

Pupil Premium (PP) Strategy

1. Summary information					
School	Thrapston Primary School				
Academic Year	2019-2020	Total PP budget	Sept-March- £45715 April- Aug- £24490	Date of most recent PP Review	9/19 -Richard Sutton
NOR	514	Number of children eligible for PP	49	Date for next internal review	09/20

2. Current attainment (end of academic year 2018)		
Year 6 cohort 2018-19	<i>Pupils eligible for PP</i>	<i>National average</i>
% achieving expected standard or above in reading, writing & maths	23%	65%
% achieving expected standard in reading	38%	73%
% achieving expected standard in writing	46%	78%
% achieving expected standard mathematics	54%	79%

3. Barriers to future attainment (for children eligible for PP)	
Additional information that may be a barrier to learning.	<ul style="list-style-type: none"> • Our current % of disadvantaged pupils is 9.5% (49 children). • 16% of our current PP also have SEND • 49% of our current PP cohort have PSE interventions
In-school barriers (<i>issues to be addressed in school</i>)	
Progress	2019 progress data for cohort Reading 0.28 Writing -0.71 Maths -0.71
External barriers (<i>issues which also require action outside school</i>)	
Attendance	<ul style="list-style-type: none"> • Percentage attendance of PP pupils for last academic year was 93.47% compared to 95.55% for other pupils • Percentage of unauthorised attendances of PP pupils for last academic year was 2.64% compared to 1.28% for other pupils
Punctuality	<ul style="list-style-type: none"> • Percentage of PP pupils who were late (before registration closed) was 0.73% compared to 0.27% for other pupils • Percentage of pupils who were late (after registration closed) was 1.08% compared to 0.34%
Behaviour and pastoral needs	<ul style="list-style-type: none"> • 4% of the pupils are currently on EHA/TAF/CIN/ CPP • The FSW and PSW are supporting a number of children and families across the school

4. Desired outcomes		Success criteria
A	All pupils, including those in receipt of Pupil Premium, will have at least 96.5% attendance and are in school on time every day.	<ul style="list-style-type: none"> • Parents will know the school’s expectation for attendance and punctuality. • Parents and children will fully understand the impact that absence has on: a child’s learning; involvement and enjoyment in school; relationships with peers; confidence and self-esteem; and progress and outcomes. • Parents will know what “poor” attendance and punctuality is and will know their child’s attendance and punctuality data at least twice a year. • Parents, who have a child whose attendance is below 94%, will be informed of their child’s attendance figure during parent consultations and, for children’s whose attendance drops below 90%, parents will be informed through a formal letter in line with the Attendance Policy. For children with such attendance, their attendance will improve as a result of this information sharing exercise. • All stakeholders will be aware of, have access to and will be reminded of the school’s Attendance Policy. • Children from low-income families will be able to attend extra-curricular clubs alongside their peers if, without this offer, the child/ren is unable to have similar opportunities outside of school.
B	All children, including those in receipt of Pupil Premium, will leave Year 6 with a positive progress score having made excellent progress throughout their time at TPS.	<ul style="list-style-type: none"> • Each child will leave Year 6 with a positive progress score. • Progressive writing skills will be evident throughout each child’s work across the curriculum. • Teachers’ marking will enable a child to understand how they can improve their writing. • Pupils will have the skills they need to be effective problem-solvers and able to reason in mathematics. • All children will understand how to achieve well in each session or task, what they need to do to achieve and what achievement looks like. • The progress that children with SEND are making will be evident in Edukey plans and reviews, Pupil Progress Meeting notes, SEND assessments (termly or annually) and in their teacher assessments and achievement of objectives.
C	All children, including those in receipt of Pupil Premium, will achieve well in reading, writing and maths at the end of each formally assessed phase or key stage.	<ul style="list-style-type: none"> • Each child will reach the expected standard for their prior attainment in reading, writing and maths, at the end of EYFS, at the end of Year 2 and at the end of Year 6. • Parents will be kept informed of their child’s attainment throughout the academic year. • Teachers will ensure all groups of children have the opportunity to achieve well and put the appropriate support and resources in place to enable all children to achieve well. • Children with SEND will achieve their My Plan or EHCP outcomes and will achieve well based on their start-points.
D	Curriculum provision offers all pupils the opportunities and experiences to enhance their education, regardless of need.	<ul style="list-style-type: none"> • Children with SEND will be effectively supported: appropriate provisions will be in place, appropriate resources will be used and appropriate in-class support will ensure this group of children achieve their outcomes in a timely manner. • Previously high attaining pupils will continue to achieve the higher standard and work, throughout their time at TPS, at greater depth as a result of a carefully planned curriculum that offers the appropriate opportunities for these children to achieve well. • A clear assessment system will be in place so that teachers, pupils and parents are all fully aware of a child’s: understanding of the curriculum; needs in order to make progress; end of key stage targets to understand the bigger picture in a child’s learning journey; current and accurate attainment and next steps. • Home learning will effectively support the curriculum and each child’s learning. • An exciting curriculum will encourage high attendance and punctuality, by ensuring that children want to come to school and that every moment in school is valuable to a child’s learning and experience. • Marking and feedback will be appropriate to each child’s learning and will identify appropriate next steps to ensure progress. • All stakeholders will understand the curriculum offer and this offer will reflect the school’s values and strive for the school’s vision. • All pupils will attend school trips and benefit from experts, coaches and visitors to school as well as additional opportunities such as extra-curricular clubs. • Parents/carers will feel able to encourage their child to participate in the above opportunities without a financial burden.

