

1. Summary information					
<b>School</b>	Thurton Primary School				
<b>Academic Year</b>	2019/20	<b>Ever 6 Free School Meals allocation</b>	£11,460	<b>Date of most recent PP Review</b>	July 2019
		<b>Looked-after Children allocation</b>			
		<b>Total PPG allocation</b>			
<b>Total number of pupils</b>	106	<b>Number of pupils eligible for PPG</b>	8 (8%)	<b>Date for next internal review of this strategy</b>	Jan 2020
<b>Ever 6 Free School Meals (FSM)</b>	8	<b>Looked-after Children (LAC)</b>	0	<b>Number of Service Children (SPP)</b>	1

Current Attainment and allocation of Pupil Premium funding									
Ever 6 Free School Meals (FSM)									
Subject	Percentage of E6 FSM pupils achieving the expected standard: school data Sept 2019	Percentage of E6 FSM pupils achieving the expected standard: nationally (2019)	Average attainment point score at the end of the Autumn Term 2018/19: Pupil Asset school data		Average attainment point score at the end of the Summer Term 2018/19: Pupil Asset school data		Average attainment point score difference: (Autumn – Summer Term 2018/19) Pupil Asset school data 4.0 pts is school average		Average attainment point score gap PP v Non PP (Autumn – Summer Term 2018/19) Pupil Asset school data
			Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	
English reading	63%	62%							
English writing	63%	68%							
Mathematics	63%	67%							
Reading, Writing and Mathematics	50%	51%							

Cohort = 8 pupils  
Please note that one pupil equates to 12.5%.

	Above or broadly in line with national average (within one pupil) or above or broadly in line with school average
	Just below national average or just below school average

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Literacy skills (phonics, speech and language, spelling, handwriting, vocabulary) and wider reading (particularly at home) are lower for some learners eligible for PP when compared to other learners. This can be a barrier to them achieving targeted outcomes and making similar progress as other learners who have similar starting points as they progress through school.	
B.	Number fluency and application are lower for some learners eligible for PP when compared to other learners. This can be a barrier to them achieving targeted outcomes and making similar progress as other learners who have similar starting points as they progress through school. Evidence: 2019 KS2 Outcomes average progress score	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Some learners eligible for PP are not able to access, due to financial limiting factors, enrichment opportunities that are provided for other children inside and outside school hours.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	By the end of Reception, the majority of children can use their knowledge of phonics to read accurately and with increasing speed and fluency. By the end of Year 6, all children <b>achieve well</b> in reading, particularly the most disadvantaged, those with SEND and those with lower starting points To <b>promote</b> a love of reading so all children read widely and often, with fluency and comprehension appropriate to their age.  Improved forming of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Improved accuracy of spelling some common exception words	<ul style="list-style-type: none"> <li>Age appropriate assessment raw scores improve over time or pupil's reports show an increase in key performance indicators being met over time.</li> <li>The average progress gap between pupil premium pupils compared to non-pupil premium pupils from similar starting points continues to close. (2019 school data shows the gap in Reading closed between Autumn and Summer from -3.1 to -2.1) <i>Nb: data set too small to compare fairly to national outcomes</i></li> </ul>
B.	Improved confidence in number fluency and application when working independently By the end of Year 6, the most <b>disadvantaged</b> children, including those with <b>SEND</b> , achieve the <b>best possible</b> outcomes in mathematics.	<ul style="list-style-type: none"> <li>Age appropriate assessment raw scores improve over time or pupil's reports show an increase in key performance indicators being met over time.</li> <li>The average progress gap between pupil premium pupils compared to non-pupil premium pupils from similar starting points continues to close. (2019 school data shows the gap in Maths remained the same between Autumn and Summer from -3.1 to -3.2) <i>Nb: data set too small to compare fairly to national outcomes</i></li> </ul>
C.	Almost all Pupil Premium children participating in enrichment activities provided for other children e.g. residential visits or music tuition.	<ul style="list-style-type: none"> <li>At least 88% (7/8) of Pupil Premium pupils participate in school residential visits during the summer term 2019.</li> <li>100% of Pupil Premium pupils participate in school enrichment activities.</li> </ul>

Planned expenditure						
Academic year	2019/20					
The three headings below enable Thurton Primary School to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Teaching					REVIEW	
Desired outcome	Chosen action/approach & allocation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Continue?
Staff are confident in delivering a <b>speech and language pathway</b> to enable all children, but particularly the most <b>disadvantaged</b> and those with <b>SEND</b> , to achieve the best possible outcomes	CPD: Speech and language training Welcomm Resource training  Resources: Purchase Welcomm Resources  £600	Speech and Language 3 year trend entry To train support staff to effectively manage and support pupils with understanding unfamiliar vocabulary. According to research, children showing disordered <b>speech</b> errors are likely to have deficits in the way that they represent the phonology of known words, and are at high risk of <b>reading problems</b> because phonological awareness skills are compromised.	Attendance SENDCO Pupil Outcomes Learning characteristics evidenced on school reports	LD AC ES		
Staff are confident in delivering a <b>phonics and reading pathway</b> to enable all children, but particularly the most <b>disadvantaged</b> and those with <b>SEND</b> , to achieve the best possible outcomes  To <b>promote</b> a love of reading so <b>all</b> children read widely and often, with fluency and comprehension appropriate to their age	CPD: All staff Phonics Training Wensum English Hub Support Reading Advisor (VNET) Support  Resources: Purchase books which link directly to Phonics Phases outlined in Letters and Sounds Purchase resources which support developing children's specific issues e.g. fluency development or comprehension development  Phonics Tracker Software to enable assessment and diagnosis to accurately assess pupils needs £600	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  Wensum English Hub Phonics support– the school may qualify for extra funding (quote from flyer)		LD AC		
<b>Total budgeted cost</b>					£1,200	

