

**Summary of main barriers to achievement**

Thomas Gray is a one form entry primary school with 192 pupils on roll (272 including EYFS). We serve an area of significant deprivation. The proportion of pupils who speak English as an additional language is low. The proportion of pupils currently eligible for the pupil premium grant is well above national average (68%). The school has 126 pupil premium pupils, 4 pupils funded at pupil premium plus. The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The vast majority of pupils enter the early years significantly below age related expectations, particularly for communication, language and PSED.

**Objectives in spending PPG funding: 19/20 funding £170 240**

- To target underachievement compared to potential outcomes
- To ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential
- To improve the attendance and punctuality of all pupils
- To have a more strategic approach to improving outcomes for disadvantaged pupils
- To support communication and language development
- To provide activities and experiences to further enrich the children's learning
- To ensure early intervention which supports phonics and early reading
- To improve the teaching of reading in KS2

**Desired impact of intended spend**

- Attainment of disadvantaged pupils will be in line with or above the attainment of their peers at the end of Ks2.
- Increase percentage of disadvantaged pupils attaining the higher standard in reading, writing and maths at the end of KS2.
- Increased percentage of disadvantaged pupils working at ARE in all year groups ( ).
- 85% of disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The percentage of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of EYFS, KS1 and KS2 is in line with the national picture.
- Percentage of disadvantaged pupils achieving combined (reading, writing and maths) EXS and GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.
- Attendance at the end of each academic year (19/20, 20/21) is at least in line with national figures. In 2017/18, the rate of overall absence (6.10%) was above the national average for schools with a similar level of deprivation (4.73%).
- Learning curriculum enriched by providing pupils with a deeper understanding of the wider curriculum.

**The impact of the intended spend will be monitored through:**

- Termly pupil progress meetings between class teachers, SLT and SENCO.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson visits and observations; learning walks for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaires.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum and to deliver audit of staff confidence.
- Book and planning scrutiny.

**Strategy review:**

Full Governors: Spring 2020, Summer 2020, Autumn 2020, Spring 2021, Summer 2021

## 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.



“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”

How well do Key Stage 2 Disadvantaged Pupils achieve at Thomas Gray?

Disadvantaged pupils, 60% of cohort attainment at 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	13%
Writing	44%	0%
Maths	75%	6%
Combined R,W,M	44%	
SPAG	50%	12%

Whole cohort – all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	15%
Writing	54%	0%
Maths	73%	12%
Combined R,W,M	54%	0%
SPAG	58%	12%

Note:- 12 applications for given special consideration or additional time were approved. Eleven of the applications were for disadvantaged pupils linked either to dyslexia or safeguarding .

KS2 National Results: all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	75%	27%
Writing	78%	20%
Maths	76%	27%
Combined R,W,M	65%	10%
SPAG	78%	36%

How well do Key Stage 1 Disadvantaged Pupils achieve at Thomas Gray?

Disadvantaged Pupils, Attainment and at KS1 2018/2019:-

65% of pupils in Y2 2018/19 received pupil premium funding.

	% working at the standard or better	% exceeding the standard
Reading	60%	15%
Writing	50%	5%
Maths	80%	16%
Combined R,W,M	50%	5%

Whole cohort – all pupils attainment at KS1 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	15%
Writing	50%	4%
Maths	77%	15%
Combined R,W,M	50%	4%

KS2 National Results: all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	75%	25%
Writing	69%	15%
Maths	76%	22%

