

THRAPSTON PRIMARY SCHOOL



Pupil Premium Grant (PPG) Strategic Plan

RESPECT, EMPATHY, AMBITION, COLLABORATION, HONESTY
INSPIRING AND ENABLING EVERY CHILD TO SHAPE THEIR WORLD

1. Summary information					
School	Thrapston Primary School				
Academic Year	2020-2021	Total PP budget	Sept-March- 63350+(689CF) April- Aug-	Date of most recent PP Review	
NOR	488	Number of children eligible for PP	49	Date for next internal review	12/20

2. Current attainment (end of academic year 2019)		
Year 6 cohort 19-20 * due to partial school closures no formal testing took place May 2020. These outcomes reflect teacher assessment at the end of term 4 2020	<i>Pupils eligible for PP</i>	<i>National average</i>
% achieving expected standard or above in reading, writing & maths		
% achieving expected standard in reading		
% achieving expected standard in writing		
% achieving expected standard mathematics		

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers	
A.	The gap between PPG children's achievements and that of other children will decrease therefore allowing overall gap to decrease in EYFS and both Key Stages.
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of PPG children which will result in accelerated progress
External barriers	
C.	Attendance of PPG children is lower therefore gaps are not being closed and can increase if further lessons are missed. Covid-19 meant an extensive period of time where disadvantaged children and families have been in their home environment therefore movement back into school may be compromised.
D.	Prior to school closures a large number of PPG children were accessing support for pastoral needs, this is likely to increase following the return to school.
E.	Experiences for PPG children can be limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.

1. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	The gap between PPG children’s achievements and that of other children will decrease therefore allowing overall gap to decrease in EYFS and both Key Stages	<ul style="list-style-type: none"> • Progressive writing skills will be evident throughout each child’s work across the curriculum. • Teachers’ feedback 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 PPG 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. • All staff will be familiar with the EEF Teaching and Learning toolkit and utilise the findings within their programme of teaching • Strategies to help Pupil Premium children’s engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the PPG children • FFT data used to identify children to uplift during PPM meetings • Where appropriate, Pupil Premium children will be given priority for intervention (1:1 or small group work). • Internal data used to track children’s achievements and gaps discussed at PPM meetings • Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings • 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.
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of PPG children which will result in accelerated progress.	<ul style="list-style-type: none"> • Teaching will incorporate mastery techniques. • Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most. • Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies. • Differentiation activities to help raise expectations from staff and children. • Monitoring of teaching through lesson study weeks and learning walks will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups.

		<ul style="list-style-type: none"> • Internal data used to track children’s achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap. • Each child will make at least the expected progress 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 pupil passport objectives or EHCP outcomes and will achieve well based on their start-points.
<p>C.</p>	<p>Attendance of PPG children is lower therefore gaps are not being closed and can increase if further lessons are missed. Covid-19 meant an extensive period of time where disadvantaged children and families have been in their home environment therefore movement back into school may be compromised.</p>	<ul style="list-style-type: none"> • Children who have to be absent from school will be supported remotely by school staff. • 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 three times a year. • Parents, who have a child whose attendance is below 95%, 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 should 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 AttendancePolicy. • PCT will support families who are struggling with attendance or return to school. HUB or Extended School provision will be offered where there is a need. • Children from low-income families may 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.
<p>D.</p>	<p>Prior to school closures a large number of PPG children were accessing support for pastoral needs, this is likely to increase following the return to school.</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,

		<p>teaching assistants, SLT and parents to fully understand a child's needs in order to support him/her more effectively.</p> <ul style="list-style-type: none"> ● 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 maybe 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.)
<p>E.</p>	<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<ul style="list-style-type: none"> ● Pupil Premium families contacted in first month to discuss the experience of home learning and school closure to help identify possible gaps (for some of the children this information was gained during lockdown). ● Mentoring scheme developed so all staff are trained mentors for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn ● School trips funded * ● All children go on trips organised for their year group, funded by the school where necessary* ● Visitors in school as well as a trip to enrich experiences* ● Examples of aspirational futures provided through visitors, speakers and careers events ● Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered ● Pupil Premium children to be chosen to play an active part in school roles and activities (eg. Bully Busters, SC)

2. Planned expenditure					
Academic year		2020-21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
The gap between PPG children's achievements and that of other children will decrease therefore allowing overall gap to decrease in EYFS and both Key Stages.	<p>FFT data reviewed in PPM meetings and aspirational targets set</p> <p>TA's and SEND TA's (year group/class based in the morning) and deliver intervention in groups based on need not age in the afternoons.</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children.</p>	<p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and SEND team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Outcomes analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	PPL SENDCo	<p>FFT data used to set targets - 65% of the PP children are on track to achieve their target at the end of term 2</p> <p>Pupil progress meetings were scheduled to take place in January following the data drop, these will still go ahead, virtually.</p> <p>Learning outcomes information for pupil premium is matched against assessments on IDL and targets set on Edukey.</p> <p>End of year information is showing that the gap between some groups of PP/other children are diminishing. Moderation activities at the end of the year, with gap analysis information shared with the receiving teacher to enable them to identify priorities for teaching.</p>

