

Thomas Gray Primary School  
Pupil Premium / Pupil Premium Plus Strategy 2018 - 2019



Strategic Plan for Expenditure and Implementation

## Summary Information 2018/19

Total PP Budget	£172,320.00 (2018/19)	Date of next internal review of this strategy: December 2018	PP Governors: Peter Reed (September 2017)
Total Number of Pupils	196 (R - Y6)	% of pupils eligible for PP (R - Y6)	120 = 61.2%

### 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:-

57.69% of pupils in Y6 2017/18 received pupil premium funding. 15 children

	% working below the standard	% working at the standard or better	% exceeding the standard	Average scale score
Reading	6 = 40%	9 = 60%		100.2
Writing	9 = 60%	6 = 40%		
Maths	10 = 66.7%	5 = 33.3%		97..3
Combined R,W,M	13 = 86.7%	2 = 13.3%		
SPAG	6 = 40%	9 = 60%		100.9

Note:- 7 children = 46.7% were given special consideration.

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

42.31% of pupils in Y6 2017/18 didn't receive pupil premium funding.  
11 children (1 disappled, so the data is based on 10 children)

	% working below the standard	% working at the standard or better	% exceeding the standard	Average scale score
Reading	4 = 40%	5 = 50%	1 = 10%	101.6
Writing	1 = 10%	9 = 90%		
Maths	4 = 40%	5 = 50%	1 = 10%	101.7
Combined R,W,M	6 = 60%	4 = 40%		
SPAG		9 = 90%	1 = 10%	107.9

Note:- 1 child = 10% was given special consideration.

### KS2 National Results: all children

75% at standard in Reading

78% at standard in SPAG

76% at standard in Maths

78% at standard in Writing

64% reached the combined standard in Reading, Writing and Mathematics.

Pupil Premium Pupils, Attainment and Progress at KS1:-

55.17% (16) of pupils in Y2 2017/18 received pupil premium funding.

	% working below the standard	% working at the standard or better
Reading	10 = 62.5%	6 = 37.5%
Writing	10 = 62.5%	6 = 37.5%
Maths	10 = 62.5%	6 = 37.5%
Combined R,W,M	11 = 68.75%	5 = 31.25%
GPS	10 = 62.5%	6 = 37.5%

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

44.83% (13) of pupils in Y2 2017/18 didn't receive pupil premium funding.

	% working below the standard	% working at the standard or better	% exceeding the standard
Reading	5 = 38.46%	8 = 61.54%	
Writing	5 = 38.46%	8 = 61.54%	
Maths	3 = 23%	10 = 77%	1 = 7.7%
Combined R,W,M	6 = 46.15%	7 = 53.85%	
SPAG	6 = 46.15%	7 = 53.85%	

We can conclude that disadvantaged pupils did not achieve as well at Thomas Gray Primary in 2018 because:-

- 1) Other than KS2 reading, the percentage of children working at the expected standard is lower than children that aren't disadvantaged.
- 2) Average scaled scores in KS2 are lower than children that aren't disadvantaged.

Areas for improvement:-

- 1) To narrow the gap in Writing, Maths and SPAG at KS2.
- 2) To narrow the gap in all areas 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 begins to close in Reading, Writing, SPAG and Maths. More disadvantaged pupils achieve the expected standard at the end of KS1.
To improve outcomes for pupils at the end of KS2 to diminish the gap between disadvantaged pupils at Thomas Gray Primary School and pupils nationally.	Gap between Thomas Gray Primary attainment at KS2 begins to close in Writing, SPAG and Maths. More disadvantaged pupils achieve the expected standard at the end of KS2.

Key for attainment in KS1 and KS2:-

Year 1	B1 = Beginning Year 1	S1 = Secure Year 1	E1 = Exceeding Year 1
Year 2	B2 = Beginning Year 2	S2 = Secure Year 2	E2 = Exceeding Year 2
Year 3	B3 = Beginning Year 3	S3 = Secure Year 3	E3 = Exceeding Year 3
Year 4	B4 = Beginning Year 4	S4 = Secure Year 4	E4 = Exceeding Year 4
Year 5	B5 = Beginning Year 5	S5 = Secure Year 5	E5 = Exceeding Year 5
Year 6	B6 = Beginning Year 6	S6 = Secure Year 6	E6 = Exceeding Year 6