Green in line with whole cohort

Purple above whole cohort

Gold above national and above cohort

Planned expenditure 2019-2021					
Quality teaching for all					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p><b>To sustain and improve attainment in Reading at EYFS, KS1 and KS2.</b></p> <p><b>To improve the systematic teaching of phonics.</b></p> <p><i>“The teaching of early-reading skills is becoming increasingly effective as a result of training and support provided for teaching assistants. Children in the early years and pupils in key stage 1 recognise letters and know the sounds that different letter combinations make. They use this knowledge to work out unfamiliar words. Older pupils, particularly those in upper key stage 2, read with increasing fluency. They talk enthusiastically about the different types of books they read and many say how much they enjoy the way that teachers share books with them which are linked to topic work.” Ofsted 2019</i></p>	To provide bespoke guided reading training for KS2 from John Murray (Reading consultant)	£900	Guided reading scrutiny of books and learning walks	MP/CT	
	To Embed new guided reading scheme for mastery in KS2, 45 minutes per day.	Additional KS2 staff costed in plan	NFER termly test results and question analysis.	KG/MW	
	To improve early reading and phonics through the Introduction of letters and sounds as primary phonics scheme, supported by training from WTSA SLE. Training delivered to all staff.	£600	Termly scrutiny of phonics data by phonics champion	KG	
	To provide EYFS Phonics training by Early Impact.	£550	Phonics learning walks by SLE and phonic champion.	KG/SLE	
	To provide parental workshops by Early Impact	£400		MW MW/RR	

<p><b>To sustain and improve attainment in Mathematics at EYFS, KS1 and KS2.</b></p>	<p>To support subject knowledge and effective teaching strategies through training workshops provided by Claire Martin (Maths consultant)</p> <p>To embed and enhance mathematical reasoning within lessons – bespoke 1:1 planning support – Claire Martin</p> <p>To develop pupils’ use of mathematical vocabulary and link this to maths working walls</p> <p>To improve teaching of mastery and depth of mathematics To develop the above skills in EYFS, Year 1 and in Year 3 through Maths Hub NW3 work group</p>	<p>£500</p> <p>£1500</p> <p>£1000</p>	<p>-Learning walks will focus on mastery and depth (fluency, reasoning and problem solving)</p> <p>-Book scrutinies will take place half termly by subject leader</p> <p>-Monitor impact of Maths Hub NW3 work</p> <p>-NFER termly tests</p>	<p>MW</p> <p>CD</p>	
<p><b>To improve writing attainment across the school</b></p> <p><b>Percentage of pupils who achieved ARE end of 2018/19</b></p> <p><b>Yr 6 12.5%</b> <b>Yr 5 20%</b> <b>Yr 4 42.8%</b> <b>Yr 3 58.6%</b> <b>Yr 2 53.85%</b> <b>Yr 1 45%</b></p>	<p>To provide bespoke training for staff led by Jacqui Patterson (Primary English School Intervention Officer) and Maddy Barnes (English Consultant)</p> <p>To embed the writing process, tailored to the new Lancashire planning</p> <p>To improve proof reading and editing through high quality planning</p> <p>To secure judgements through effective moderation</p> <p>To embed talk for writing across reception</p>	<p>£1000</p> <p>£750</p> <p>£750</p> <p>LA funded</p>	<p>Learning walks will focus on the teaching of writing</p> <p>Pupil progress will be monitored termly</p> <p>Leading effective writing moderation meetings in school alongside cross school moderation in cluster</p>		

<p><b>To provide high quality NQT support to ensure they are equipped with the tools to develop professionally and to deliver quality first teaching for their pupils</b></p>	<ul style="list-style-type: none"> <li>-Appointed new NQT Mentor</li> <li>-Trained new NQT Mentor</li> <li>-NQT'S are attending NQT specific training at Holy Rosary Teaching School</li> <li>Training provided that is specific to individual training needs eg Positive Handling Training</li> <li>Involvement in whole school training</li> <li>Opportunity to observe other teachers</li> <li>Monitor wellbeing, including opportunities for work-based supervision</li> </ul>	<ul style="list-style-type: none"> <li>£95</li> <li>£500</li> <li>£200</li> <li>Supply cover £2000</li> <li>£400</li> </ul>	<ul style="list-style-type: none"> <li>-Mentor support meetings</li> <li>-Lesson observations by NQT Mentor and SLT</li> <li>-Book scrutinies</li> <li>-Learning Walks</li> <li>-Work based supervision</li> </ul>	<p>MC</p>	

