



**Thoresby Primary School
Pupil Premium 2020-21**

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM). The level of pupil premium is £1345 per pupil.**
- **Children who have been looked after continuously for more than six months. The level of pupil premium is £2345 per pupil. This is accounted for in the LAC plan.**
- **Children whose parents are currently working in the armed forces. The level of pupil premium is £300 per pupil.**

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However, they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this report is to effectively plan the way the pupil premium money will be spent over the coming year and enable us to inform parents, carers and governors of the impact it has on pupil achievement.

Pupil premium strategy statement (primary)

1. Summary information					
School	Thoresby Primary School				
Academic Year	2020-21	Total PP budget	£133155	Date of most recent PP Review	n/a
Total number of pupils	533	Number of pupils eligible for PP	99	Date for next internal review of this strategy	March 2021

Pupil Premium Performance data 2019

Progress KS2

Number of Pupils	17			
Subject	All Thoresby Pupils	Non disadvantaged Thoresby Pupils	Disadvantaged Thoresby pupils	National
Reading	2.3	2.14	-0.64 (+0.1 with EHC removed)	0
Writing	1.5	2.14	+0.26 (+0.87 with EHC removed)	0
Maths	1.2	1.72	+0.90 (+1.75 with EHC removed)	0

Attainment KS2

Number of pupils	17										
	Reading			Writing			Maths				
	2018 national non PP	2019 Thoresby PP		2018 national non PP	2019 Thoresby PP		2018 national non PP	2019 Thoresby PP		2019 COMBINED Thoresby PP	2019 COMBINED Thoresby non PP
At or above ARE	80%	65%		83%	71%		81%	76%		59%	
Above ARE	33%	24%		24%	12%		28%	18%		12%	

Attainment KS1

Y1 Phonic Check 2019

Number of Pupils	15
% of PP Thoresby pupils passing phonic check	% of pupils nationally passing the phonic check
87%	85%

KS1 2019 Outcomes

Number of pupils	15 pupils					
	Reading		Writing		Maths	
	2018 national non PP	2018 PP	2018 national non PP	2019 PP	2018 national non PP	2019 PP
Expected	79%	81%	74%	75%	80%	75%
Greater depth	29%	13%	18%	6%	25%	25%

EYFS – Percentage attaining GLD

Number of pupils - 9		
2019 % of PP Thoresby Pupils attaining GLD	2019 % of non PP Thoresby Pupils attaining GLD	2019 % National of Pupils attaining GLD
78% (7/9 pupils)	61% (39/64 pupils)	72%

2. 2019- 2020 current attainment												
	READING				WRITING				MATHS			
	% PP at ARE	% non-PP ARE	% PP at GD	% non PP GD	% PP at ARE	% Non PP at ARE	% PP at GD	% Non PP at GD	% PP at ARE	% Non PP at ARE	% PP at ARE	% Non PP at ARE
Y1 10 PP 66 non PP	70	59	10	24	70	59	0	15	70	62	30	27
Y2 15 PP 57 non PP	73	65	13	17.5	60	63	6.5	12	60	67	20	16
Y3 16 PP 59 non PP	75	73	25	25	65	68	6	17	81	71	12.5	24
Y4 18 PP 56 non PP	72	70	29	25	67	70	11	20	67	84	22	29
Y5 17 PP 55 non PP	47	67	11	36	47	66	6	29	41	73	0	40
Y6 16 PP 60 non PP	44	62	6	22	50	62	6	15	56	65	6	17

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.	A significant proportion of pupils in receipt of PP have identified issues with attendance and punctuality	
B.	A significant number of pupils in receipt of PP have been identified as having limited experience of the world which impacts particularly on their vocabulary development	
C.	A significant number of pupils in receipt of PP attain less well at the end of KS1 particularly in maths and those attaining greater depth.	
D.	A significant number of pupils in receipt of PP who are currently in KS2 are below ARE, particularly in current Y4 and Y5	
E.	A significant number of pupils in receipt of PP are working below national expectations on entry to the EYFS, some of these significantly below.	
External barriers (<i>issues which also require action outside school</i>)		
F.	1. Pupils who are in receipt of PP are also members of other vulnerable groups, particularly those that have experienced mobility in their school life and child protection issues thus increasing their vulnerability to under achievement.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils in receipt of PP attend in line with all pupils nationally and be punctual for school	Attendance % matches or exceeds national Internal records indicate that punctuality is improving
B.	Pupils in receipt of PP achieve the same level of vocabulary development as non PP through a broad range of experiences.	PP pupils use a broad range of vocabulary
C.	Pupils in receipt of PP attain in line with national non PP in all subjects at the end of KS1 / KS2 and a greater proportion attain greater depth	Increased levels of attainment in all subjects at the end of KS1.
D.	Pupils in receipt of PP attain at least ARE by the end of KS2	Increasing number of pupils attaining ARE across KS2
E.	Pupils in receipt of PP attain in line with national non PP in all core areas at the end of EYFS and a greater proportion attain greater depth	Increased levels of attainment in the core areas at the end of EYFS.
F.	Pupils in receipt of PP who are in other vulnerable groups attain as well as other pupils	Increased levels of attainment for pupils from a number of vulnerable groups

