

Thurstonland First School	Academic Year: 2018/2019	Total PP budget £4040
Percentage of pupils eligible for PP. 3.5%		
Barriers to future attainment		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Generalised learning difficulties regarding access to the curriculum.	
B.	Specific learning difficulties	
C.	Enhanced curriculum resources	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Difficult home environment / Emotional well-being/ Attendance	
1. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	Pupils eligible for PP in school will make rapid progress by the end of the year so that an increased number of pupils eligible for PP meet age related expectations	
B.	Pupils eligible for PP make as much progress as 'other' pupils, across all Key Stages in maths, reading and writing and the wider curriculum. Measured by teacher assessments and successful moderation practices established across the local pyramid of schools.	
C.	Pupils eligible for pupil premium will receive resources to enhance their access to the curriculum (this will include support to access educational visits.)	
D.	Pupils will receive additional emotional well-being support within school and staff will liaise with parents regarding the importance of good attendance.	

Planned expenditure for current academic year 2018/19:

Funding is planned for 3.5% of pupils.

An expected amount of £ 4040 will be allocated as follows:

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

i. Quality of teaching for all Total budgeted cost - £2560

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?	Impact
A. Access to curriculum at age-related expectations.	Use of assessment/ observations to target appropriate timely interventions – through use of ETAs. Specific additional 1:1 support to focus on targeted areas of EYFS/ National curriculum standards.	Increase the involvement of PP children in class discussions and peer interaction. Heightened ability to use language to communicate their ideas and learning with adults and peers. Appropriate support to ensure all PP children are accessing the curriculum alongside their peers.	Observation in class. Talking to PP children in and around school. Having high expectations which are shared with PP. Feedback from class teachers and staff in school. Outcomes of assessments. Book scrutinies	AHT/ DHT/ HT Class teachers.	April 2019	

B. Timely interventions to ensure rapid attainment.	Data/outcomes from the PIRA / PUMA & SPAG tests using standardized score. Progress evident in school assessment and classroom books. ETA targeted interventions.	These tests will highlight smaller steps in progression throughout PP children's learning journey. They will provide teachers with additional summative assessment. From this, teachers can plan for appropriate interventions. Independent work should show impact of interventions. Spelling intervention IDL for PP children to help increase spelling age and accuracy	Collection of assessment data. Analysis of date by SENCO Pupil performance discussions Monitoring of books. Progress in spelling program.	HT/DHT/SENCO AHT/CT	April 2019	
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ii. Targeted support Total budgeted cost - £680

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 we will you review?	Impact
A. Access to curriculum at age related expectations	Support in classroom sessions – especially where transition between classrooms or Key Stages has occurred. Daily access to FS2 provision. Targeted for adult discussions.	Additional support where transition is involved ensures PP are settling into new routines and understanding new expectations. PP children access additional support to ensure their	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EYFS/KS1 teacher SENCO	April 2019	

	<p>Initiated play with peers. Observations of new PP children that have started school.</p> <p>Additional phonics input and additional access to outdoor provision/arts curriculum.</p> <p>Speech and language intervention/ movement time with ETA</p> <p>Additional appropriate support in Numeracy and Literacy sessions.</p>	<p>learning is appropriate to their stage of learning.</p> <p>PP children access resources to extend and supplement their access to the curriculum including the outdoor curriculum and art.</p> <p>PP pupils will be able to check that they understand learning with some support from an ETA.</p>	<p>Observations within a classroom and whole school setting.</p> <p>Experienced staff to deliver intervention.</p> <p>Evidence in classroom.</p> <p>Audit of resources</p>	Year 4/5 teacher		
B. Timely interventions to ensure rapid attainment.	IDL spelling programme including relevant resources	The spelling program is set to measure PP children's current attainment and rapidly	Extra teaching time and preparation time. Review of interventions	SENCO/ AHT/class teachers	April 2019	

	ETA support focused on specific areas of learning need.	<p>progress children within spelling and reading.</p> <p>1:1 targeted interventions will be organised by the class teacher to close specific gaps in PP children.</p> <p>PP Children make clear progress towards meeting age related expectations.</p>	Progress in books.			
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iii. Other approaches **Total budgeted cost - £800**

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 we will you review	Impact
C. Provide an enhanced day-to-day environment.	Ensure access to afterschool clubs and school trips including residential.	<p>Ensure PP children are encountering rich learning experiences.</p> <p>Children have milk and fruit to ensure that they are receiving a good and varied diet. FS2 pupils receive daily cereal to supplement their diet and aid concentration.</p> <p>Ensure PP children are accessing additional enrichment activities</p>	<p>Attendance on curriculum trips/afterschool clubs.</p> <p>Milk and fruit received.</p>	<p>AHT/business manager.</p> <p>Class teachers</p> <p>Class teachers</p>	April 2019	

<p>D. Improve emotional well-being through providing opportunities for children to discuss issues that affect them.</p>	<p>Access to additional provision – curriculum enrichment.</p> <p>Regular check ins with school staff to check how pupils are feeling.</p>	<p>which they may not usually have access to.</p> <p>Pupils who feel listened to and accepted will feel emotionally more stable and happier in school. They will make further progress.</p>	<p>Additional arts resources purchased to enhance the curriculum / provide additional learning experiences.</p> <p>Regular informal discussions with school staff/ staff meeting time focusing on pupil issues.</p>	<p>Class teachers/ETAs</p>	<p>April 2019</p> <p>April 2019</p>	
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