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		<ul style="list-style-type: none"> • All children will have the opportunity to participate in extra-curricular activities and take advantage of opportunities outside the curriculum. • Extra-curricular clubs will be subsidised paid for by the school for some children whose family's financial situation prevents them from taking part in such activities.
E	<p>All children will be able to develop in a similar way to their peers thanks to a range of support, which is tailored to individual needs.</p>	<ul style="list-style-type: none"> • Pastoral and behavioural support will be carefully planned so that every child is ready to learn at the appropriate time and can access the curriculum successfully. • A clear timetable of pastoral support will allow all the children who need such support to receive it and will allow teachers, Teaching Assistants, SLT and parents to fully understand a child's needs in order to support him/her more effectively. • Behaviour across the school, including during transitions around school, will be outstanding. • Parents will fully engage in their child's life at TPS and will work in collaboration with the school to support a child's social, emotional and mental health needs as well as academic needs. • Research will be carried into other strategies or projects (e.g. Connecting Classrooms or mental health projects elsewhere) and these may be used to support the school in developing provision for children needing support with mental health issues. • Children from low-income families will be encouraged to attend our extended school provision without it being financially detrimental to the child's development and/or home-life (e.g. housing, food etc.)

5A: All pupils, including those in receipt of Pupil Premium, have 96.5% attendance and are in school on time every day.			
What is the barrier, from the perspective of...?			
Staff: <ul style="list-style-type: none"> It's difficult to support children, who've missed sessions, in order for them to catch up when trying to move others' learning on. Subsequent lessons need to be re-planned for children who've missed previous lessons. Support from adults needs to be re-organised to support those who need to catch up due to an absence or a late. 	Pupils: <ul style="list-style-type: none"> Children miss out on learning when absent or late. It's difficult to build on prior learning if sessions, tasks, objectives or experiences have been missed. Relationships with others can be affected if there are regular or persistent absences. Confidence can be affected if a child hasn't experienced prior learning as they will be aware that they are behind before starting. Other children may miss out on adult support if it's had to be re-organised to support those who've been absent or late. 	Attainment/Progress: <ul style="list-style-type: none"> Vital learning is lost and therefore objectives are not achieved in the same way as someone who attends every lesson. Attainment gaps may widen as a result of persistent absenteeism or lates. Not all objectives may be covered and therefore achieved if sessions are missed. This will have an impact on the teacher judgement and, ultimately, end of key stage outcomes for a child. 	
Intervention Description <i>What activities and behaviours will you see when it is working?</i>	Implementation activities <i>How will it be done?</i>	Implementation outcomes <i>How will you know it is working?</i>	Review and impact <i>How have pupils benefited?</i>
<ul style="list-style-type: none"> Children enjoy learning and want to come to school. Parents fully understand the importance of good attendance and punctuality and the impact that poor attendance and punctuality has on a child's education. Children have positive relationships with staff and peers as a result of excellent attendance. Additional adults are available for children to work with and talk to about anything that may cause them to be absent from school or late in the mornings. Parents and school work together to ensure that children are able to attend school every day. All children feel safe and cared for in school. 	Parental engagement: <ul style="list-style-type: none"> Regular reporting to parents during Parent Consultations, mid-year and end-of-year reports and termly letters for poor attendance. This will keep parents fully informed about their child's attendance in order to rectify issues or celebrate achievements. The school's Attendance Policy should be shared with parents whose children are regularly absent from school. Information about how persistent absenteeism or lates can impact a child's learning to be shared with parents via a termly letter to those concerned. Wrap-around care: <ul style="list-style-type: none"> Extended schools services will be offered with financial support, using the Pupil Premium, to those who find it difficult to 	<ul style="list-style-type: none"> All children will, compared to the previous academic year, have an improved attendance (May 2019 - May 2020's attendance will be higher than 94.6%, which was the figure for May 2018 - May 2019). <p>The monitoring of persistent absence has shown that there has been a positive impact for some children and families. Individual children were referred to PST, these families will be contacted by PST early in the next academic year to offer support for attendance.</p> <ul style="list-style-type: none"> All children will be in school on time (0% late on register each day). <p>The SLT will consider the use of a 'late gate' for the start of the next academic year to enable them to physically speak to parents on late arrival.</p> <ul style="list-style-type: none"> Parents will be fully aware of the Attendance Policy, of their child's % attendance and punctuality all parents will have access to the 	<p>Interim reports, with attendance information were sent to parents at the end of term 2. For some of the school families this had a positive impact as they were able to see clearly the attendance figures held for their children. Reports were not sent out at the end of term 4 due to COVID-19. DfE have changed the guidance regarding sharing attendance information in the annual reports.</p> <p>Prior to partial closure HT and attendance lead issued eight parental contracts. Two families have been referred to EES. EES are already involved with one family. Following a review of the attendance information it can be seen that a continued focus on attendance is needed. The school has not been able to meet the target set</p>

get to school on time or attend school.

- Breakfast will be available to these children, taking one pressure away from the morning routine.
- Extra-curricular clubs will be offered, at a subsidised rate using the Pupil Premium, so that all children have the opportunity to experience these activities and develop related skills and so that parents have another option for childcare. Children will enjoy these clubs and attend school to take part.

Adult support:

- Interventions should take place after break-time for those children who often miss out first thing in the morning due to being late for school.
- Teachers should ensure that work can be, where possible, caught up (by those who have missed it) without requiring additional adult support if this was not planned to be used for the original task. This may involve creating additional resources to enable the child to catch up independently.

Curriculum planning:

- A curriculum review will ensure that exciting and relevant learning opportunities and experiences are planned to ensure children enjoy learning and want to come to school.
- Additional opportunities, exciting trips and enrichment days will help develop children's interests in learning and will ensure that they want to come to school.
- Parents whose children receive Pupil Premium funding will be offered support for payment of school trips (using the premium) to ensure their child attends without it having an impact on other financial matters at home.

policy, the policy will be shared with parents whose children have a lower attendance rate and all parents will know, at least twice a year, what their child's % attendance is.

