

## Pupil Premium Strategy Statement

**2018-2021**

*The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. (DfE 2016)*

At Thongsley Fields, we use the additional funding to employ and train staff members to support pupils' learning and purchase additional resources particularly supporting key subjects such as English and Mathematics. We also use it to enhance the wider curriculum through funding activities such as extra-curricular clubs, trips and residential visits and providing enhanced cultural experiences for our pupils.

### School overview

Pupils in school (Number on roll)	280
Proportion of disadvantaged pupils	56%
Pupil Premium allocation this academic year	£156,000
Academic years covered by this statement	2018-21
Publish date	Updated December 2020
Review date	November 2021
Statement authorised by	David Jones
Pupil Premium lead	David Jones
Governor lead	Paul Sadler

### Disadvantaged pupil progress scores for academic year: 2018-2019

Measure	Score	All Pupils
Reading	-0.5	0.9
Writing	-0.2	-2.5
Maths	-2.8	0.6

### Disadvantaged pupil performance overview for academic year: 2018-2019

Measure	Score	All Pupils
Meeting expected standard at KS2	49%	26%
Achieving high standard at KS2	8%	0%

## Strategy aims for disadvantaged pupils

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be one of the top priorities for Pupil Premium spending.

Priorities	Activity
Priority 1 Phonics & Early Reading CPD	Ensure all relevant (EYFS, KS1 and selected KS2) staff (including those new to the school) have received initial and on-going training to deliver the school's chosen phonics and early reading scheme (Read Write Inc.) effectively.
Priority 2 Maths CPD & Resources	Work with the Maths Hub to support the development of Maths teaching across all year groups including embedding the use of PowerMaths textbooks, resources and planning.
Priority 3 PiXL CPD & Targeted Teaching	Introduce the use of PiXL across KS2 to support the development of ongoing diagnostic assessment and analysis of teaching to enable more effective targeting of gaps in prior learning.
Barriers to learning the above priorities are intended to address	Ensuring staff use evidence-based whole-class, group and individual teaching interventions as appropriate.
Projected spend	£56,000 (36%)

## Teaching and school priorities for current academic year

Aim	Target	Date
Progress in Reading	Achieve agreed KS1 & 2 targets in Reading	Sept 21
Progress in Writing	Achieve agreed KS1 & 2 targets in Writing	Sept 21
Progress in Mathematics	Achieve agreed KS1 & 2 targets in Maths	Sept 21
Phonics	Achieve agreed Year 1 targets in Phonics	Sept 21
Other	Improve attendance of disadvantaged pupils in line with all pupils (target: 96%)	Sept 21

## Additional targeted actions for current academic year

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Priorities	Activity
Priorities 1 & 3	Buy and replenish stock of quality texts (chapter, graphic, picture and non-fiction) to support whole-class reading and individual access in order to increase and promote reading for pleasure across all year groups.
Priority 1	Provide additional support and release time for staff to develop the use of RWI and reading for pleasure across Y3/4 in order to improve phonic knowledge and reading fluency.
Barriers to learning the above priorities are intended to address	Encouraging wider reading and providing catch-up phonic support for KS2 reading.
Projected spending	£25,000 (16%)

Priorities	Activity
Priorities 1, 2 & 3	Establish small group phonics, reading and maths interventions for disadvantaged pupils falling behind targeted progress and/or age related expectations.
Barriers to learning the above priorities are intended to address	Improving access to additional targeted support and teaching to overcome prior gaps in knowledge and understanding.
Projected spending	£20,000 (13%)

## Wider strategies for current academic year

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Priorities	Activity
Breakfast Club	Providing and expanding the scope of Breakfast Club to include learning and nurture support.
Nurturing School (The Nest)	Develop and expand nurture provision in order to improve mental health and support effective learning in the classroom.
Family Support	Create additional staffing capacity to support disadvantaged families, working with outside agencies to improve access to learning and experiences and promote positive relationships between school and home.
Barriers to learning the above priorities are intended to address	Improving attendance, readiness to learn, parental engagement and access to wider life experiences for the most disadvantaged pupils.
Projected spending	£55,000 (35%)

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	<p>Strong progress made in phonics in the first half of the year following introduction of RWI.</p> <p>Steady improvement in disadvantaged pupil progress from (pre-lockdown) across KS2 – increase focus on reading for pleasure and the profile of books and reading required.</p> <p>On track towards intended aims.</p> <p><b>Lockdown significantly impeded progress of disadvantaged children.</b></p>
Progress in Writing	<p>Slower improvement in disadvantaged pupil progress from 2019 to 2020 (pre-lockdown) although largely on track towards intended aims.</p> <p>Additional support required to develop writing in Y3/4.</p> <p><b>Lockdown significantly impeded progress of disadvantaged children.</b></p>
Progress in Mathematics	<p>Good progress made in most year groups (pre-lockdown).</p> <p>Consistency of teaching approach and expectation much improved following introduction of new Calculation policy and planning resources.</p>
Phonics	<p>Significant improvement in Year 2 phonics (post-lockdown) and engagement of families following work undertaken to promote home learning pre- and during lockdown.</p> <p>Strong projections for Year 1 phonics attainment in 2020-2021.</p>
Other	<p>Disadvantaged pupils attendance raised to within 0.7% (previous gap: 1.3%) of all pupils and in line with target set: 95.2%</p>