

Pupil premium strategy statement: Thames Primary Academy

1. Summary information					
School	Thames Primary Academy				
Academic Year	2019/20	Total PP budget	September 2020 £320,100	Date of most recent PP Review	Spring 2019
Total number of pupils	386	Number of pupils eligible for PP	242	Date for next internal review of this strategy	July 2020

2. Current attainment by the end of KS2 (PP pupils out of a cohort of)			
KS2 2019 Outcomes	Thames PP Children	Thames All Pupils	National All Pupils
% of children achieving expected outcomes in reading	73	78	73
% of children achieving expected outcomes in writing	72	71	78
% of children achieving expected outcomes in maths	82	85	79
% of children achieving greater depth outcomes in reading	22	23	27
% of children achieving greater depth outcomes in writing	7	10	20
% of children achieving greater depth outcomes in maths	13	19	27
Progress in reading		+1.80	0.0
Progress in writing		-0.10	0.0
Progress in maths		+1.90	0.0
KS1 2019 Outcomes			
% of children achieving expected outcomes in reading	78	81	73
% of children achieving expected outcomes in writing	67	68	78
% of children achieving expected outcomes in maths	67	76	79
% of children achieving greater depth outcomes in reading	22	32	25
% of children achieving greater depth outcomes in writing	15	19	15
% of children achieving greater depth outcomes in maths	19	23	22

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school)

A	Baseline assessments show the attainment of pupil premium children when they start school is well below expected levels – 22 – 36 mths.
B	Attendance of pupil premium children is below the national average.
C	Punctuality of pupil premium children is lower than non-pupil premium children
D	Pupil premium children do not receive as much support with homework, reading, learning times tables etc. as non-pupil premium children
E	The families of a number of pupil premium children have or are receiving support from social care or associated agencies
F	Pupil premium children have limited cultural and educational experiences out of school

External barriers (issues which require action outside school)

A	See above
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Promoting the attainment and progress of pupil premium children	Pupil premium attainment in line with all pupils nationally at the end of KS1 and KS2.
B	Promoting the attendance and punctuality of pupil premium children All OA - 95.1% PP OA - 94.2%	Pupil Premium pupils' attendance significantly improved - attendance up 0.8% to 95%
C	All pupil premium children make accelerated progress	Gap between pupil premium children and all pupils nationally is reduced (especially writing and maths at KS2 greater depth and writing and maths at KS1 expected)

5. Planned expenditure

Academic year **2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
A. Promoting the attainment and progress of pupil premium children	<p>- Raised awareness of Pupil Premium children within each class.</p> <p>- Termly Pupil Progress meetings using tracker to monitor progress.</p> <p>- PEOs to be allocated PP boys and girls to act as mentors – discuss progress/targets with children and make sure they are keeping up with classwork/homework. Meetings to take place once every 4 weeks or as required.</p> <p>- Accelerated catch up sessions to be initiated if appropriate by year group TAs.</p> <p>Boys To consider ways to encourage boys, both through academic and extra-curricular activities: -Boy friendly texts and topics in foundation curriculum. -Boys as role models – yr 6 boys paired with younger pupils for buddy reading.</p> <p>SEN JR to look at low-level PP SEN children and how to develop their independence and help them make better progress.</p>	<p>Previous PP initiatives that are similar have had some good impact resulting in narrowing gaps between PP children and all pupils.</p>	<p>Staff will demonstrate awareness and will target key PP children for support/challenge.</p> <p>Teachers will have regular dialogue with parents.</p> <p>PP children will be 'well known' and constantly monitored.</p> <p>PP children will be given support to keep up with expected workload.</p> <p>Systems set up will support children who are lacking guidance at home.</p> <p>Vulnerable groups will be tracked and supported appropriately</p> <p>PEOs will be able to deliver key messages/support to parents of PP children.</p>	<p>SLT</p> <p>James Robinson</p>	<p>July 2019</p>

PEOs x 3 (am) £33,112 TA lunchtime club £16,813 Additional resources £10,000					Total budget £59,925
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. Closing the gap between attainment and progress for pupil premium children in Yr 6 and Yr 2	HLTAs (yr 6, yr 2) to be assigned to deliver booster targeted intervention to PP children both low ability (to reach expected) and high ability (to reach greater depth).	Additional teaching input and targeted intervention from highly qualified staff has resulted in accelerated progress in previous years.	Baseline data to be gathered prior to intervention and at the end of the programme. Phase leaders to monitor interventions.	Jonathan Ratcliffe - y6 Angela Hilton - y2	Ongoing following each programme
HLTAs x2 £11,380					Total budget £22,760
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?
A. Employing teaching assistants to teach small groups of target pupils (pm across the yr grp) in order to accelerate progress in attainment.	Teaching Assistants run interventions/boosters (pupils taken from across the year group) in afternoon sessions. Programmes taken from: Catch-up from am lessons (reading, writing, maths) RWInc Rapid Reading Rapid Writing Pre-teach sessions RM EasiMaths	EEF research Previous intervention	Regular monitoring	SLT links	Termly pupil progress meetings
TAs (pm only) £8,406 x 8					Total Budget £67,248
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?
C. Employing teaching assistants to teach 1:1	Teaching assistants run 1:1 RWInc sessions at lunchtime/afternoon sessions for targeted pupils in their	Previous success of 1:1 work	RWInc monitoring	Angela Hilton	Ongoing during the year

programmes to target pupils (pm across the yr grp) to speed up their progress	specific year group.				
TAs (3 hours per day) £1,527 x 6					Total Budget £9,162
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. Small group tuition in yrs 5 & 6 to ensure targeted group of children are working at expected standard and greater depth.	DHT to teach booster sessions for targeted children at risk of falling behind from their predicted expectation.	Previous success of small group tuition	Regular monitoring AfL feedback	Angela Hilton	Termly pupil progress meetings
DHT time £24,000					Total Budget £24,000
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?
E. Overcoming barriers for PP children in order to make accelerated progress.	PEOs allocated to each year group to work with targeted PP children who experience difficulty in accessing the curriculum due to emotional needs. Programmes taken from: Art therapy Lego therapy Resilience coaches Play therapy Anger management	Children are not able to access learning unless their emotional needs are met.	Monitored by Phase Leaders and evidence on CPOMs	Angela Hilton James Robinson Jonathan Ratcliffe	Pupil progress meetings and ongoing
PEOs (pm sessions) £12,475 x 3					Total Budget £37,425