## Planned Expenditure 2018 - 2019

### Quality of Teaching for All

Desired Outcomes	Chosen Action/costs	Evidence / Rationale for choice	Ensuring effective implementation	Staff Lead	Review Date / Updates
To continue to increase participation levels and life opportunities of pupils, including Pupil Premium Plus children as this has shown the children increase their confidence.	Subsidise residential trips, school trips, visitors to the school related to the curriculum. (£6000) - school trips and visitors (£2000)	Boosts self esteem, positive attitudes towards school, helps pupils understand the world, builds relationships.	Participation Levels Monitored. Pupil Premium Plus monitored termly by the Virtual Head when PEP forms are completed. Also monitored by CLA Governor at support challenge meetings.	RR	July 2019 Pupil voice indicates that children grow in self esteem and confidence after school residential. Pupil voice indicates that children enjoy learning outdoors and retain information. PEP quality assured by virtual school's team.
To improve attainment in EYFS in Reading, Writing and Maths. Reception:- Reading Nursery(-1):- Reading, Writing, Number. Nursery(-2):-Reading, Writing.	Focus activities in continuous provision around interests. Interventions. Maintain staffing - 3 additional staff employed Nursery / Reception . ( £21 358; £22,102; £4352)  CPD - Participation in The Strand EYFS Numeracy project to improve provision 8 sessions over the academic year (£1000 CPD costs and additional supply costs). School participation in TALK 4	Focus activities around interests engage children. Interventions improve attainment and progress.	Monitor by EYFS lead. Pupil progress meetings. Pupil tracking on o'track.  SLE monitoring visits from Warrington Teaching Schools' Alliance to observe all EYFS practice	MW	Reception July 2019 MATHS: PP 58.3% GLD Cohort 58.6% GLD <b>NO GAP in attainment.</b>  Reading : PP 50%GLD Cohort 51.7% GLD <b>No GAP in attainment</b>  Writing: PP 50%GLD Cohort 51.7% GLD

	WRITING project				No GAP IN ATTAINMENT
Year 1:- To improve attainment in Reading, Writing and Mathematics to narrow the gap.	<p>Mastery approach to the curriculum.</p> <p>Interventions. - Lead by TAS an teachers - Talk boost ; daily phonics; purchase of additional resources (£1038)</p> <p>CPD.- Participation in The Strand Year 2 writing project - focus group boys and greater depth pupils (£1000 costs with supply)</p> <p>Year 2 teacher - joint lead for CLL WTSA Project - cascading to KS1 staff</p>	<p>Mastery approaches are effective,</p> <p>Interventions - specific data alongside whole school data eg RWI tracking data ; Talk Boost Entry and exit data. which show improvement in attainment and progress.</p> <p>Staff display competence and confidence - Provision judged as outstanding in Year 2</p> <p>...</p>	<p>Monitor by curriculum leads Pupil progress meetings. Pupil tracking on o'track. Progress aim:- 3 steps progress over the academic year based on internal tracking.</p> <p>Pupil Premium Plus monitored termly by the Virtual Head when PEP forms are completed. Also monitored by CLA Governor at support challenge meetings.</p> <p>LA consultant monitoring and work scrutiny for quality of provision</p> <p>Weekly work scrutiny by SLT SAME MONITORING IN</p>	<p>MP English Lead CD Maths Lead</p>	<p>July 2019 Year 1 Maths: PP 69.23 % attained S1/S1+ Cohort 68.18% attained S1/S1+ No attainment gap</p> <p>Reading : PP 61.54% attain S1 / S1+</p> <p>Writing PP 53.85% attain S1/S1 + Cohort 59.09% attain S1/S1+ GAP 5%</p>
Year 2:- To narrow the small gap in attainment in Reading, Writing and Maths.	Maintain staffing levels. - 1 TA (£14 660)		<p>LA consultant monitoring and work scrutiny for quality of provision</p> <p>Weekly work scrutiny by SLT SAME MONITORING IN</p>	<p>MP English Lead CD Maths Lead</p>	<p>Year 2 July 2019 Maths: PP 66.6% on track for S2 Cohort 64% on track for S2 NO GAP</p> <p>Reading : PP 63.1% attain S2 / S2+ Cohort 68% attain S2/ S2+ GAP 4.9%</p> <p>Writing</p>

