

1. Summary information					
<b>School</b>	Thurnby Lodge Primary Academy				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b> <i>(based on 2017 Census)</i>	£116,000	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	251	<b>Number of pupils eligible for PP 2017-2018</b>	87	<b>Date for next internal review of this strategy</b>	March 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected or above in reading, writing and maths</b>	57.1%	72.7%
<b>Average steps progress from Sum 2 to Aut 2 data point- reading</b>	2.7	3.0
<b>Average steps progress from Sum 2 to Aut 2 data point- writing</b>	2.9	3.3
<b>Average steps progress from Sum 2 to Aut 2 data point- maths</b>	2.7	3.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Our PP children lack enrichment opportunities right across the school which can prevent vocabulary knowledge for children on PP – this is effecting reading and writing attainment and progress
<b>B.</b>	There is a 22% attainment gap for more able children in Reading across the school previous lack of awareness on the PP children as a group. This could prevent sustained high attainment at KS2.
<b>C.</b>	Overall attainment is too low for our higher attaining children at the end of KS1 & KS2

External barriers	
D.	Attendance rates for pupils eligible for PP are 94.7% This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved enrichment opportunities for pupils eligible for PP across Key Stage 2.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2
B.	Higher rates of attainment and progress across KS1 & KS2 for high attaining pupils eligible for PP	For the attainment gap measured against national to be closed. Pupils eligible for PP identified as high ability make as much progress as 'other' HA pupils nationally, across Key Stage 2 in maths, measured in Y 3 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Overall attainment is broadly in line with National at the end of KS1 & KS2 in reading.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.7% to 96%.

5. Planned expenditure					
Academic year	2017-2018				
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	When will you review implementation?
		<b>We have based much of chosen actions on the basis of research by the Sutton Trust</b>			
Improved enrichment opportunities for pupils eligible for PP across Key Stage 1 & 2.	<p>Total cost of staffing breakfast club- Breakfast club Children have the option to purchase breakfast. Children sit at the table together and are encouraged by staff to discuss/talk about topics of interest to them. Games are organised which encourage the children to take turns and develop social communication skills, e.g board games, craft activities. Children can engage with others that speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English. 48%of PP attend £3000</p> <p>Subsidised after school clubs A variety of clubs are on offer for example art and craft, dance and drama, football, cooking and ICT. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g active listening is also promoted within clubs. Key vocabulary is</p>	Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.	<p>More active conversational input by pupils evident in all aspects of school life</p> <p>Children displaying more confidence in performance and in different social contexts</p>	<p>CA</p> <p>SLT</p> <p>ST</p>	<p>JULY 2018</p> <p>ongoing</p> <p>ongoing</p>

	<p>used and reinforced linked to the subjects being covered. Children can engage with others that speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English. 34% of PP that attend £11000</p> <p>Subsidised trips for all children throughout the school £12800</p> <p>Pupils identified for the Nurture provision to support them in their wellbeing and social skills 70% of PP that attend Budget see D</p>				
<b>Total budgeted cost</b>					26800
Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP	<p>Total cost of the Teaching and Learning programme including IRIS.</p> <p>Staff led professional development Teachers to work with others and identify areas for improvement Teachers will use this to actively find areas for development Teacher to coach each other in their areas for development Teachers to support each other in promoting good practice Phase leaders to give focuses relevant to the KS Lead practitioner to offer in coaching support to teachers</p>	Focussed CPD to improve teaching and learning strategies through coaching and peer to peer support to improve quality First Teaching.	<p>3 Data Points to analysis data</p> <p>Lesson observations/learning walks/work scrutiny</p>	<p>CA</p> <p>SLT</p>	Ongoing 1 <sup>st</sup> session Autumn 2
<b>Total budgeted cost</b>					5000

<b>ii. Targeted support</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>
Overall attainment is too low for all children at the end of KS2 in reading.	TA to deliver Phonics Reading Recovery Teacher Additional TA to support BRWP  Lead Practitioner to support across KS2 with the delivery of reading and support through interventions- LW	Focussed CPD to improve reading teaching through coaching and peer to peer support should improve quality First Teaching.  Children that receive focussed interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching	4 Data Points to analysis progress and attainment data	JMc	Spring 1
			Pupil Progress meetings	CA MM	Aut 2
			Challenge Partner Review Feb 2018	SLT	Spring 1
			RMET School Improvement Consultation	SLT/ TRUST	Ongoing
			Lesson observations/learning walks/work scrutiny by maths/English specialists		
			Reading assessments		
<b>Total budgeted cost</b>					54,830

<b>iii. Other approaches</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>
D. Increased attendance rates	Full time Learning Mentor employed to monitor pupils and follow up quickly on absences. First day response provision. Curriculum enrichment  Weekly attendance awards	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly DSL meetings briefing about existing absence issues and CP related concerns. All DSL's will collaborate to ensure pupils are identified and any issues addressed and shared with key staff	CA ST	Ongoing
<b>Total budgeted cost</b>					29370

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact – July 2018</i>																																							
<b>A.</b>	Improved enrichment opportunities for pupils eligible for PP across Key Stage 2.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2	<ul style="list-style-type: none"> <li>• 66% of our Pupil Premium children attended Breakfast Club during the 2017-18 academic year (53 out of 80 PP children)</li> <li>• 85% of the children who attended 'Nurture' sessions over the year were Pupil Premium children (11 out of 13)</li> <li>• 69% of our Pupil Premium children attended after school clubs during the 2017-18 academic year (48 out of 70 PP children years 1-6)</li> </ul> <table border="1" data-bbox="1279 635 2085 978" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">PP children July 2018</th> <th style="width: 10%;">ARE R</th> <th style="width: 10%;">ARE W</th> <th style="width: 15%;">Steps progress R</th> <th style="width: 15%;">Steps progress W</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>70%</td> <td>60%</td> <td>-</td> <td>-</td> </tr> <tr> <td>Year 2</td> <td>100%</td> <td>83%</td> <td>5</td> <td>5.8</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>57%</td> <td>5.2</td> <td>6.1</td> </tr> <tr> <td>Year 4</td> <td>19%</td> <td>25%</td> <td>5.4</td> <td>5</td> </tr> <tr> <td>Year 5</td> <td>44%</td> <td>50%</td> <td>4</td> <td>5.3</td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>89%</td> <td>7.7</td> <td>7.6</td> </tr> </tbody> </table> <p data-bbox="1279 1093 2040 1310" style="margin-top: 20px;">           In year 3, 21% of the PP children are also on the SEN register.            In year 4, 31% of the PP children are also on the SEN register.            In year 5, 25% of the PP children are also on the SEN register.         </p>					PP children July 2018	ARE R	ARE W	Steps progress R	Steps progress W	Year 1	70%	60%	-	-	Year 2	100%	83%	5	5.8	Year 3	50%	57%	5.2	6.1	Year 4	19%	25%	5.4	5	Year 5	44%	50%	4	5.3	Year 6	100%	89%	7.7	7.6
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D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.7% to 96%.	<p data-bbox="1279 788 2074 895"><b>PP attendance:</b> F2 to Year 6 Sept 2017 – July 2018 still stands at 94.7% overall (96% for non PP children)</p> <p data-bbox="1599 938 1805 1225">F2: 95.2% Year 1: 94.4% Year 2: 93.7% Year 3: 93.7% Year 4: 96.1% Year 5: 94.4% Year 6: 95.6% DSP: 94.1%</p> <p data-bbox="1279 1270 2123 1374">This is an area where we will continue to focus our attention on during 2018-19 with specific reference to PAs and additional work with parents.</p>																														