

Thornton Primary School

Pupil Premium Statement for 2017-18

Pupil premium was introduced in 2011. Funding is provided for any child who has been eligible in the previous 6 years (£1,320); is a Looked After Child (£1,900) and a child whose parent(s) are in the armed forces (£300).

The aim of the funding is to close the gap between the attainment of these children and other pupils. Schools are accountable for the use of this funding and showing how they are closing the gap for these children.

At Thornton we are committed to ensuring that resources are made available to support these pupils so that they make great progress and achieve their potential.

In July 2017 when the funding was allocated there were 660 pupils on roll, 600 of whom were in key stage 2. The total funding allocated was £361,680 as there were 274 pupils eligible, which is 41.5% of all pupils. This is a high figure and almost three times the proportion of pupils eligible across the country (14.5%). There were no Looked After Children or Service Children in the school at that time.

In 2016-17 the school implemented a range of strategies to use the pupil premium to improve outcomes for eligible pupils. As the school saw significant improvements in outcomes for eligible pupils this year some similar strategies remain in place and some additional strategies have been introduced. We also recognise that at Thornton there is also a significant proportion of our pupils who live in deprivation but who are not eligible for the funding and we hope to use the funding effectively not only to improve outcomes for eligible pupils but for the benefit of these pupils too.

We have analysed the characteristics of the pupils eligible for the funding and recognise that there are some significant areas in which we need to work. We have identified some key barriers that are affecting the progress:

- The proportion of eligible pupils who also have a special educational need or disability (SEND) is twice the rate of 'other' pupils (20.1%)
- The attendance of eligible pupils is lower than other pupils by 1.55% (94.56%).
- The proportion of eligible pupils who are persistently absent (PA) is 3.8%.
- Whilst outcomes in reading, mathematics and EGPS were in line with national and above local data, combined reading, writing and mathematics outcomes for eligible pupils, whilst rising, still remain below 'other' pupils at the end of key stage 2 .
- Eligible pupils make slower progress between Key Stage 1 and Key Stage 2 than 'other' pupils.
- There is more parental disengagement with their children's learning.
- There is a higher proportion of eligible pupils on the school's Vulnerable Pupils list than 'other' pupils.
- Outcomes from the feeder infant school have historically been very high for disadvantaged pupils. Whilst we recognise the need for these pupils to make

accelerated progress to ensure that they achieve their potential it is important that we have an accurate picture of their attainment as they enter Thornton so that we can plan for their learning journey.

Set out below is a summary of how the school proposed to spend the funding this academic year to overcome these barriers to learning.

Pupil premium allocation for 2016-17		£361,680
Pupil premium spending	Brief details	2016-2017
Improve outcomes: ensure that all disadvantaged pupils make good progress.	Restructure support across the school: <ul style="list-style-type: none"> • Additional teachers to support Year 6 teaching (4 fte) • SLT (15% of costs) • Full time experienced level 3 teaching assistants (40% of costs) • Teaching assistant support within each phase - 4 FTE targeting eligible pupils interventions. • 2 full time SEND support assistants with a particular focus on disadvantaged pupils for 60% of their timetable. 	£200,000
What is the evidence and rationale for this choice: Previous school experience during 16-17 when a two teacher model was deployed in Year 6. Outcomes rose dramatically for all pupils and the gaps between DA and others was narrowed particularly in reading (eliminated) and maths, and in greater depth in maths.		
Ensure that additional adult support for pupils who need to make faster progress is effective: <ul style="list-style-type: none"> • Provide training for support assistants in English and mathematics to ensure they have the skills they need to accelerate pupil progress. 	Intervention groups identified from tracking information within each phase to ensure that pupils make faster progress, particularly in years 3 and 4.	
What is the evidence and rationale for this choice: School experience in 2016-17. The identification of and training for intervention support staff, including specially designated SEND training, demonstrated improving outcomes across the school in both progress and attainment in the core subjects and combined and a narrowing of the gap between DA and others nationally.		
Narrow the gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> • Refine the school's tracking system and Pupil Progress meeting focus to ensure that the characteristics of disadvantaged pupils are well known 	£20,000

	<p>to teachers and support staff and effective action is being taken to narrow the gap and accelerate progress.</p> <ul style="list-style-type: none"> • Refine whole school data analysis to ensure that the required progress is being made, particularly for SEND pupils. • Baseline Year 2 pupils entering the school from Sladefield Infant school to ensure that we have an accurate picture of their attainment. • Undertake a range of tests in years 2-6 throughout the year to ensure that an accurate picture of children's attainment is regularly gathered. • Moderate children's writing within year groups and across year groups and with partner school to ensure consistency of judgement and 5-16 and high expectations. 	
<p>What is the evidence and rationale for this choice: School experience since January 2016 that the use of a fit-for-purpose tracking system has improved the knowledge of teachers to assess and plan the pace of the curriculum to meet the needs of DA pupils. Also improving the effectiveness of interventions. Question level analysis of standardised tests supports teacher assessment and informs where gaps are in childrens' learning. Allowing time for these measures to embed in 2017-18 will be crucial to develop the effective work started last year.</p>		
Promote positive attitudes to learning including partnerships with parents	<p>Pastoral Manager, Learning Mentor, Sports Coach and School Nurse – high proportion of their time working with families in need and vulnerable children (40% of salaries).</p> <ul style="list-style-type: none"> • Parental workshops, FCAF work, CP and Safeguarding • Subsidise extra-curricular activities i.e. residential trips; competitive sports/clubs etc • Expanded Breakfast Club and After School provision – additional staff costs • Enhanced focus on attendance (attendance officer) to follow up on absences including extended leave 	<p>£86,400</p> <p>£15,000</p> <p>£6,000</p> <p>£3,500</p>
<p>What is the evidence and rationale for this choice: 2016-17 spending in school in this area led to greatly improved engagement with parents. Excellent relationships with members of the pastoral team led to the school being able to offer early help to families, signposting services or providing and school funded</p>		

support i.e. Malachi, SALT. Expanded opportunities for DA pupils to participate in extra-curricular and adventurous activities promote SMSC and more positive attitudes to learning. Improvements in attendance, reduction in PA. Promotion of active lifestyles and healthy eating choices to combat obesity and educate parents.		
Improve English skills	<ul style="list-style-type: none"> • Consultant support in English • Additional time for literacy lead to support staff planning to improve comprehension skills (inference and deduction) and writing outcomes through enhancing vocabulary 	£3,500 £15,000
Further enhanced library facilities	<ul style="list-style-type: none"> • Librarian to make library more accessible after school for parents 	£3,000
What is the evidence and rationale for this choice: Significant improvement in reading and GPS outcomes at the end of KS2 following a similar model adopted in 2016-17. Outcomes in KS1 English in line with national and a good improvement in writing at greater depth. Improvement in teacher subject knowledge following coaching by the English consultant seen during monitoring.		
Review the school 's provision for eligible pupils to refocus the use of funding and school systems and processes	Pupil Premium Review	£3,500
What is the evidence and rationale for this choice: Provide an external evaluation of PP spending since 2014 and identify further steps the school can take to improve the impact of PP spending.		