- All parents, if taking their child out of school, will complete the necessary form and the office staff will follow the Attendance Policy to ensure that proof of appointments are shared (all absences will be justified and reasons confidently recorded).
- Parents/children (who find getting to school on time difficult) will utilise Breakfast Club (taking up the offer of PP-paid club time).

Parents were offered additional support in the form of breakfast club.

- All children will enjoy learning and want to come to school (100% of pupils should express this during pupil voice activities).
This was not completed due to partial school closure
- More enrichment activities and visits will be offered (a clear addition(s) to each year group's plans & offer should be evident in 2019-20).
- There will be a range of enrichment activities (evident in plans), which children will enjoy (evident in pupil voice, annual questionnaire, attendance figures and attainment data).
- 100% of pupils will attend school trips and all parents whose children receive the premium will be offered a subsidy, using the premium (evident in letters and analysis of parents' financial contributions).
The work for this outcome could not be completed due to partial school closure, the majority of trips/experiences that had been planned where not able to go ahead so comparison could not be made.

regarding attendance. Attendance Lead, PP Lead, PST and HT will use attendance information held for this academic year to target specific families in the new academic year.

Attendance comparison

	2018/19 Whole Year	Sept 18- Mar19	Sept 19- Mar 20
PP	93.48	93.56	92.96
No PP	95.63	95.66	94.83

Authorised Absence

	2018/19 Whole Year	Sept 18- Mar19	Sept 19- Mar 20
PP	3.89	4.14	4.14
No PP	3.14	3.31	3.69

Unauthorised absence

	2018/19 Whole Year	Sept 18- Mar19	Sept 19- Mar 20
PP	2.62	2.30	2.89
No PP	1.23	1.04	1.48

Late after

	2018/19 Whole Year	Sept 18- Mar19	Sept 19- Mar 20
PP	1.08	1.05	0.78

			No PP	0.34	0.37	0.32
Estimated cost and money allocated:	£5000	Money to be spent on:	Pupil Premium Vouchers			

5B: All children, including those in receipt of Pupil Premium, will leave Year 6 with a positive progress score having made excellent progress throughout their time at TPS.

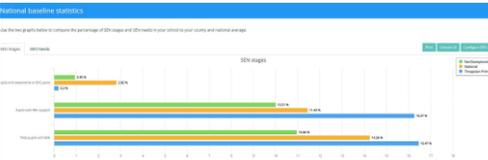
What is the barrier, from the perspective of...?