	.....		KEY STAGE 2		PP 52.63% attain S2/S2 + Cohort 52% attain S2/S2+ <b>No GAP in attainment</b>
Year 3:- To improve attainment in Reading and Mathematics and narrow the gap. To improve progress in Reading, Writing and Maths to narrow the gap.	<p>Maintain and extend staffing in Key Stage 2 to ensure small group and 1:1 provision as appropriate to boost progress.</p> <p>Year 3 - SENCO 0.3, Teacher 0.4</p> <p>Year 4 TA 0.6 level 2</p> <p>Year 5 TA 0.8 level 2</p> <p>Year 6 TA level 2</p> <p>(Staffing costs - £15 527; £19205;£8993;£7416;£9270</p> <p><b>Nessy £72 per child licence additional costs</b></p> <p>Participation in The Strand Metacognition project in partnership with Huntington Research school (£1500 training and supply costs)</p> <p>Participation in The Strand Raising attainment in Mathematics at the end of Key Stage 2 project (£1000 training and supply costs)</p> <p>LA consultant support for planning in specific KS2 year groups</p>	<p>High staffing levels and additional intervention in Key Stage : Nessy ; RWI</p> <p>comprehension; Talking Tables ; Lego Therapy; Daily phonics/spelling lower Key stage</p> <p><b>DAILY PHONICS/ SPELLINGS LOWER KEY2</b></p>		MP CD	<p>Year 3 July 2019</p> <p>Maths : PP 51.14% S3/S3+ Cohort 65.38% S3/S3+ <b>GAP 14%</b></p> <p>Reading : PP 50% attain S3 / S3+ Cohort 68% attain S3/ S3+ <b>GAP 18%</b></p> <p>Writing PP 42.85% attain S3/S3 + Cohort 57.69% attain S3/S3+ <b>GAP 15.2%</b></p>
Year 4:- To improve attainment and progress in Reading, Writing and Mathematics to narrow the gap.				MP CD	<p>Year 4 July 2019</p> <p>Maths : PP 15% attain S4/S4+ Cohort 46.43% attain S4/S4+ <b>GAP 31.43%</b></p>



				<p>Reading :  PP 60% attain S4/S4+  Cohort 67.86% attain S4/S4+  Gap 7.86%</p> <p>Writing:  PP 20% attain S4/ S4+  Cohort 32.14% attain S4/S4+  Gap 12.14%</p>
<p>Year 5:- To improve attainment in Reading and Writing to narrow the gap. To improve progress in Reading and Writing to narrow the gap.</p>			<p>MP CD</p>	<p>Year 5 July 2019</p> <p>Maths :  PP 56.25% attain S5/S5+  Cohort 54.55% attain S5/S5+  GAP 2.3%</p> <p>Reading :  PP 75% attain S5/S5+  Cohort 63.64% attain S5/S5+  NO GAP</p> <p>Writing:  PP 12.5% attain S5/ S5+  Cohort 13.64% attain S5/S5+  GAP 1.1%</p>

<p>Year 6:- To improve attainment in Reading and Writing to narrow the gap. To improve progress in Reading and Writing to narrow the gap.</p>				<p>MP CD</p>	<p>Year 6 July 2019</p> <p>Maths : PP 75% attain S6/S6+ <b>INCREASE OF 42% FROM 2018</b> Cohort 73% attain S6/S6+ <b>NO GAP</b></p> <p>Reading : PP 63% attain S6/S6+ Cohort 65% attain S6/S6+ 2% GAP</p> <p>Writing: PP 44% attain S6/ S6+ Cohort 54% attain S6/S6+ <b>GAP 10%</b></p>
<p>To raise attainment and accelerate progress of EAL pupil premium pupils</p>	<p>Employment of EAL Teacher 6 hours per week Summer 2018/ 4 hours per week Autumn 2018 (£5208) <b>Additional hours purchased Spring 2019</b></p>	<p>Attainment and progress data of pupils in English and Mathematics.</p> <p>Baseline and exit reports from EAL specialist teacher.</p>	<p>Monitoring and scrutiny of pupils work and progress.</p> <p>Monitoring of extra provision by EAL leader</p>	<p>HB</p>	<p>July 2019 - All EAL children made at least expected progress of 3 steps. 46% made accelerated progress in all 3 subjects.</p>



## Planned Expenditure 2018 - 2019

### Targeted Support

Desired Outcomes	Chosen Action	Evidence / Rationale for choice	Ensuring effective implementation	Staff Lead	Review Date
To continue to improve attendance rates and target children.	<p>SLA - Attendance(£500) Welfare Officer. Rewards for children who are in school. Attendance trips summer (£100) First Day Response.- part of pastoral officer/admin wage Doctors notes.required Monthly attendance checks and warnings - pastoral officer/adminstaff time Monthly 100% reward breakfasts and Afternoon tea Y1-Y6 (£2500) EYFS Rewards and reward trips (£1000) Daily pick up persistent absentees - 2 staff Caretaker and TA 2.5 hours per week (£2675.43)</p>	School based data.	<p>Attendance data monitored. Attendance Governor  Pupil Premium governor</p>	JA pastoral officer RR headteacher	July 19 - persistent absentee on pick up buses analysis of data indicates that 100% of pupils on bus have improved attendance. Over 52% have improved attendance by 30%+.
To continue to provide pastoral support to promote well being,	Pastoral Officer. 0.4 (£9853)	Pupil well being; managing pupil vulnerability; diminishing	Attendance data. SLT to monitor.	JA	July 2019 PEP forms

