



Pupil premium strategy statement:

1. Summary information					
School	St Thomas' C of E Primary School				
Academic Year	2018/19	Total PP budget	£45,120	Date of most recent PP Review	Nov 2018
Total number of pupils	195	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Sept 2019

Due to low numbers of disadvantaged pupils, data is not deemed statistically accurate.

2. Current attainment		
Attainment for: 2017-18 End of Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	57	66/64
% achieving expected standard or above in reading	87	79/75 *
% achieving expected standard or above in writing	57	69/78*
% achieving expected standard or above in maths	87	86/76*

- National disadvantaged data not provided. National average includes all groups *

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low Self esteem
B.	Poor Working Memory
C.	Poor Speech and Language skills
D.	Social and Emotional Intelligence
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	The need for external family intervention/support (Child Protection, Child In Need Plans, Looked After Children and CAF/TAF)

F.	Parenting difficulties leading to: Lack of Routine Poor Attendance Punctuality Financial difficulties

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are more engaged and willing to participate in activities in and outside school. Increased confidence in their own ability and subsequently want to reach their potential.	Children demonstrate a more positive outlook. (Growth/Fixed Mindset) Children use strategies taught in Nurture sessions and PSHE lessons. Teacher/parental comments about improvements/changes. Children retain more friendships Children are able to talk to one another calmly Children's Boxall profile improves
B.	Children's working memory improves within targeted intervention and skills begin to have an impact within the classroom setting.	Progress based on entry/exit data for Working Memory Intervention. Teacher observation within class. Improved outcomes.
C.	Children in Reception are in line with their peers after Speech and Language programme	Children to complete WellComm programme and progress shown. Assessment shows improvement in skills and ability Teacher/parental comments about improvements/changes Early Identification through screeners if limited progress is made in order that needs are identified and atoned in line with the Graduated Approach.
D.	Children to develop social and emotional skills to enable them to access the curriculum	Children are given the opportunity to share their feelings within a small Nurture group. Improved communication with peers. Improved turn-taking and understanding of others' feelings. Improved respect for self and others. Boxall Profile shows progress.
E.	Families supported by multi-agencies based on the Continuum of Need.	Improved engagement with school. Needs are met and identified early. Appropriate support put in place. Information shared by school with external agencies in order that needs are fully met.
F.	Children arrive on time for school with the correct equipment and attendance is at National Average (96%)	Inclusion Manager to support families Less families in need of external support Attendance in line with National Average

5. Planned expenditure**Academic year****2018/19**

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?
Children are more engaged and willing to participate in activities in and outside school. Increased confidence in their own ability and subsequently want to reach their potential.	Whole class PSHE lessons. Whole school approach re Fixed/Growth Mindset. Nurture Group Boxall Profile	Whole school follows Lancashire plans for PSHE to ensure continuity. Children benefit from the opportunity to share and talk about their feelings. The Boxall Profile is evidence based and provides succinct targets to work on to talk about and process their emotions. Work around Fixed/Growth Mindset has been proven to change the way children view themselves and how they approach their work. By giving them the skills and language to change the way they think and perceive themselves, academic progress should improve.	All children with a Boxall profile provides a baseline, is constantly reviewed and progress noted. Inclusion Manager to meet regularly with Nurture TA who will also provide feedback for teachers after each session. Learning Walks/Pupil Interviews and Classroom observations of how Fixed/Growth Mindset is being addressed in class.	Rachel Thompson	July 2019
Children's working memory improves within targeted intervention and skills begin to have an impact within the classroom setting.	A targeted group of children from identified year groups will take part in a Working Memory Group.	Evidence has shown that poor Working Memory can have a big impact on how children learn and without the skills needed to remember and retain, learning will be slower and limited progress may be made.	Impact will be measured both in terms of baseline/final assessment and academic progress in class. It should be noted that this may not immediately impact on progress but teachers should be able to see and discuss strategies being used by children. Observations of sessions and pupil interviews.	Rachel Thompson	July 201