<p>Staff:</p> <ul style="list-style-type: none"> All children progress at different rates and have different needs – staff need to be able to confidently cater for these in order to support pupils effectively for them to make excellent progress Not all staff have the time to be able to plan and assess together, within the same year group, to ensure that there is a consistent and standard approach to curriculum delivery and assessment. Not all staff have full knowledge of the gaps in children’s learning (if children are new to the school). 	<p>Pupils:</p> <ul style="list-style-type: none"> Some pupils leave TPS with a negative progress score due to their prior attainment group and end of KS2 attainment score. Children with SEND and children in receipt of Pupil Premium do not always make the same progress as their peers. Children have additional needs, beyond academic (notably social, emotional and mental health), that often have an adverse affect on their academic performance in school. 	<p>Attainment:</p> <ul style="list-style-type: none"> Some pupils leave TPS with a negative progress score. Not all children are making “expected progress” from their starting points. Pupils in receipt of Pupil Premium underperform others pupils nationally. Pupils with SEND and pupils who were previously low and middle attainers underperformed their equivalents nationally last academic year in Year 6.
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<p>Intervention Description <i>What activities and behaviours will you see when it is working?</i></p> <ul style="list-style-type: none"> Children enjoy learning. Children feel fully supported, appropriate to 	<p>Implementation activities <i>How will it be <u>done</u>?</i></p> <p>Curriculum planning and delivery:</p> <ul style="list-style-type: none"> A review of the curriculum will take place 	<p>Implementation outcomes <i>How will you <u>know</u> it is working?</i></p> <ul style="list-style-type: none"> Each child will leave Year 6 with a positive progress score (evident in KS2 attainment 	<p>Review and impact <i>How have pupils <u>benefited</u>?</i></p> <p>End of year assessments have been cancelled following partial school closures.</p>
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<p>their individual need, in order to succeed and make excellent progress.</p> <ul style="list-style-type: none"> • Staff have the knowledge, about individual children, sufficient to support them effectively. • An exciting curriculum ensures all children have the opportunity to develop, make excellent progress and succeed based on their individual needs and starting points. • Additional provisions are appropriate to need and will be planned and delivered in a timely manner, in response to prior knowledge and achievement. • Pupils are fully supported in all aspects of development, including SEMH support, in order to access learning. 	<p>ensuring that the offer for pupils is, for example: progressive; exciting; accessible yet challenging for all; builds knowledge; sits in line with DFE and Ofsted recommendations; and is easily assessed.</p> <ul style="list-style-type: none"> • Curriculum plans will cater for pupils who were previously high attaining so that they can develop their skills further, have an element of choice in their learning, and apply their skills across the curriculum. • Previously low and middle attainers and pupils with SEND will be equipped to work confidently with appropriate resources and active support in lessons. • Exciting and appropriate school trips will support pupils' progress and attainment. • Monitoring exercises will take place to ensure curriculum coverage, expectations, personalised learning opportunities, challenge etc. are all evident in planning and delivery of lessons (e.g. book looks, learning walks, observations, planning scrutiny). <p>Training:</p> <ul style="list-style-type: none"> • New staff (teachers and TAs) will be trained in using SIMS, target cards, symphony to assess, monitor and track pupils' • achievement of each objective in RWM to ensure that prior knowledge is built on, next steps are identified, progress is made and accurate judgements are formed. • Review the Marking and Feedback Policy and then train staff in effective marking and feedback to move a child's learning on. <p>Adult support:</p> <ul style="list-style-type: none"> • Further support (as a result of monitoring and feedback from staff/pupils) will be given to Teaching Assistants and teachers to develop 	<p>results).</p> <ul style="list-style-type: none"> • 100% of children will make, according to the school's tracking system, "expected progress" from their starting points. • Progressive writing skills will be evident throughout each child's work across the curriculum. • Teachers' marking will enable a child to understand how they can improve their writing (evident in a child's progress through their work). • All children will understand how to achieve well in each session or task, what they need to do to achieve and what achievement looks like (evident in books and through pupil conferencing). • A varied, exciting, challenging and appropriate curriculum, actively promoting the school's values, will be evident in all aspects of a child's learning (progression, children's needs and varied opportunities will be evident in plans and lesson delivery). • All children will attend trips. All pupils in receipt of the Pupil Premium will be offered a subsidy. • All staff will feel confident in the assessment of pupils' attainment against objectives and termly teacher assessments, and will know what the expected standard looks like in each subject (evident in accurate assessments on Insight and through CPD feedback forms from staff). • All pupils will make excellent progress from their starting points. • New resources will be introduced and children will find these helpful (evident in observations, book looks and pupil conferencing in addition to attainment). • All staff will have access to MyConcern and will use it as required (this will be evident when 	<p>Book monitoring shows a clear improvement in writing skills across the curriculum and a more consistent approach to marking.</p> <p>A review of the school curriculum has taken place, new schemes for music, PSHE, geography were implemented at the start of the year.</p> <p>The schools' intent, implementation and impact plan has been placed on the website, shared with all staff and governors.</p> <p>Pupil/parent/staff voice surveys will be carried out at the beginning of the academic year 20/21, information gained will be used as a baseline in new PP strategy document.</p> <p>English lead and SLT have carried out an audit of resources and books. New items have been purchased. Impact of this will be seen in the next academic year</p>
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	<p>resources available to pupils with SEND to better access learning in the classroom and during interventions.</p> <ul style="list-style-type: none"> • All staff will have access to a timely record (using MyConcern/SIMS behaviour reporting/Edukey) of pupils with vulnerabilities and additional needs to confidently understand how to best support them. • Pupil Progress Meetings will be held to discuss pupils' achievements, next steps and provisions needed to help each child make better progress. Teachers, TAs and SLT will be involved in these discussions. <p>Parental engagement</p> <ul style="list-style-type: none"> • Encourage parents to help in school by, for example, hearing children read so that children get even more opportunities to progress and achieve. • Create a programme of parent workshops to engage parents in their child's learning and to support them in helping their child at home. • Parents will be kept informed (4-times annually in 3- reports and 3-parent consultations) of their child's attainment. <p>Home learning</p> <ul style="list-style-type: none"> • Provide timely information about home learning activities to parents and ensure that these are accessible on the school's website. • Ensure that the Homework Policy is effective in that it provides pupils with valuable opportunities to practise their work in school and enjoy learning at home. • Provide a range of activities for children with particular needs to work on basic skills at home (e.g. maths games). <p>Resourcing</p> <ul style="list-style-type: none"> • A range of reading books will be purchased, which are applicable to 	<p>staff access the site, in the knowledge that is shared about a child, in the timely support offered to children, in professional conversations between staff and home etc).</p> <ul style="list-style-type: none"> • All children will enjoy reading and have access to appropriate books (evident in the collection of books and through pupil conferencing and reading discussions). • Children with SEND will improve their fluency and comprehension skills (evident in reading assessments, reading discussions and when reading aloud). • Parents will feel well-informed of their child's progress, attainment and learning activities (evident in annual parents' questionnaire and ongoing feedback). • A clear Homework Policy will be accessible to all and will reflect the school's values and curriculum aims (evident on the school website and used by all teachers, pupils and parents). • Children will be part of appropriate interventions that help them make better progress within a specific area. Interventions will be timely and focused (evident through Pupil Progress Meeting notes, Pupil Passports/EHCP reviews, pupils' outcomes). • Pupils' classwork will be supported by homework activities (evident in personalised homework activities and book looks). 	<p>Parents have received one interim report and one annual report</p>  <p>The screenshot shows 'National baseline statistics' for SEND pupils. It includes a bar chart comparing 'Reading' and 'Maths' scores for 'SEND pupils' against 'All pupils' and 'National average'. The x-axis represents the percentage of pupils achieving a grade 4 or above. The y-axis shows the percentage of pupils. The chart indicates that SEND pupils are performing below the national average in both reading and maths.</p>
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	and will help low-attaining children and/or children with SEND to enjoy reading and make progress with their fluency and comprehension skills. These books will engage the readers, provide experience and support for writing and allow their readers to feel achievement and pride in reading.		
Estimated cost and money allocated:	£6000	Money to be spent on:	Training and Resources

5C: All children, including those in receipt of Pupil Premium, will achieve well in reading, writing and maths at the end of each formally assessed phase or key stage.

What is the barrier, from the perspective of...?