<p>including Pupil Premium Plus children.</p>		<p>barriers to learning from social circumstance.</p>	<p>Report to Governors. Pupil Premium Plus monitored termly by the Virtual Head when PEP forms are completed. Also monitored by CLA Governor at support challenge meetings.</p>		<p>have been completed and quality assured by virtual schools team. Pupils Boxall data shows that in 100% of LAC pupils the gap between the child's score and the Boxall average score for the target are has diminished or been eradicated</p>
<p>To continue to provide counselling 1:1 or group to support emotional well being and behaviour , including Pupil Premium Plus Children.</p>	<p>Employ a counsellor / play therapist 1 day a week to deliver 1:1 support and small group support.;parent workshops (£9500)</p>	<p>Children's mental health is key to their learning and therefore, supporting children who are having difficulties can improve performance.</p> <p>Half termly records school counsellor</p>	<p>Pupil outcomes monitored with entry and exit assessments made.</p> <p>Pupil Premium Plus monitored termly by the Virtual Head when PEP forms are completed. Also monitored by CLA</p>	<p>RR CC</p>	<p>July 2019 Pupils' Boxall data shows that in 100% of LAC pupils the gap between the child's score and the Boxall</p>

			Governor at support challenge meetings.		<p>average score for the target are has diminished or been eradicated.</p> <p>Baseline and exit data from counsellor emotional wellbeing/ self-esteem groups shows an increase in all scores for pupils. Two pupils who had never stayed away from home had the confidence to attend school residential.</p>
To continue to provide additional learning opportunities, in-house	Throughout the year organise other extra-	Children need opportunities to develop talents in all areas	Pupil Outcomes monitored.	SB/RR	July 2019 Pupil voice

and extra-curricular, for Gifted and Talented disadvantaged pupils e.g. Science Club; LEAP Performing Arts Club; Work with an Artist Day; Fencing ; external tuition in core subjects.	curricular activities for the children. And in school additional opportunities (£1500 - costs subsidised through support of partner high school )	of the curriculum.	Attendance at these monitored.		interviews indicate that children enjoy the extra curricular learning and learn something . Uptake is high on extra curricular activities - all clubs are full.
To continue to improve provision for SEND /PP pupils and accelerate progress	SENCO to provide staff with additional CPD and 1:1 support/advice. SENCO to source additional funding and specialist placements (£2149 , £2500) SENCO to provide SENCO to observe Children in a small group and work 1-1 from outside .to refine provision. OSMEE training - all staff L2 accredited / individual OSMEE support for ASC/PP pupils (£1500)	School based data SAIS/COMPLEX needs monitoring reports SENCO scrutiny Outcome of high needs funding/EHCP applications	Pupil Outcomes - focus on progress SEND GOVERNOR SUPPORT CHALLENGE MEETINGS SAIS/COMPLEX NEEDS REVIEW REPORTS	CC SB RR	July 2019  In school data shopws that 75% of SEN children made the expected progress.  100% made progress in the academic year.
<p style="text-align: center;"><u>EYFS FUNDING</u></p> <ul style="list-style-type: none"> <li>Early Intervention, Family Support and Counselling from the school SENCO and counsellor</li> </ul>				MW	July 2019 No

<ul style="list-style-type: none"> <li>• Staff CPD and the drive to continue the push to consistently outstanding teaching - Strand Maths project; WTSA CLL/T4W projects; ASC training</li> <li>• Adult/Pupil Ratios: Continued commitment to retaining high level of Teaching Assistant support in EYFS x2</li> <li>• Targeted small group teaching assistant support, focused on listening and communication skills specifically in EYFS - Talking Time; chatterboxes; Talk for Writing</li> <li>• Speech and Language: Targeted 1:1 Teaching assistant support focused on specific speech and language programmes as prescribed by Speech and Language Therapists 1:1/1:2 programmes additional TA support</li> </ul>		<p>attainment gaps in majority areas of learning.</p> <p>Only gap present in Speaking - cohort 62.1%; PP pupils 58.3% - 1 pupil.</p>
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