



Thurnby Lodge
Primary Academy

Pupil Premium Funding Report 2018-2019

| 1. Summary information | | | | | |
|-------------------------------|-------------------------------|--|---------|---|------------|
| School | Thurnby Lodge Primary Academy | | | | |
| Academic Year | 2018-2019 | Total PP budget <i>(based on 2018 Census)</i> | £109560 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 244 | Number of pupils eligible for PP 2018-2019 | 83 | Date for next internal review of this strategy | April 2019 |

| 2. Current attainment | | |
|---|-------------------------------|-----------------------------------|
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving expected or above in reading, writing and maths | 54.5% | 69.9% |
| Average steps progress from Sum 2 to Aut 2 data point- reading | 3.0 | 3.2 |
| Average steps progress from Sum 2 to Aut 2 data point- writing | 3.1 | 2.9 |
| Average steps progress from Sum 2 to Aut 2 data point- maths | 3.2 | 3.3 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|--|---|
| In-school barriers | |
| A. | 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. | There is an attainment gap for more able children across the school. This could prevent sustained high attainment at KS2. |
| C. | Overall attainment is too low for our higher attaining PP 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 | | 2018-2019 | | | |
| 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? |
| | | We have based much of chosen actions on the basis of research by the Sutton Trust | | | |
| 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, Eg. board games, craft activities. Children can engage with others who speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English. 66% of the PP children attend. £3000</p> <p>Subsidised after school clubs: A variety of clubs are on offer for example art and craft, 'Chatterbooks', 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</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>CR</p> <p>SLT</p> <p>ST</p> | <p>JULY 2019</p> <p>ongoing</p> <p>ongoing</p> |

| | | | | | |
|--|---|---|--|----------------------|--|
| | <p>vocabulary is 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. 69% of the PP children attend. £8000</p> <p>Subsidised trips for all children throughout the school £8500</p> <p>Pupils identified for the Nurture provision to support them in their wellbeing and social skills. 85% of children who attend are PP. Budget see D</p> | | | | |
| Total budgeted cost | | | | | £19500 |
| 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 analyse data</p> <p>Lesson observations/learning walks/work scrutiny</p> | <p>MM</p> <p>SLT</p> | Ongoing 1 st session Autumn 2 |
| Total budgeted cost | | | | | £1247 |

| ii. Targeted support | | | | | |
|---|--|--|---|---|---|
| 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? |
| Overall attainment is too low for all children at the end of KS2 in reading. In comparison to other core subjects | Reading Recovery Teacher TA led reading support | Focussed CPD to improve reading teaching through coaching and peer to peer support should improve quality First Teaching. | 4 Data Points to analyse progress and attainment data | JMc | Spring 1 |
| | Trust subject leads network to support KS2 with the delivery of reading and support through interventions | Children who receive focussed interventions from highly trained members of staff will ensure that pupils make better progress as this provides focussed quality first teaching | Pupil Progress meetings | CR MM | Aut 2 |
| | | | Challenge Partner Review April 2019 | SLT | Spring 1 |
| | 'Early Talk Boost' intervention training for EYFS staff to support language development in the Early Years | Children in the Early Years who receive this intervention should have the necessary language skills to enable them to become successful readers | TMET School Improvement Consultation | Lesson observations/learning walks/work scrutiny by Maths/English specialists | SLT/ TME T |
| | | | Reading assessments | | |
| | | | Observations & data analysis | MM | Spring 2 |
| Total budgeted cost | | | | | £70000 |

| iii. Other approaches | | | | | |
|-------------------------------|--|---|---|-------------------|---|
| 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? |
| D. Increased attendance rates | <p>Full time Learning Mentor employed to monitor pupils and follow up quickly on absences. First day response provision. Curriculum enrichment</p> <p>Weekly attendance awards</p> | 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 | CR MM ST | Ongoing |
| Total budgeted cost | | | | | £29370 |