<p>Staff:</p> <ul style="list-style-type: none"> • All children achieve at different rates. • Many factors affect a child's ability to achieve well, including personal learning needs, background, life-experiences, family support, prior attainment, language skills etc. These dictate how a child should be supported in school, including what level of support he/she requires, which may not be available due to staffing or resource restrictions. • The number of adults available to support children fully is often restricted. • Planning for individual needs is extremely time-consuming. • Teachers require time out of class to carefully reflect on, assess and plan appropriate provision for children, having an impact on children's learning in that time (e.g. for Pupil Progress Meetings). • Some staff are less confident at planning for individual need (e.g. creating Pupil Passports). 	<p>Pupils:</p> <ul style="list-style-type: none"> • Some pupils leave TPS not having achieved the expected standard. • Children have a variety of needs, which are not always fully supported in class in order to achieve the expected standard (e.g. through adult support, resources, additional provisions or staff understanding). • Children have additional needs, beyond academic (notably social, emotional and mental health), that often have an adverse effect on their academic performance in school. • Behaviour of some children and playtime issues are carried into the classroom, affecting those involved as well as other children. • Family circumstances can affect a child's learning journey and, as a result, their attainment. • Not all children's learning is supported at home for a variety of reasons. • Not all children have a love of learning, including reading, which has an impact on their attainment. 	<p>Attainment:</p> <ul style="list-style-type: none"> • Some pupils leave TPS not having achieved the expected standard. • Not all children, who were previously high attaining, leave TPS at greater depth. Likewise, not all children who were previously middle attaining, leave TPS at the expected standard. • The curriculum does not always offer opportunities for children to achieve greater depth across the curriculum. • Pupils in receipt of Pupil Premium underperform others pupils nationally. • Pupils with SEND and pupils who were previously low and middle attainers underperformed their equivalents nationally last academic year in Year 6. • A child's progress and attainment in writing is not always evident in work outside of English lessons.
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Intervention Description <i>What activities and behaviours will you see</i>	Implementation activities	Implementation outcomes	Review and impact <i>How have pupils benefited?</i>
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when it is working?	<u>How will it be done?</u>	<u>How will you know it is working?</u>																																																																																																																																																															
<ul style="list-style-type: none"> Children enjoy learning. Children feel fully supported, appropriate to their individual need, in order to succeed and make excellent progress. Staff have the knowledge, about individual children, sufficient to support them effectively. An exciting curriculum ensures all children have the opportunity to succeed based on their individual needs and starting points. Additional provisions are appropriate to need and will be planned and delivered in a timely manner, in response to prior knowledge and achievement. Pupils are fully supported in all aspects of development, including SEMH support, in order to access learning. All children feel proud of their achievements. Parents are involved in their child's learning, working together with the school, to enable their child to succeed. All children will be able to access summative assessments when required. <p>Governors and all other stakeholders will have a solid understanding of the school's performance information.</p>	<p>Curriculum planning & delivery As above</p> <ul style="list-style-type: none"> Additional opportunities for individuals or groups to develop reading, writing and/or maths skills through fun and interesting ways will be introduced (e.g. maths through art enrichment activities). Monitoring exercises will take place to ensure curriculum coverage, expectations, personalised learning opportunities, challenge etc. are all evident in planning and delivery of lessons (e.g. book looks, learning walks, observations, planning scrutiny). <p>Training As above</p> <ul style="list-style-type: none"> Teachers will have opportunities to moderate with year group and key stage colleagues. Teachers will receive training to use Insight to ensure accurate judgements are made against objectives. They will be able to record and monitor children's achievements throughout their time at TPS using Insight's reporting facilities. It will be clear to staff, through a reviewed curriculum and staff training, what the "expected standard" looks like in each subject. <p>Adult support</p> <ul style="list-style-type: none"> PWS/FSW support allocated for children and parents A clear timetable of pastoral support will ensure pupils: know where they can go if they're feeling worried; have all their needs supported effectively; and, are able to access learning. <p>Interventions As above.</p> <ul style="list-style-type: none"> Interventions to aid children's enjoyment, progress and attainment in reading, writing and maths will be introduced by utilising their interests through a range of other activities (e.g. art, DT, Outdoor Learning). 	<ul style="list-style-type: none"> Each child will finish EYFS with an accurate judgement for each of the Early Learning Goals. Each child will finish KS1 with a teacher assessment judgement that is the same standard (or higher) with which they finished EYFS (evident in published results). Each child will finish KS2 with a teacher assessment judgement that is the same standard (or higher) with which they finished KS1 (evident in published results). All children will feel a sense of achievement across the curriculum (evident through pupil conferencing, attitudes to learning, behaviour). Children, inc. those in receipt of Pupil Premium and those with SEND, leaving Year 6 will achieve higher than their peers nationally (evident in published results). Pupils in receipt of Pupil Premium will achieve in line with their school peers (evident in published results and in- school outcomes). Children with SEND will achieve well based on their start- point (evident in end of year data, SEND assessments) and will achieve their Pupil Progress or EHCP outcomes confidently (evident in reviews and Pupil Progress Meetings). Marking and feedback (evident through book looks and observations) will ensure that a child's learning is moved on and that achievements are celebrated. All staff will feel confident in the assessment of pupils' attainment against objectives and termly teacher assessments, and will know what the expected standard looks like in each subject (evident in accurate assessments on Insight and through CPD feedback forms from staff). Additional opportunities (e.g. enrichment days) will be enjoyed and children will feel a 	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"></th> <th colspan="2">Maths</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>Attain %</th> <th>Prog</th> <th>Attain %</th> <th>Prog</th> <th>Attain %</th> <th>Prog</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Yr 1</td> <td>Cohort</td> <td>74</td> <td>3.9</td> <td>66</td> <td>3.9</td> <td>66</td> <td>3.9</td> </tr> <tr> <td>PP</td> <td>33</td> <td>3.9</td> <td>33</td> <td>3.9</td> <td>0</td> <td>3.9</td> </tr> <tr> <td>Non PP</td> <td>76</td> <td>3.9</td> <td>68</td> <td>3.8</td> <td>69</td> <td>3.9</td> </tr> <tr> <td rowspan="3">Yr 2</td> <td>Cohort</td> <td>74</td> <td>3.9</td> <td>62</td> <td>3.7</td> <td>60</td> <td>3.4</td> </tr> <tr> <td>PP</td> <td>80</td> <td>3.9</td> <td>33</td> <td>3.7</td> <td>40</td> <td>3.4</td> </tr> <tr> <td>Non PP</td> <td>74</td> <td>3.9</td> <td>65</td> <td>3.7</td> <td>62</td> <td>3.9</td> </tr> <tr> <td rowspan="3">Yr 3</td> <td>Cohort</td> <td>80</td> <td>3.9</td> <td>77</td> <td>3.9</td> <td>70</td> <td>3.9</td> </tr> <tr> <td>PP</td> <td>67</td> <td>3.9</td> <td>67</td> <td>3.9</td> <td>56</td> <td>3.9</td> </tr> <tr> <td>Non PP</td> <td>82</td> <td>3.9</td> <td>79</td> <td>3.9</td> <td>72</td> <td>3.9</td> </tr> <tr> <td rowspan="3">Yr 4</td> <td>Cohort</td> <td>62</td> <td>3.8</td> <td>61</td> <td>3.8</td> <td>52</td> <td>3.9</td> </tr> <tr> <td>PP</td> <td>38</td> <td>3.8</td> <td>62</td> <td>3.7</td> <td>38</td> <td>3.9</td> </tr> <tr> <td>Non PP</td> <td>67</td> <td>3.8</td> <td>60</td> <td>3.7</td> <td>55</td> <td>3.9</td> </tr> <tr> <td rowspan="3">Yr 5</td> <td>Cohort</td> <td>68</td> <td>3.8</td> <td>78</td> <td>3.8</td> <td>63</td> <td>3.9</td> </tr> <tr> <td>PP</td> <td>25</td> <td>3.8</td> <td>63</td> <td>3.8</td> <td>14</td> <td>3.9</td> </tr> <tr> <td>Non PP</td> <td>75</td> <td>3.8</td> <td>81</td> <td>3.8</td> <td>69</td> <td>3.9</td> </tr> <tr> <td rowspan="3">Yr 6</td> <td>Cohort</td> <td>67</td> <td>3.8</td> <td>74</td> <td>3.8</td> <td>71</td> <td>3.9</td> </tr> <tr> <td>PP</td> <td>58</td> <td>3.8</td> <td>58</td> <td>3.8</td> <td>42</td> <td>3.9</td> </tr> <tr> <td>Non PP</td> <td>69</td> <td>3.8</td> <td>77</td> <td>3.8</td> <td>77</td> <td>3.9</td> </tr> </tbody> </table> <p>All assessments for 19/20 have been cancelled because of partial school closures.</p> <p>Academic year 20/21 children's baselines will be end of term 4 outcomes.</p> <p>DfE are publishing guidance regarding curriculum expectations for 20/21</p>  <p>Outcome report for Thrapston Primary School From 1/8/2019 to 1/8/2020</p> <p>Breakdown by Pupil Premium</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>No pupil premium</td> <td>86</td> <td>+0.36 As expected</td> </tr> <tr> <td>Pupil premium</td> <td>52</td> <td>+0.38 As expected</td> </tr> <tr> <td>Average/Total</td> <td>138</td> <td>+0.37 As expected</td> </tr> </tbody> </table>			Maths		Reading		Writing		Attain %	Prog	Attain %	Prog	Attain %	Prog	Yr 1	Cohort	74	3.9	66	3.9	66	3.9	PP	33	3.9	33	3.9	0	3.9	Non PP	76	3.9	68	3.8	69	3.9	Yr 2	Cohort	74	3.9	62	3.7	60	3.4	PP	80	3.9	33	3.7	40	3.4	Non PP	74	3.9	65	3.7	62	3.9	Yr 3	Cohort	80	3.9	77	3.9	70	3.9	PP	67	3.9	67	3.9	56	3.9	Non PP	82	3.9	79	3.9	72	3.9	Yr 4	Cohort	62	3.8	61	3.8	52	3.9	PP	38	3.8	62	3.7	38	3.9	Non PP	67	3.8	60	3.7	55	3.9	Yr 5	Cohort	68	3.8	78	3.8	63	3.9	PP	25	3.8	63	3.8	14	3.9	Non PP	75	3.8	81	3.8	69	3.9	Yr 6	Cohort	67	3.8	74	3.8	71	3.9	PP	58	3.8	58	3.8	42	3.9	Non PP	69	3.8	77	3.8	77	3.9		Pupils	Average outcome	No pupil premium	86	+0.36 As expected	Pupil premium	52	+0.38 As expected	Average/Total	138	+0.37 As expected
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		<p>sense of achievement in these (evident through pupil voice, school diary, pupil questionnaire).</p> <ul style="list-style-type: none"> • Children’s interests in reading and writing will improve through the use of enrichment activities. 	
Estimated cost and money allocated:	£20320	Money to be spent on:	<p>Pastoral Support Worker Family Support Worker Pupil Premium Vouchers Resources</p>