5. Planned expenditure

Academic year	2020 - 2021
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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.

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?
F. Pupils in receipt of PP that are in more than one vulnerable group	AHT Inclusion lead	<p>Pupils in receipt of PP that are in more than one vulnerable group achieve less well than others.</p> <p>The rationale is that an inclusion lead is able to have a whole school strategic overview of the progress and provision for these pupils.</p>	<p>Regular monitoring and evaluation Data tracking to ensure they make better than expected progress PP progress within lessons is a focus of lesson monitoring, book scrutiny, talking to pupils</p>	ES	September 2021

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?
<p>C/D Pupils in receipt of PP attain in line with national non PP in all subjects at the end of KS1 / KS2 and a greater proportion attain greater depth</p> <p>E. Pupils in receipt of PP attain in line with national non PP in all core areas at the end of EYFS and a greater proportion attain greater depth</p>	ASAs for EYFS, KS1.KS2	<p>A significant proportion of PP pupils currently in EYFS, KS1 and KS2 are not at ARE.</p> <p>This targeted support has a proven track record of closing gaps (evident from 2019 outcomes).</p>	<p>Regular monitoring and evaluation Data tracking to ensure they make better than expected progress PP progress within lessons is a focus of lesson monitoring, book scrutiny, talking to pupils</p>	ES	September 2021

A. Pupils in receipt of PP attend in line with all pupils nationally and be punctual for school	Employment of a family links worker	Attendance data 2018-2019 for PP pupils was 95.2%. This was slightly below the whole school attendance of 96.2 %. 8 PP pupils (6.9%) were identified as Persistent Absentees (below 90%). The Family links support has a proven track record of improving attendance.	To monitor and maintain the improvements in attendance and punctuality for pupils, improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP.	CG /LL	September 2021
A. Pupils in receipt of PP attend in line with all pupils nationally and be punctual F. Pupils in receipt of PP that are in more than one vulnerable group for school	Emotional well being worker	As above for attendance. Pupils who are also within other vulnerable groups are more likely to have additional social, emotional and behavioural barriers to their learning. This proactive support has a proven track record of overcoming these.	Pupils in receipt of PP and who are also in other vulnerable groups are supported in their emotional well being	CG	September 2021

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?
A. Pupils in receipt of PP attend in line with all pupils nationally and be punctual for school	Breakfast Club	To subsidise the cost of the school's breakfast club, targeting vulnerable families to improve attendance and punctuality and enable them to access a nutritional start to the day.	PP attendance will rise in line with the school %.	CG/LL	September 2021
B. Pupils in receipt of PP achieve the same level of vocabulary development as non PP through a broad range of experiences.	Visits and experiences including Kaleidoscope	A significant proportion of pupils in receipt of PP have limited vocabulary and life experiences. The rationale is provide them with a range of high quality experiences over the year both curricular and extra curricular	Subsidise visits/ visitors to enable pupils in receipt of PP to widen their experiences and support the curriculum, particularly in reading and writing.	ES	September 2021
C/D. Pupils in receipt of PP attain in line with national non PP in all subjects at the end of KS1 / KS2 and a greater	Purchase of booster packs/ end of KS2 home/ school materials	Historically a greater proportion of PP pupils attained ARE than non-PP pupils at Thoresby in reading, writing and math due to additional support and booster packs provided.	This enables pupils in receipt of PP to have additional educational materials to support their learning at home	ES	May 2021

proportion attain greater depth		Therefore this will remain a priority area for 2020-21.			
Total budgeted cost					£140 000