ii. Targeted Academic Support					REVIEW	
Desired outcome	Chosen action/approach & allocation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Continue?
For pupils to improve fluency and accuracy in answering questions about a section of text that has been read independently.	Specifically target children to develop reading skills (fluency or comprehension) through additional 1-1 or small group regular reading sessions  Budget = £540	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.  We have evidence in school 2018 data of the impact of 1-1 tuition with PP pupils.  Link: School Priority 1 Development Pathways: Phonics and Reading	Class teacher to ensure targeted children receive additional regular reading sessions.	ES		
For pupils to have improved confidence in decoding unfamiliar words and understanding unfamiliar vocabulary.  For pupils to have improved accuracy of spelling some common exception words	Specifically target children to develop decoding/blending skills through additional 1-1 or small group regular phonic sessions  Budget = £540	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  Link: School Priority 1 Development Pathways: Phonics and Reading	Class teacher to ensure targeted children receive additional regular phonic sessions.	ES		
For pupils to have improved forming of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Specifically target children to develop handwriting skills through 1-1 sessions  Budget = £405	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	Class teacher to ensure targeted children receive regular handwriting sessions.	ES		

For pupils to have improved working memory.	Specifically target children to develop memory skills through 1-1 sessions  Budget = £540	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	Class teacher to ensure targeted children receive regular memory sessions.	ES		
To have improved confidence in number fluency and application when working independently	Specifically target children to develop number fluency skills through 1-1 daily clinic sessions  Budget = £540	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. We have evidence in school 2017 data of the impact of 1-1 tuition with Y6 pupils. 2019 100% of PP pupils reached expected standard in NFER Mathematics assessment	Class teacher to ensure targeted children receive regular number sessions.	ES		
<b>Total budgeted cost</b>						<b>£2,700</b>

iii. Wider approaches					REVIEW July 2019	
Desired outcome	Chosen action/approach & allocation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Continue?
Parent/carers are confident in engaging with their child's curriculum.	To provide resources for Cafes – phonics, reading, mathematics, curriculum focus.  £200  History Day Café Summer 2019	PP children and parents to have access and time to share a story/learning and an activity with their child. Evidence shows that providing a non-threatening environment encourages parent participation and increases the likelihood of improved parental support at home. To further engage reluctant readers or reluctant math learners with home learning.	School Leaders to ensure each class holds a Café every term.  Target key parents to attend  Parent surveys for impact	JB		
To have improved confidence in number fluency and application	Specifically target children to have access to quality interactive online maths	Education Endowment Foundation: Overall, studies consistently find that digital technology is associated with moderate learning gains (on	Class teachers to ensure targeted children receive regular online sessions.	JB		

when working independently	2018: £898 2019: £898 2020: Free!	average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches.  Pupil Survey: 96% of pupils said they enjoyed using Edu City to support their learning				
Almost all Pupil Premium children participating in enrichment activities provided for other children e.g. residential visits	To financially support parents/carers of pupil premium children towards the cost of residential visits.  £1,000	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.  2019: 75% (3/4) of PP children participated in school residential visits. 100% of PP children participated in school enrichment activities e.g., Colchester Castle	Head teacher to ensure targeted children receive financial support if requested.	JB		
Almost all Pupil Premium children participating in enrichment activities provided for other children e.g. music tuition.	To financially support parents/carers of pupil premium children towards the cost of music tuition or other enrichment activities e.g. clubs.  £1,000	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness.  2019: Since we now offer two peripatetic music services (Lauren Talford and the Bandwagon), we have had an increase in interest and participation from children who are eligible for PP funding.	Head teacher to ensure targeted children receive financial support if requested.	JB		

To <b>promote</b> a love of reading so all children read widely and often, with fluency and comprehension appropriate to their age	To financially support the cost of M&M's theatrical production of classic literature - Alice in Wonderland  £400	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.  Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	Booked at beginning of year. Display to remind children.	JB	Check average percentage of PP children reading at home from end of term report data	
To <b>promote</b> a love of speaking and listening so all children speak widely and often, with fluency and vocabulary appropriate to their age.	Speech and Language therapy  £540	Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. According to research, children showing disordered <b>speech</b> errors are likely to have deficits in the way that they represent the phonology of known words, and are at high risk of <b>reading problems</b> because phonological awareness skills are compromised.	Class teachers to ensure targeted children receive regular sessions.	ES	Welcomm data	
<b>Total budgeted cost</b>						<b>£4,038</b>
<b>Spending so far 2018/19</b>						
Total T1	Allocation: £11,460	Spent: £7,938	Balance: £3,522			
Total T2	Allocation: £	Spent:	Balance:			
Total T3	Allocation: £		Balance:			
<b>iv. Funding managed by the Local Authority Virtual School Head</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
<b>Total budgeted cost</b>						<b>£0</b>

### 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

\*An application to the Virtual School was made to finance funding to support specific needs = Funding received Autumn and Spring 2019