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<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of PPG children which will result in accelerated progress.</p>	<p>CPD – Metacognition and self-regulation.</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson study weeks to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA’s to use strategies to ensure this is available for the children to access during lessons (TA’s in the mornings) to prevent any gaps getting bigger</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations for passports. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>PPL SENDCo/SLT</p>	<p>Termly</p> <p>End of year information shows that teaching and learning across the school is consistent with quality first teaching identified in books and during lesson visits.</p> <p>PP pupils voice activities show good level of engagement in school life.</p> <p>PP children are tracked alongside the non-pp children. Gap analysis has been carried out. Target cards are used to support the receiving teacher to identify any outstanding gaps in learning. Targets are reviewed on Edukey with a high percentage of children achieving at least 95% of their targets.</p>
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<p>Attendance of PPG children is lower therefore gaps are not being closed and can increase if further lessons are missed. Covid-19 meant an extensive period of time where disadvantaged children and families have been in their home environment therefore movement back into school may be compromised.</p>	<p>Attendance officer to monitor all pupil attendance. Report Pupil premium children's attendance to the Pupil Premium Lead to identify those at risk of struggling to return after closure</p> <p>PCT support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mind-set that will possible hinder their learning. Mindfulness intervention completed each afternoon by trained TA and at available at break times in a designated room children are aware of to 'drop in'. Staff will be delivering a 'well-being' curriculum during the first two week school to help with this and to identify where support may need to be introduced</p> <p>Attendance awards for children and recognition of improved attendance awards.</p>	<p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed</p>	<p>Attendance rates</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>Attendance Lead/ PPL/PCT/SLT</p>	<p>Termly</p> <p>Attendance information shows that gap between pp and non pp children is closing.</p> <p>The gap between PP and Non-PP attendance has diminished. At the end of May PP children had higher attendance than non-PP children.</p>
<p>Total budgeted cost</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

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<p>Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress</p>	<p>Targeted interventions (cross year group and stages in afternoon)</p> <p>1:1 tuition where appropriate</p> <p>Small group tuition as required</p> <p>Personalised strategies approach</p> <p>Mentoring scheme developed so all staff are trained mentors (CPD) for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn.</p>	<p>The impact of TA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Outcome analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> <p>Mentor meeting notes</p>	<p>PPL/ KSL/SENDCo/</p>	<p>Termly</p> <p>High percentage of targets at the end of term 2, information on Edukey</p> <p>Information at the end of the year shows that 95% of targets achieved.</p>
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<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p>	<p>Personalised strategies approach</p> <p>Pre-teaching as required</p> <p>Teaching and discussion of personalised metacognition and self-regulation strategies</p> <p>Mentoring scheme developed so all staff are trained mentors (CPD) for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations for passports. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals</p> <p>Mentoring has been reported to have little effect by the EEF although individual schools have reported significant success at various network meetings</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p> <p>Mentor meeting notes</p>	<p>Moderation activities show that quality first teaching is consistent across the school. All next step targets have been met.</p>
<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing.</p>	<p>Daily and three times per week reading completed as necessary</p> <p>Small group discussion as appropriate</p> <p>Pre-teaching as required</p> <p>Support with texts for reading challenge or time to complete as necessary</p>	<p>It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank</p>	<p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Year group book clubs run to discuss appropriate books</p> <p>Pupil voice for reading challenge</p> <p>Mentor meeting notes</p>	<p>School has purchased a range of books for children to access. Accelerated reader is now in place with children being allocated a book which reflects their ability.</p>

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<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p>	<p>Parents evenings* Extra parent/staff discussions as required – initially in the first month of school to discuss home learning and school closure experiences Strategies developed to encourage attendance to parental workshops and meetings* to help develop skills to support learning at home Staff members visible every morning and after school to help open communication with parents Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text, letter) Praise phone calls/emails postcards to ensure families are aware of progress and next step</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children’s learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children’s experience at school more positive</p>	<p>Parent voice Baseline on entry to full time school Staff tally for phone calls and postcards</p>		<p>Termly Information shared with parents has impacted and driven improvement in attendance for this group of pupils.</p>
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<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons.</p>	<p>Attendance officer to monitor Pupil premium children's attendance and report to Pupil Premium Lead to identify those at risk of struggling to return after closure</p> <p>Attendance awards for children with 90-95% attendance and improved attendance.</p> <p>Nurture support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possibly hinder their learning. Mindfulness intervention completed each afternoon by trained member of staff they will be available at break times in a designated room children are aware of to 'drop in'. Staff will be delivering a 'well-being' curriculum during the first two weeks at school to help with this and to identify where support may need to be introduced</p>	<p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed</p> <p>In extreme cases part-time, graduated return to school programmes will be considered.</p>	<p>Attendance rates</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Outcomes analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>		
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<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<p>Pupil Premium families contacted in first month to discuss the experience of home learning and school closure to help identify possible gaps</p> <p>Mentoring scheme developed so all staff are trained mentors (CPD) for the pupil premium children. These meetings are recorded and notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn</p> <p>Lunchtime supervisor training for positive lunchtime relationships and social interaction</p> <p>School trips funded</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Sensory Room used to help provide experiences children may have missed out on</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered</p> <p>PPG children actively sought to hold positions of responsibility in the school.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interact Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive</p> <p>EEF have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure.</p> <p>Mentoring has been reported to have little effect by the EEF although individual schools have reported significant success at various network meetings</p>	<p>Pupil voice</p> <p>Book studies – look for use of experiences in relevant work</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p> <p>Mentor meeting notes</p> <p>Young citizen mark audit tool</p>		<p>Termly#</p> <p>Behaviour reports show a decrease in behaviour incidents at break and lunchtimes,</p>
Total budgeted cost					64039
iii. Other approaches					
<p>Sports leaders/Lunchtime supervisor training – social skill development through games at lunchtimes while developing self-confidence and esteem</p> <p>Lego Therapy – to help develop friendship/social skills and ability to play with others while developing self-confidence and esteem</p> <p>Specific roles – PPG children to be given specific roles of responsibility to allow them to feel like they belong to the school</p> <p>Sense of belonging – letters of praise/phone calls</p>					

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Links to useful documents

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