| <i>Desired outcomes and how they will be measured</i> | <i>Success Criteria</i> | <i>Impact</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|-----------|--|--|--|----------|--|--|--|--|--------|----------|------------|-----------|--|------------|-------|-------|--|--|----------------|-------|-------|--|--|------------|-------|-------|--|--|----------------|-------|-------|--|--|----------|-------|-------|--|--|--------------|-------|-------|--|--|
| Improved enrichment opportunities for pupils eligible for PP across KS1 | Improved attainment and progress in reading, writing and Maths for PP children across all year groups to match national data, especially in KS1 | <table border="1"> <thead> <tr> <th colspan="5" data-bbox="1088 277 2110 316">% at ARE</th> </tr> <tr> <th data-bbox="1088 316 1335 354">YEAR 2</th> <th data-bbox="1335 316 1527 354">Dec 2018</th> <th data-bbox="1527 316 1720 354">April 2019</th> <th data-bbox="1720 316 1912 354">July 2019</th> <th data-bbox="1912 316 2110 354"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1088 354 1335 392">Reading PP</td> <td data-bbox="1335 354 1527 392">66.7%</td> <td data-bbox="1527 354 1720 392">66.7%</td> <td data-bbox="1720 354 1912 392"></td> <td data-bbox="1912 354 2110 392"></td> </tr> <tr> <td data-bbox="1088 392 1335 430">Reading Non PP</td> <td data-bbox="1335 392 1527 430">76.5%</td> <td data-bbox="1527 392 1720 430">76.5%</td> <td data-bbox="1720 392 1912 430"></td> <td data-bbox="1912 392 2110 430"></td> </tr> <tr> <td data-bbox="1088 430 1335 469">Writing PP</td> <td data-bbox="1335 430 1527 469">50.0%</td> <td data-bbox="1527 430 1720 469">75.0%</td> <td data-bbox="1720 430 1912 469"></td> <td data-bbox="1912 430 2110 469"></td> </tr> <tr> <td data-bbox="1088 469 1335 507">Writing Non PP</td> <td data-bbox="1335 469 1527 507">52.9%</td> <td data-bbox="1527 469 1720 507">58.8%</td> <td data-bbox="1720 469 1912 507"></td> <td data-bbox="1912 469 2110 507"></td> </tr> <tr> <td data-bbox="1088 507 1335 545">Maths PP</td> <td data-bbox="1335 507 1527 545">58.3%</td> <td data-bbox="1527 507 1720 545">75.0%</td> <td data-bbox="1720 507 1912 545"></td> <td data-bbox="1912 507 2110 545"></td> </tr> <tr> <td data-bbox="1088 545 1335 584">Maths Non PP</td> <td data-bbox="1335 545 1527 584">76.5%</td> <td data-bbox="1527 545 1720 584">82.4%</td> <td data-bbox="1720 545 1912 584"></td> <td data-bbox="1912 545 2110 584"></td> </tr> </tbody> </table> | | | | | % at ARE | | | | | YEAR 2 | Dec 2018 | April 2019 | July 2019 | | Reading PP | 66.7% | 66.7% | | | Reading Non PP | 76.5% | 76.5% | | | Writing PP | 50.0% | 75.0% | | | Writing Non PP | 52.9% | 58.8% | | | Maths PP | 58.3% | 75.0% | | | Maths Non PP | 76.5% | 82.4% | | |
| % at ARE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 2 | Dec 2018 | April 2019 | July 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading PP | 66.7% | 66.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Non PP | 76.5% | 76.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing PP | 50.0% | 75.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Non PP | 52.9% | 58.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths PP | 58.3% | 75.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Non PP | 76.5% | 82.