Targeted academic support					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p><b>To provide specific and targeted intervention to increase the attainment of children with low prior attainment</b></p>	<p>-To provide support for children through intervention programmes such as: Chatty Bats, Talk Boost, Nesy, Dynamo Maths, Clicker, WellComm and TTrackstars.</p> <p>Establish and resource OWL room as a nurture base to provide tailored support for children with high level special educational needs</p> <p>Year 5 split into two smaller groups, with a class teacher leading each group(1:14)</p> <p>Additional Educational Psychologist support for children who need help to access the demands of the curriculum</p> <p>Behaviour consultant to assess pupils with additional needs and provide targeted support for staff and parents.</p>	<p>Dynamo £400 Nesy £1000 Clicker £2500</p> <p>Staffing costs £18851 Above HNF</p> <p>Costed in plan</p> <p>£3000</p> <p>£1000</p>	<p>Through pupil progress meetings, monitor the progress of the groups receiving intervention and reflect on level of impact</p> <p>Review of interventions by SEN leaders</p> <p>Pupil voice</p> <p>Parental meetings</p> <p>Educational Psychologist reports</p>	<p>SB</p> <p>LMc</p>	
<p><b>To continue with small group tuition</b></p> <p><i>“...the progress of pupils who need extra help to overcome gaps in learning, including that of those who are disadvantaged or have SEND, is beginning to strengthen as a result of their input.” Ofsted 2019</i></p>	<p>Targeted children from Yr 2 &amp; 6 to receive after school tuition</p> <p>Each LKS2 class will have TA support learning in class and provide intervention programmes to small groups of pupils who are working below national expectations.</p>	<p>£2000</p> <p>Costing of additional staff detailed below</p>	<p>Assessment data in pupil progress meetings; formative assessment are gaps in knowledge being filled?</p> <p>Review of interventions by SEN leaders</p>	<p>CT</p> <p>SB</p> <p>LMc</p>	
<p><b>To deploy additional teachers and TAs in classes in order to provide higher levels of quality first</b></p>	<p>Quality first teaching to be enhanced through :</p> <p>Same day intervention</p> <p>1:1 intervention</p> <p>Establishing a ‘keep up, not</p>		<p>Learning walks</p> <p>Book scrutinies</p> <p>Pupil voice</p>	<p>CT</p> <p>MW</p>	



<p><b>teaching</b></p>	<p>catch up' ethos                  Extra TA support provided for reception class                  Extra teacher in Year 5 – full time NQT.                  Extra teacher in Year 4 – 0.6                  Extra HLTA in Year 3                  Additional 0.3 teacher in Year 2                  High quality, experienced TA in Year 6 to support                  2 SENCO's appointed to share expertise and develop and support staff                  2 Assistant Head teachers have been appointed as Pupil Premium Champions</p>	<p>£44298                  £18851                  £18430                  £15978                  £9600                  £19786                  £2796                  £2796                  Part of whole salary – figure not defined.</p>	<p>Interviews                  Assessment data in pupil progress meetings                  Lesson observations</p>	<p>RR</p>	
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Wider strategies					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p><b>To continue to provide counselling 1:1 or in a group to support emotional well-being and behaviour, including Pupil Premium Plus Children.</b></p>	<p>-Employ a counsellor 1 day a week to deliver 1:1 support and small group support; parent workshops</p> <p>Additional 0.5 day parenting 2000 counsellor Commissioned, September 2019 to provide 1:1 emotional health support and small group self-esteem support.</p> <p>Provide parenting courses around nurture principles x 3</p>	<p>£10000</p> <p>£1000 additional cost</p>	<p>-Pupil outcomes monitored with entry and exit assessments made alongside Boxhall assessments.</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>Half termly records provided by the school counsellor 6 monthly Boxall assessments</p>	<p>RR</p>	
<p><b>To continue to improve attendance rates and target children who are persistent absentees.</b></p> <p><i>“Attendance rates are improving because of the many effective actions introduced by school leaders. Some pupils who have poor records of attendance are collected by the school’s minibuses each morning, for example.” Ofsted 2019</i></p>	<p>SLA – Attendance Welfare Officer targeted and additional time has been bought. EWO support to monitor attendance and provide support and guidance for families</p> <p>Termly 100% attendance rewards</p> <p>Reward of attendance trips in the summer holidays</p> <p>Pastoral Officer Role: First Day Response; Doctors notes -required Monthly attendance checks and warnings ; Termly 100% reward breakfasts and Afternoon tea Y1-Y6; Daily pick up persistent absentees – 4 staff (2 x Caretaker and 2 xTA 5 hours per week).</p>	<p>£1980</p> <p>£200</p> <p>£1000</p> <p>£6145</p>	<p>-Attendance data monitored.</p> <p>-Attendance Governor</p> <p>-Pupil Premium governor -EWO reports</p>	<p>RR</p> <p>CC</p>	