Children in Reception are in line with their peers after Speech and Language programme	All children screened using WellComm Speech and Language Assessment tool.	Many children are entering school with lower than average language skills. By assessing the whole cohort on entry and providing a programme, those not making expected progress can be referred to NHS Speech and Language Service for further assessment.	Baseline/final assessment. Improved speech and language skills. Teacher/Parental comments.	Rachel Thompson	July 2019
Children to develop social and emotional skills to enable them to access the curriculum	Some PP children will access Nurture Group sessions with a Nurture TA.	Time out of class, working on individual/small group targets provides children the opportunity to talk about their feelings and any complex issues in their lives. This has been proven to be very successful in recent years. Strategies taught during these sessions have been proven to have a positive impact on being able to emotionally regulate themselves and this in turn has reduced incidents at playtime.	Ongoing monitoring of progress using Boxall Profile. Regular Pupil interviews Nurture TA to provide feedback to staff HT to monitor behaviour incidents through class behaviour files.	Rachel Thompson Gemma Harrison Claire Gilmour	July 2019
Families supported by multi-agencies based on the Continuum of Need.	Class teachers to raise concerns re children based on daily observations. RT to engage with parents to ensure unmet needs for children and families are addressed.	Many children are affected by their home life and this can dramatically impact on their ability to make progress at home. By working in partnership with families and building good relations, this has been proven to have a positive impact on children in school. Many children and their parents have multiple vulnerabilities and improved engagement between parents and school can have a positive impact on the wellbeing of the whole family.	Record of CAFS and outside referrals made. TAF minutes to record progress. Outside Agency feedback. Parental/Carer feedback Pupil interviews Informal discussions with staff.	Rachel Thompson	July 2019

Children arrive on time for school with the correct equipment and attendance is at National Average (96%)	DHT to regularly monitor attendance and punctuality. IM to offer support where necessary.	Attendance for PP children can sometimes be lower than the National Average for a number of reasons linked to their home life. Therefore support is sometimes needed to ensure children attend school regularly. Being late for school can have a detrimental effect on a child's self esteem and this can in turn manifest as a barrier to learning. In addition, poor attendance can impact massively on academic progress.	Attendance for PP children in line or above local and national averages. DHT to regularly monitor attendance and identify children whose attendance is a concern. Meetings with parents. PAST team involvement. Implementation of fines if deemed appropriate. IM to refer to Early Help if deemed appropriate.	Rachel Thompson	July 2019
Children's reading and spelling ability improves.	PP children who are working below ARE will access Nessy online programme for 80mins per week.	Nessy has been recommended for children with dyslexia, EAL or for children who would benefit from extra help in reading and spelling. It comes highly recommended by experts in the field of dyslexia and also teachers who have used the programme at previous schools.	Weekly monitoring of online access. Impact on work within the classroom through book looks.	Rachel Thompson	July 2019
Children receive free milk and toast daily.	Children receive free milk and toast daily.	Children's ability to concentrate can be directly linked to lack of food. By providing milk and toast, we are ensuring the children receive food and drink every morning.	Children know milk and toast is available for them.	Rachel Thompson	July 2019
Children eligible for PP are able to attend the Y5/6 residential trip to Borwick Hall.	School will subsidise the cost of board and lodgings for children in receipt of PP.	Some children will not have the opportunity to experience activities available on residential trips. Experience of the world is vital if we are to support the growth and development of our children. Experience has shown that PP children thrive in the environment of Borwick Hall and it provides them with enrichment opportunities.	Discussions with the trip organiser, Mrs C. Stones.	Rachel Thompson	July 2019
6. Review of expenditure					
Previous Academic Year 2017-18					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: : Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned	Cost	

Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.	Circle time in class Nurture group sessions with Nurture Teaching Assistant	Children's self-confidence continues to grow and teachers report they see the impact of Nurture in the classroom.	A number of PP children are now able to recognise their feelings and have strategies to use to help avoid conflict. This means they are in a better frame of mind and are able to participate in learning more readily.	TA salary
Children have more confidence in their abilities, produce more work in class and take a more active role in class activities.	It there is an identified need, PP children will have access to 1:1 Boxall sessions Group Nurture sessions Specialist external counselling sessions	Children's self-confidence continues to grow and teachers report they see the impact of Nurture in the classroom.	For many children, the Boxall profile and group sessions are very important. Children must be emotionally secure to be able to learn and this is not a 'quick fix'. The progress we see in our PP children is evident but does not always manifest itself in accelerated progress. School is committed to going on the journey with our children so that by Year 6, barriers will have been reduced and children will have reached their potential.	TA salary
Children's working memory improves, enabling them to make better progress	A targeted group of children will take part in a Working Memory group.	Teacher's report improvement in class.	Children made progress in the group intervention and this has had a positive impact on their confidence and progress.	TA salary
Children in Reception are in line with their peers after Speech and Language programme	Small group intervention following WellComm programme.	All children who were identified, made progress.	Referrals to Speech and Language have been made following WellComm and it has also enabled us to monitor particular children to see whether they have a specific learning difficulty.	£600 + TA salary
Children receive free milk and toast daily.	Children receive free milk and toast daily.	Children receive food and drink every morning which helps them to concentrate in class.	This continues to provide a welcome 'boost' for certain PP children. Petty cash is also used to buy cereal and if a child is identified as needing some breakfast or they report they have not had a 'good morning' they are given breakfast.	£1391
Children eligible for PP are able to attend the Y5/6 residential trip to Borwick Hall	To support opportunities for extra curricular activities	Had a wonderful impact on the children who attended.	Changes have been made to when this trip occurs and from Sept 2019, Borwick will take place in Autumn Term. This will hopefully allow the Y6 teacher to build on the resilience skills used and will have a positive impact on the children by the time they leave school.	£1300
Implementation of CPOMS to record safeguarding and welfare concerns.	To improve Safeguarding and Welfare record-keeping & tracking.	Improved record keeping and all staff aware of children's needs and circumstances	All staff are aware of children's difficulties which has led to greater understanding of children's needs and improved communication for all. It acts as a robust information sharing tool which enables issues to be dealt with swiftly and positively.	£580.80
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

For children to become to work through their difficulties with a professional counsellor.	To employ counsellors from New Start to work with identified children.	This is ongoing and difficult to measure.	This is a worthwhile service that makes a difference to the lives of children.	£3045
For families to be well supported and signposted to different services.	Employment of Inclusion Manager	Improved engagement between parents and school with a positive impact on the wellbeing of the family.	Very worthwhile and a support that is very much appreciated by families. Improved outcomes for families eg change in housing, diagnoses for children and parenting support.	Inclusion Manager salary
Children's communication and social interaction improves	Lego Club delivered my Nurture TA	Lego Club provides children with lots of meaningful opportunities to communicate with others and to understand the importance of being able to listen. It is helping the children who attend the club	Lego club remains a beneficial tool for PP and non PP children and allows those with social communication difficulties, an arena in which to grow and develop their social skills.	TA salary

7. Additional detail

Staffing costs to run the groups, support families and attend external meetings amounted to £43,362. The reporting of expenditure is for the academic year September 2017- July 2018 which is different to the budget which runs from April 2017-2018.

Income: £51,320

Total Expenditure: £51,314

Salary Costs	£ 43,362.00
Milk	£ 419.00
Toast	£ 972.20
Kidsafe	£ 275.00
Training and Development	£ 610
CPOMS	£ 580.80
New Start Counselling	£ 3045.00
Borwick Hall	£ 1,300
Educational Visits	£ 300.00
Nessy	£ 450.00