5D: Curriculum provision offers all pupils the opportunities and experiences to enhance their education, regardless of need.

What is the barrier, from the perspective of...?

<p>Staff:</p> <ul style="list-style-type: none"> • Current curriculum are being reviewed to ensure they cater for pupils with a range of needs or from different starting points. • Resources in school are limited. • Most staff have not experienced or seen other ways of working or delivering the curriculum. • We want to ensure the current curriculum reflects the growing diversity within our school. • Some staff need additional support to continue planning appropriate provisions for SEND children. • Pupils’ behaviour at lunchtimes have previously had an impact on the delivery of the curriculum. 	<p>Pupils:</p> <ul style="list-style-type: none"> • Not all pupils are offered a choice in their learning and are not necessarily involved in the planning of their curriculum. • The school’s values and curriculum to not currently marry together to be one cohesive learning experience. • Pupils are not always given the opportunity to further develop their core skills in other areas of the curriculum (e.g. writing targets in science lessons) and, as a result, some children don’t see their learning as a whole but as a series of separate lessons. 	<p>Attainment:</p> <ul style="list-style-type: none"> • Pupils’ experiences in foundation subjects do not always support their attainment in the core subjects (e.g. coverage of the science curriculum should support their achievement in reading at the end of KS2). • The curriculum does not always offer opportunities for children to fully develop or show their skills (notably those who were previously higher attainers). • Pupils in receipt of Pupil Premium underperform others pupils nationally. • Pupils with SEND and pupils who were previously low and middle attainers underperformed their equivalents nationally last academic year in Year 6. • A child’s progress and attainment in writing is not always evident in work outside of English lessons.
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<p>Intervention Description <i>What activities and behaviours will you see when it is working?</i></p>	<p>Implementation activities <i>How will it be <u>done</u>?</i></p>	<p>Implementation outcomes <i>How will you <u>know</u> it is working?</i></p>	<p>Review and impact <i>How have pupils <u>benefited</u>?</i></p>
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- There is a progressive and carefully planned curriculum is evident throughout the school, which allows every child to achieve and enjoy learning.
- Children experience a range of activities and learn through these varied opportunities.
- Children achieve well and feel proud of their achievements in all areas of the curriculum.
- Learning experiences take advantage of and further develop personal interests and are tailored to the needs of the children.
- Children, through the curriculum, gain the appropriate knowledge to achieve well in core subjects at the end of each phase/key stage.
- Staff enjoy planning, delivering and assessing the curriculum.
- School values are at the centre of the school's curriculum.