<p><b>To provide additional learning experiences</b></p>	<p>To provide experiences to support children’s learning outside the classroom</p>	<p>£6000</p>	<p>-Photographs recorded on class web pages</p>	<p>CT</p>	
<p><b><i>“Pupils enjoy the many trips and visitors to the school that help bring the curriculum to life. One recent example is the work the school is doing with Chester Zoo to find out more about palm oil and the sustainability of the planet.”</i></b> Ofsted 2019</p>	<p>To give the children the opportunity to experience residential in Year 2, 3, 4, 5 and 6</p>	<p>£2000</p>	<p>-Pupil feedback -Parental feedback</p>		
	<p>To improve the children’s aspirations for the future through visits to high schools, local businesses and career fairs</p>	<p>£2000</p>			
	<p>Participate in ‘Positive Footprints’ project through Edge Hill University</p>	<p>£2000</p>			
	<p>To provide considerable discounts to enable children to participate in extra-curricular opportunities(heavily discounted or free)</p>	<p>£3000</p>			
	<p>To develop effective parental engagement in order to improve their children’s attainment, through the use of online homework tools, such as: Purple Mash, TTRockstars and Spelling Shed.</p>	<p>£3000</p>			
	<p>To achieve Arts award</p>				
	<p>To achieve Investors in pupils award</p>				
	<p>To model and promote positive relationships and creative play through the employment of additional lunchtime supervisors</p>	<p>£4956</p>			
	<p>To engage children in extra-curricular sporting activities and activities at lunchtime through employment of a sports coach</p>	<p>Sports funding</p>			

EYFS					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<b>To pilot the 30 hour funded project to diminish the gap between PP and non PP children achieving ARE</b>	-To provide additional 15 hours free funding for all children in nursery 2 (3-4 years) in order to improve progress and attainment	Staffing cost as detailed below.	-Learning walks -Observations -Pupil voice -Learning journey scrutiny -Pupil progress meetings	MW RR	
<b>To provide additional staff to ensure higher staff to pupil ratios and provide high quality first teaching</b>	To employ additional TA X3 To employ additional teacher 0.6	£37,492	-Learning walks -Observations -Pupil voice -Learning journey scrutiny -Pupil progress meetings	MW RR	
<b>To provide quality CPD to continually improve teaching</b>	To attend Maths Hub NW3 training with a focus on fluency To attend ASC training To attend quality first training through Sefton LEA To attend any further training linked to individual CPD needs following appraisal meetings	£500 £1000 £400 £1000	-Feedback on the impact of training provided	MW RR	
<b>To provide targeted small group support focusing on communication skills</b>	-To deliver interventions targeted to groups needs: Talking Tables, WellComm and Talk for Writing. -To provide 1:1 support focussed on specific programmes prescribed by speech and language therapists	Additional staffing costed above	-Learning walks -Observations -Pupil voice -Learning journey scrutiny -Pupil progress meetings	MW RR SB	
<b>To provide early intervention</b>	-To provide support for child and family from school	Costed above	-Use of MyConcern	MW	

	SENCO, pastoral officer, EWO and counsellor.	pastoral and counsellor support. Bsquared £3200 My concern £700 per annum	-Bsquared -SEN support plans	RR SB	
Pilot projects					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<b>To pilot a highly effective metacognition programme, designed to enhance children's learning and thinking strategies based around cognition, metacognition and motivation.</b>	-All teaching staff to receive metacognition training from WTSA	£600	-Learning walks -Observations	MW	
	-Assistant Head of Early Years to undertake 2 year research project around Talk for Writing in the reception class.	£500	-Pupil voice		
<b>To improve the quality of writing in KS1 and diminish the gap between PP and non PP % of pupils at ARE through the Talk for Writing method</b>	-CD and AB to attend Talk for Writing training sessions across the year and complete gap tasks set  -Regular meetings to discuss, plan and monitor consistency	Funded by LA  Supply costs £900	-Feedback from training sessions -Learning walks  -Book scrutiny  -Staff meetings	MW KG MP	