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?
A. To employ enrichment workers to motivate, inspire and extend pupils through specialist teaching in order to improve outcomes in attainment for PP children.	Drama and music specialist Enrichment workers to supplement curriculum offer	EEF research highlights participation in Enrichment programmes increases attainment	Regular monitoring	Jonathan Ratcliffe	Curriculum Monitoring / Subject Leader Monitoring / Phase Meetings
Staff funding £20,500					Total Budget £20,500
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. Children's experience is broadened and this has a positive impact on their learning and progress, particularly writing	Foundation curriculum has WOW events for every topic in order to provide contextual learning experiences for the children. This needs additional funding due to limited contributions from parents.	Pupils have very limited life experiences and this impacts on their education	Regular monitoring	Jonathan Ratcliffe	Curriculum review SLT meetings
Class funding for visits £800 x 17 Contribution to minibus costs £8,000					Total Budget £33,500
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?
C. To staff and resource enrichment clubs after school to develop children's experiences and attitude to learning.	Employing staff to operate clubs such as: Sports clubs (variety of) Craft, Thames Gems, Dance, Drama, Film, DT, Sewing	EEF research highlights participation in the Arts increases attainment	Regular monitoring	Angela Hilton	Termly
TA costs for 1 hour per week £505 x 12 External costs for additional clubs £10,000					Total Budget £16,060

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. To deliver an outdoor education programme that provides PP children with access to life experiences.	Every Friday one class participates in outdoor education learning. Activities range from: Mountain walking River study Den building Beach School activities	Pupils have very limited life experiences and this impacts on their education	Regular monitoring	Jonathan Ratcliffe	Termly
Outdoor education leader £4,950 Minibus costs £14,000					Total Budget £18,950
Total Pupil Premium Budget					£320,100

6. Review of expenditure				
Previous Academic Year:		2018/19		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Promoting the attainment and progress of pupil premium children (especially boys)	Raised awareness of PP children. Termly PP meetings. PEOs act as mentors. Lunchtime clubs. Encourage boys. Develop independence of PP SEN. Formal induction of NRA PP. Accelerated catch up sessions.	End of year outcomes for PP children.	High cost but outcomes considerably improved from expectations at the start of the year (see data headlines).	£86,547
Closing the gap between attainment and progress for pupil premium	HLTA (yr 6) and additional teacher (yr 2) to be assigned to deliver booster targeted intervention to PP	KS 1 & 2 outcomes for PP children.	Outcomes considerably improved from expectations at the start of the year (see data headlines).	£40,832

children in Year 6 and Year 2	children both low ability (to reach expected) and high ability (to reach greater depth).			
Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Employing teaching assistants to teach small groups of target pupils (pm across the yr grp) in order to accelerate progress in attainment.	Teaching Assistants run interventions/boosters using various types of programmes.	End of year data showing narrowed gap in some year groups between PP children and whole cohort	Improved outcomes for PP children using internal data outcomes.	£33,624
Employing a reading teaching assistant to teach a targeted 1:1 programme to target pupils.	Lexia reading programme for targeted pupils.	Accelerated reading progress for targeted PP children.	Children accessing Lexia showed improved outcomes but this must be followed consistently and regularly.	£35,075
Employing teaching assistants to teach 1:1 programmes to target pupils (pm across the yr grp) to speed up their progress	Teaching assistants run 1:1 RWInc sessions for targeted pupils.	PP children to make good progress across RWInc programme.	Good results for those children accessing 1:1 support but it is timely and doesn't impact on a large number of children.	£9,162
Small group tuition in years 5 and 6 to ensure targeted group of children are working at expected standard and greater depth.	Booster sessions for targeted children.	PP children to achieve their predicted result in KS2 based on prior attainment.	Good outcomes with little/no gaps between PP and all children at end of KS2 (see data headlines).	£24,000
Overcoming barriers for PP children in order to make accelerated progress.	PEOs allocated to each year group to work with targeted PP children.	PP children at risk of poor engagement in learning, access curriculum.	Behaviour and attitude to learning for targeted children much improved.	£37,425
Other Approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To employ creative artists to motivate, inspire and extend pupils	Drama and music specialist Graffiti artist project	More children accessing learning and engaged in school	Low cost that allowed many children to excel in areas of the curriculum that would have been previously limited for them.	£25,500

through specialist teaching in order to improve outcomes in attainment for PP ch.				
Children's experience is broadened and this has a positive impact on their learning and progress, particularly writing	Foundation curriculum has WOW events for every topic.	Improved engagement in learning	Increased parental engagement and children focused on learning projects.	£33,500
To staff and resource enrichment clubs after school to develop children's experiences and attitude to learning.	Employing staff to operate clubs.	Improved engagement in learning	High percentage of PP children accessing after school clubs.	£16,060
To deliver an outdoor education programme that provides PP children with access to life experiences.	Every Friday one class participates in outdoor education learning.	Improved engagement in learning	Increased health and social benefits.	£19,235