:- PP (B4+) 1 step behind NPP (S4+). Progress:- PP (1.1) 0.3 behind NPP (1.4). Maintain staffing levels. High Level of SEN children which is impacting on attainment. Review:- March 2018</p>

<p>To improve attainment in EYFS in Reading, Writing and Maths.</p>	<p>Focus activities in continuous provision around interests. Interventions. Maintain staffing. CPD.</p>	<p>Focus activities around interests engage children. Interventions improve attainment and progress.</p>	<p>Monitor by EYFS lead. Pupil progress meetings. Pupil tracking on o'track.</p>	<p>MW</p>	<p>January 2018 Nursery (-2) data is showing that PP children are doing better than NPP children in both attainment and progress in Reading, Writing and Maths. Nursery (- 1) data is showing that PP children are doing better than NPP children in both attainment and progress in Writing and Maths. Reading progress is lower for PP children. Maintain staffing levels. Reception data is showing that PP are lower in attainment and progress. Need to look at who these children are and ensure quality interventions. Review:- March 2018</p>
<p>To improve phonics in KS1.</p>	<p>Phonics training for KS1 staff in Y1 and Y2. Additional staff to ensure smaller groups matched to children's needs which are high quality.</p>	<p>Y1 phonics results dipped in 2017. Smaller groups support children who find it difficult to learn in a larger group.</p>	<p>Monitor by curriculum lead. Non-negotiable dedicated daily phonics. Monitor that it is being taught. Monitor pupil</p>	<p>MP</p>	<p>July 2018</p>

			progress. Tracking on o'track.		
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Cost:- £118,667 (includes:- £95,417 staffing to maintain small groups, £3250 Phonics training and additional staff, £2000 CPD, £1500 therapeutic writing to improve attainment and progress, £3500 PRU offsite provision, £5000 CPD, £5000 Educational Trips, £3000 for additional visitors into school and clubs)

Planned Expenditure 2017 - 2018					
Targeted Support					
Desired Outcomes	Chosen Action	Evidence / Rationale for choice	Ensuring effective implementation	Staff Lead	Review Date
To improve attendance rates and target children. Cost:- £3500	SLA - Attendance Welfare Officer. Rewards for children who are in school. First Day Response. Doctors notes.	School based data.	Attendance data monitored.	JA	July 2018
To provide pastoral support to promote well being. Cost:- £5766	Pastoral Officer.	Pupil well being; managing pupil vulnerability; diminishing barriers to learning from social circumstance.	Attendance data. SLT to monitor. Report to Governors.	JA	July 2018
To improve SMSC / PSHE in school. To implement 'Jigsaw' scheme. Cost:- £4000	Buy in the 'Jigsaw' scheme. Staff meeting time for training and support using it.	Children are coming into school with low self esteem. 'Jigsaw' will support their social and emotional development.	Pupil outcomes monitored. Jigsaw evaluations. Exclusions monitored. Red cards monitored.	JMc KG	July 2018
To provide counselling 1:1 or group to support emotional well being and behaviour.	Employ a counsellor / play therapist 1 day a week to deliver 1:1 support and	Children's mental health is key to their learning and therefore, supporting children	Pupil outcomes monitored with entry and exit assessments	JW	July 2018

Cost:- £8500	small group support.	who are having difficulties can improve performance.	made.		
To provide 2 hours swimming every week, Y2-Y6 have half a term each with a catch up in Sum 2. Cost:- £8712	2 hours swimming a week at Total Fitness.	There are canals and areas where there is water in the local area. Children need to be able to swim in case they come into danger.	Pupil Outcomes Monitored. Success in the Swimming Gala.	ET	July 2018
Additional learning opportunities, in-house and extra-curricular, for Gifted and Talented disadvantaged pupils e.g. Science Club; LEAP Performing Arts Club; Work with an Artist Day; Enabling Enterprise Workshops; external tuition in core subjects. Cost:- £8000.	LEAP costs. Throughout the year organise other extra-curricular activities for the children.	Children need opportunities to develop talents in all areas of the curriculum.	Pupil Outcomes monitored. Attendance at these monitored.	ET	July 2018
To improve English Speaking, Reading and Writing for children where English is an Additional Language. Cost:- £2650	Children to work in a small group and work 1-1.	Children have come into school with no English. In order for them to communicate they need additional support.	EAL lead to monitor. Pupil Outcomes monitored.	HB	July 2018
To improve reading and phonics in KS1. Cost:- £1500	To provide a summer reading camp for KS1 children.	KS1 phonics dipped in 2017.	Literacy lead to monitor. Pupil Outcomes monitored.	MP	July 2018
To improve PSED at lunchtime for vulnerable pupil premium children. Cost:- £3000	To provide additional support at lunch time.	Additional support improves PSED and supports children when they find it difficult to interact positively with their peers.	Curriculum Leads to monitor. Decrease in red cards for behaviour given at lunchtimes.	KG/JMc	July 2018

Pupil Premium partly funds the following within the Early Years:

- Early Intervention, Family Support and Counselling from the school SENCO and counsellor
- Staff CPD and the drive to continue the push to consistently outstanding teaching
- Adult/Pupil Ratios: Continued commitment to retaining high level of Teaching Assistant support in EYFS
- ICT: The use of digital technologies to support learning, increasing engagement and creativity.

In addition to the above we offer the following Interventions:

- Targeted small group teaching assistant support, focused on listening and communication skills specifically in EYFS
- Wellcomm: Language screening and intervention support
- Speech and Language: Targeted 1:1 Teaching assistant support focused on specific speech and language programmes as prescribed by Speech and Language Therapists