Curriculum planning:

- A review of the curriculum will take place ensuring that the offer for pupils is, for example: progressive; exciting; accessible yet challenging for all; builds knowledge; sits in line with DFE and Ofsted recommendations; and is easily assessed.
- Curriculum plans will cater for pupils who were previously high attaining so that they can develop their skills further, have an element of choice in their learning, and apply their skills across the curriculum.
- The school's values will be play an integral role in the review of the curriculum so that children are experiencing a cohesive learning journey.

Curriculum delivery:

- Previously low and middle attainers and pupils with SEND will be equipped to work confidently with appropriate resources and active support in lessons.
- Exciting and appropriate school trips will support pupils' progress and attainment (with trips being offered free to parents whose children receive Pupil Premium).
- Outdoor Learning/Forest School lessons will be used to deliver the curriculum and engage all children. Additional interventions will offer groups of children further academic and pastoral support to enable them to achieve and feel a sense of achievement and enjoyment in learning.

Monitoring:

- Monitoring exercises will take place to ensure curriculum coverage, expectations, personalised learning opportunities, challenge etc. are all evident in planning and delivery of lessons (e.g. book looks, learning walks, observations, planning

- Children will achieve well across all subjects (evident in objectives on SIMS for reading, writing and maths and evident in work from all subjects).
- Children will be proud of their achievements across the curriculum and enjoy learning (evident in pupil voice and pupils' annual questionnaires).
- A progressive curriculum will be appropriate to the needs of the children, promote the school's values and will incorporate staff expertise (evident through curriculum plans, pupil voice and feedback from staff).
- All children will have the opportunity to succeed in lessons as a result of carefully planned work and support (evident in MTPs, observations, pupil voice and book looks).
- Throughout the curriculum, all children will have the opportunity to develop and celebrate the values of the school (evident in curriculum plans and children's work).
- Resources will be available to pupils as required based on their needs (evident through learning walks, observations and book looks).
- School trips will be carefully planned and agreed by the Curriculum Lead, and will enhance learning (evident in plans, trip letters with curriculum links clearly identified and children's work following a trip). All children will attend these trips (evident in attendance data).
- An evidence base from all monitoring activities will show that feedback is provided to all staff concerned and that, following this, practice is developed accordingly (evident in monitoring feedback and follow-up monitoring findings).
- A timetable of visits to other schools will

		Maths		Reading		Writing	
		Attain %	Prog	Attain %	Prog	Attain %	Prog
Yr 1	Cohort	74	3.9	66	3.9	66	4
Yr 2	Cohort	74	3.9	62	4	60	3.9
Yr 3	Cohort	80	4	77	4.2	70	3.9
Yr 4	Cohort	62	4.1	61	3.8	52	3.9
Yr 5	Cohort	68	3.8	78	4.2	63	4
Yr 6	Cohort	67	4.6	74	4.7	71	4.4

	<p>scrutiny).</p> <ul style="list-style-type: none"> The SENDCo will work closely with teachers and TAs to develop, review and update effective Pupil Passports and EHCPs. <p>Training:</p> <ul style="list-style-type: none"> Teachers and Teaching Assistants will have the opportunity to see practice in a variety of schools, bringing ideas back to develop their own practice at TPS. Teaching Assistants will receive further support in the development of resources and planning/delivery of interventions to support those with SEND. 	<p>show that staff are/have seen other practice and feedback forms (completed by staff following a visit) will summarise how this will affect their practice. Changes to plans, classroom environments, tasks and strategies may reflect practice seen elsewhere.</p> <ul style="list-style-type: none"> Teaching Assistants will have a larger bank of resources and ideas to draw from when supporting pupils with SEND (evident through observations, book looks, their feedback and learning walks). 	
<p>Estimated cost and money allocated:</p>	<p>£6000</p>	<p>Money to be spent on:</p>	<p>Resources and Training</p>

SE: All children will be able to develop in a similar way to their peers thanks to a range of support which is tailored to individual needs.

What is the barrier, from the perspective of...?