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall attainment is broadly in line with NA at the end of KS2 | Improved attainment and progress in reading, writing and Maths for PP children across all year groups to match national data, especially in KS2 | <table border="1"> <thead> <tr> <th colspan="5" data-bbox="1088 804 2110 842">% at ARE</th> </tr> <tr> <th data-bbox="1088 842 1335 880">YEAR 6</th> <th data-bbox="1335 842 1527 880">Dec 2018</th> <th data-bbox="1527 842 1720 880">April 2019</th> <th data-bbox="1720 842 1912 880">July 2019</th> <th data-bbox="1912 842 2110 880"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1088 880 1335 919">Reading PP</td> <td data-bbox="1335 880 1527 919">40.0%</td> <td data-bbox="1527 880 1720 919">67.0%</td> <td data-bbox="1720 880 1912 919"></td> <td data-bbox="1912 880 2110 919"></td> </tr> <tr> <td data-bbox="1088 919 1335 957">Reading Non PP</td> <td data-bbox="1335 919 1527 957">71.45</td> <td data-bbox="1527 919 1720 957">85.7%</td> <td data-bbox="1720 919 1912 957"></td> <td data-bbox="1912 919 2110 957"></td> </tr> <tr> <td data-bbox="1088 957 1335 995">Writing PP</td> <td data-bbox="1335 957 1527 995">46.7%</td> <td data-bbox="1527 957 1720 995">67.0%</td> <td data-bbox="1720 957 1912 995"></td> <td data-bbox="1912 957 2110 995"></td> </tr> <tr> <td data-bbox="1088 995 1335 1034">Writing Non PP</td> <td data-bbox="1335 995 1527 1034">78.6%</td> <td data-bbox="1527 995 1720 1034">85.7%</td> <td data-bbox="1720 995 1912 1034"></td> <td data-bbox="1912 995 2110 1034"></td> </tr> <tr> <td data-bbox="1088 1034 1335 1072">Maths PP</td> <td data-bbox="1335 1034 1527 1072">46.7%</td> <td data-bbox="1527 1034 1720 1072">67.0%</td> <td data-bbox="1720 1034 1912 1072"></td> <td data-bbox="1912 1034 2110 1072"></td> </tr> <tr> <td data-bbox="1088 1072 1335 1110">Maths Non PP</td> <td data-bbox="1335 1072 1527 1110">85.7%</td> <td data-bbox="1527 1072 1720 1110">92.9%</td> <td data-bbox="1720 1072 1912 1110"></td> <td data-bbox="1912 1072 2110 1110"></td> </tr> </tbody> </table> | | | | | % at ARE | | | | | YEAR 6 | Dec 2018 | April 2019 | July 2019 | | Reading PP | 40.0% | 67.0% | | | Reading Non PP | 71.45 | 85.7% | | | Writing PP | 46.7% | 67.0% | | | Writing Non PP | 78.6% | 85.7% | | | Maths PP | 46.7% | 67.0% | | | Maths Non PP | 85.7% | 92.9% | | |
| % at ARE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 6 | Dec 2018 | April 2019 | July 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading PP | 40.0% | 67.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Non PP | 71.45 | 85.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing PP | 46.7% | 67.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Non PP | 78.6% | 85.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths PP | 46.7% | 67.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Non PP | 85.7% | 92.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|----------------|----------|------------|-----------|--|
| Higher rates of attainment and progress across KS1 & KS2 for HA pupils eligible for PP | For the attainment gap against national to be closed. Pupils eligible for PP identified as HA make as much progress as those NA . | % at GD | | | | |
| | | YEAR 2 | Dec 2018 | April 2019 | July 2019 | |
| | | Reading PP | | | | |
| | | Reading Non PP | | | | |
| | | Writing PP | | | | |
| | | Writing Non PP | | | | |
| | | Maths PP | | | | |
| | | Maths Non PP | | | | |
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| | | Writing Non PP | | | | |
| | | Maths PP | | | | |
| | | Maths Non PP | | | | |
| Increased attendance rates for pupils eligible for PP | Overall PP attendance improves from 94.7% to 96% | | | | | |
| | | | | | | |