<p>Staff:</p> <ul style="list-style-type: none"> If pupils are absent, time needs to be created for children to catch up – this might be time spent adapting plans, creating additional resources for independent learning or TA time during lessons. New behaviour policy and practices will ensure a consistent approach to managing behaviour, focusing on positive reaffirmation. Staff need further support to fully and effectively support pupils who have additional needs beyond academic needs. This might be CPD or might be in the form of TA time to work with such children. New staff will be supported by the SENDCos. Staff need additional support to continue planning appropriate provisions for this group of children. Pupils' behaviour at lunchtimes can have an impact on the delivery of the curriculum. SLT are often called-upon to manage behaviour. SLT are not, however, the adults that know the individuals best. Teachers, therefore, need time to deal with issues themselves and need to feel equipped to do so confidently. 	<p>Pupils:</p> <ul style="list-style-type: none"> Pupils are unable to access the curriculum, teaching and learning if they are worrying, upset or anxious about other things. Pupils are unable to access learning if unresolved issues have occurred at playtimes. Some pupils do not have the opportunity to participate in activities outside of school which their peers are able to regularly experience. Some pupils' SEMH needs are not necessarily currently being fully or effectively supported. Other pupils' learning can be affected if issues have arisen at playtimes that takes a teacher or TA away from the classroom. Not all children, according to the most recent pupil questionnaire, know who to go to if they're feeling worried about something. 	<p>Attainment:</p> <ul style="list-style-type: none"> Pupils in receipt of Pupil Premium underperform others pupils nationally. Pupils who are unable to access learning do not achieve as well as their peers on a day-to-day basis and will underperform their peers in end-of-key-stage assessments. Pupils cannot access learning if, for example, SEMH needs are not met.
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<p>Intervention Description <i>What activities and behaviours will you see when it is working?</i></p>	<p>Implementation activities <i>How will it be done?</i></p>	<p>Implementation outcomes <i>How will you know it is working?</i></p>	<p>Review and impact <i>How have pupils benefited?</i></p>
<ul style="list-style-type: none"> Children are ready to learn throughout the school day. Children enjoy learning and can access the curriculum. All children have the opportunity to succeed and feel proud of their efforts. Children feel fully supported, in all aspects of school life. Playtimes offer pupils an enjoyable break from learning and set children up to re-enter the classroom energised and ready to learn. All children have access to the same opportunities. Staff feel equipped and confident to support 	<p>Parental Engagement</p> <ul style="list-style-type: none"> Parent workshops about supporting children at home (academically, socially, emotionally etc.) will be organised to provide parents with confidence and skills to do so effectively. Pupil Passports will be shared with parents in a timely manner. Behaviour issues will be discussed with parents on a needs-basis. Teachers will contact parents as necessary regarding their child's behaviour needs. Parents will be provided with 	<ul style="list-style-type: none"> All parents will understand the school's behaviour systems and practices (evident in parent questionnaires and attendance at meetings/workshops). All parents of children with SEND will receive up to date Pupil Passports and will be informed of their child's progress through written reports, meetings and parent consultations (evident through SEND action plan timeline, attendance at meetings and consultations). Parents will be aware of any behaviour needs that their child has (evident through conversations, parent 	<p>New behaviour policy in place, which has been shared with staff, parents and children. The monitoring of the PST has shown that the number of behaviour incidents has been reduced both in learning time and at lunch and break times.</p> <p>Pupil passports are completed, monitored and reviewed. This information is shared with parents regularly and kept updated</p>

Thrapston Primary School

<p>children with all manner of needs.</p> <ul style="list-style-type: none"> • The school’s curriculum ensures that pupils’ SEMH needs are met. • Pupils, at all times, have someone to go to if they feel worried, angry, upset or anxious. • Teachers are responsible for and manage the behaviour of their children, using PSW for support if necessary. • Parents and school need to work together to fully meet pupils’ individual needs. • Time out of class will be available to children who require space, breaks or smaller-group/individual support. 	<p>information about the new behaviour policy.</p> <ul style="list-style-type: none"> • Parents will be informed that pupils in receipt of the Pupil Premium can attend fee-paying extra-curricular clubs at a subsidised rate (using the funding). <p>Adult support</p> <ul style="list-style-type: none"> • The Pastoral Support Worker will have a clear timetable of interventions to work with those children in most need of her time and expertise. Teachers and parents can speak to this member of staff about concerns or refer pupils to her as required. • Sports coaches will provide structured play activities at lunchtimes for children to take part in to reduce behaviour incidents at playtimes. • Support from the Pastoral Support team and/or SLT will be available at playtimes, with monitoring of behaviour carried out if necessary. After any monitoring activity, class teachers should be informed of the findings and parents informed if needed. <p>Resources and activities</p> <ul style="list-style-type: none"> • Resources to support pupils’ SEMH needs will be purchased as required. • Activities, in line with Positive Playtimes, will be introduced to pupils and staff. • The Hub will be used a nurture space for pupils. • Extra-curricular clubs, which would usually require payment, will be offered to pupils in receipt of Pupil Premium at a subsidised rate (using the premium) to ensure all children have the opportunity to develop a range of skills. 	<p>questionnaires).</p> <ul style="list-style-type: none"> • The Pastoral Support Worker will work with all the children who require additional, pastoral support (evident in intervention timetables, her timetable, pupils’ attainment information, pupil questionnaires). • Behaviour issues at playtimes will reduce (evident through Behaviour Log monitoring). • Pupils in receipt of Pupil Premium will attend fee-paying extra-curricular clubs (more than 2 next year) as a result of the offer being shared with parents for the school to support with payment for such clubs (evident in club registers). • All staff will be confident in Restorative Practice (evident through staff questionnaires and training evaluation forms). • Pupils and staff will have access to appropriate resources to support pupils’ SEMH needs (evident in Pupil Passports/Edukey, intervention timetables, pupils’ attainment). • Playtimes will be enjoyable for all and behaviour issues will be reduced (evident through pupil questionnaires, discussions with MDSAs and teachers, attendance of lunchtime clubs). 	<p>on Edukey. Information</p> <p>PST produces a monthly behaviour monitoring form which is shared with SLT. Parents are contacted plans in place for children as needed, and shared with parents. Monitoring shows numbers of incidents decreasing.</p> <p>New arrangements in place for lunchtime, including new resources. MDS report an increase in the amount of play and reduction in low level behaviours. As evidenced in the PST reports to SLT. Pupil survey</p>
<p>Estimated cost and money allocated:</p>	<p>£32885</p>	<p>Money to be spent on:</p>	<p>Pastoral Support Worker Family Support Worker Play therapists Resources</p>

