

THISTLY MEADOW PRIMARY PUPIL PREMIUM REPORT 2016-17

The Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. The pupil premium is allocated to pupils on free school meals (FSM), children from families with parents in the armed forces, looked after children in care (LAC) and those who have left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)

This year the premium is worth £1320 per pupil (2016-17), with all children who have been eligible for FSM at any point in the last six years being included. Historically, levels of attainment have been lower for pupils who are eligible for FSM and this is a national trend. At Thistly Meadow we aim for each pupil, regardless of background or ability, to have every opportunity to achieve their very best. Our commitment to striving for excellence for all pupils is supported by our commitment to provide outstanding care, guidance and support so that we do not limit our pupil's potential in any way. Thistly Meadow has excellent partnerships with a range of agencies and outside providers so that we can effectively support all pupils and families in need of help. There is no stigma attached to being in an intervention group at Thistly Meadow. Everyone needs something.

At Thistly Meadow we aim to overcome the barriers to achievement for our Pupil Premium and vulnerable families so that we can look to help remove barriers to learning so that this group of pupils have the best chance to achieve at least in line with national expectations for their age. We review pupils at least half-termly.

For us, the barriers to achievement tend to include:

- Emotional confidence and resilience
- Attendance
- Speech and language
- Special educational needs
- Low attainment in maths, English (reading and writing) which stops them fully accessing the curriculum
- Low level of attainment on entry
- Low / poor general knowledge and cultural awareness
- Parents who will not engage with school

Our children may be disadvantaged as a result of many circumstances:

- Special educational needs
- Debt
- Young carer
- Bereavements
- Parents who have difficulty engaging with school
- Social care

- Uneducated parents
- Disability parent / child
- Lone parent
- Domestic violence
- SEN/D
- LAC
- Teenage pregnancy
- Parents with long term health issues
- Unemployment
- Substance abuse
- Housing issues
- EAL
- Divorce and separation relationship management
- Involvement in crime / parent in prison
- Mental health debt
- Young carer

At Thistly Meadow, we are using our Pupil Premium money to promote strategies that **narrow the attainment gap between the highest and lowest achieving pupils.**

Percentage of children receiving FSM at Thistly Meadow:

<u>Percentage FSM</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Thistly Meadow</u>	<u>10.2%</u>	<u>11.3%</u>	<u>4.9%</u>	<u>5.7%</u>
<u>National</u>	<u>18.1%</u>	<u>17%</u>	<u>15.6%</u>	<u>14.5%</u>

Principles of use:

- We aim to ensure that all pupils make good progress and that any gaps are closing through intervention and provision.
- Appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being vulnerable or socially disadvantaged.
- Pupil premium will be allocated following a continually reviewed needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- The governors will look at the impact of this spending. The school will look at data (quantitative and qualitative) as part of our governance including assessment data, pupils' work, observations, case studies and the views of pupils and staff.

Pupils Premium Progress 2016 - 17

Results are showing that within school gaps between pupil premium and non-pupil premium continue to be a high priority for all staff within their planning and provision. Gaps continue to narrow across all key measures:

EYFS Thistly GLD

2016 EYFS GLD	EYFS number	School GLD %	School v LA
All pupils	30	83.3% (Nat 70.7)	70.2% (+13.1)
FSM Eligibility	2	0	46.4
Disadvantaged PP	2	0	47.7
SEN support			
No SEN	30	83.3	73.2 (+10.1)
IDACI 0-10% most deprived	3	100	59.7% (+40.3)
IDACI 10 – 20%			

2016 EYFS expected ELG	EYFS number	School ELG %	School v LA
All pupils	30	83.3%	68.5% (+14.8)
FSM Eligibility	2	0	44.5 (-44.5)
Disadvantaged PP	2	0	45.6 (-45.6)
SEN support			
No SEN	30	83.3	71.4 (11.9)
IDACI 0-10% most deprived	3	100	53.9 (46.1)
IDACI 10 – 20%			

2016 EYFS APS ELG	EYFS number	School APS	School v LA
All pupils	30	34.5 (Nat 34.5)	34.7 (-0.2)
FSM Eligibility	2	30.5	30.5
Disadvantaged PP	2	30.5	30.8
SEN support			
IDACI 0-10% most deprived	3	34	32.2 (1.8)
IDACI 10 – 20%			

Thistly Meadow Phonics

Phonics Pass % 2017 = 73.3% (National 81.2%).

Phonics 2015-17	2014-15	2015-16	2016-17
Thistly	78.6%	83.3%	73.3%
LA	75.9	80.3	81.6
National	76.8	80.5	81.2

Y1 Thistly Meadow phonics

2016 30 pupils	2016-17 School	LA
All pupils	73.3% (22)	81.6%
FSM Eligibility	50% (1)	59.4%
Disadvantaged PP	50%	62.6%

Reading

Thistly Meadow KS1 Pupil - Reading Achieved at or above expected

2016 Reading	2016-17	2015-16
All pupils	84.6%	83.3%
FSM Eligibility	0	100%
Deprivation PP	66.7%	80%
Disadvantaged PP	66.7%	80%
IDACI 0-10% most deprived	75%	100%
IDACI 10 – 20%	100%	

Thistly Meadow KS2 - Reading Expected standard % v LA / National

2016-17 Reading expected	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	67.9% (Nat 71.5%)	72.6%	-4.7%	-3.6%
FSM Eligibility 2	50%	51.9%	-1.9%	
Disadvantaged PP 8	50%	58.1%	-8.1%	
SEN Support 3	0	35.4%	-35.4%	
NO SEN	76%	80.5%	-4.5%	
IDACI 0-10% most deprived 1	100%	64.7%	+35.3%	

Thistly Meadow KS2 - Reading Above Expected standard % v LA / National

2016-17 Reading Above	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	14.3% (Nat 24.6%)	24.4%	-10.1%	-10.3%
FSM Eligibility 2	0%	11.2%	-11.2%	
Disadvantaged PP 8	12.5%	13.3%	-0.8%	
SEN Support 3	0	5.9%	-5.9%	
NO SEN	16%	28.1%	-12.1%	
IDACI 0-10% most deprived 1	100%	16.9%	+83.1%	

Writing

Thistly Meadow KS1 Pupil context - Writing Achieved at or above expected

2016 Writing	2016-17	2015-16
All pupils	80.8%	80%
FSM Eligibility	0	100
Deprivation PP	84%	79.3%
Disadvantaged PP	66.7%	60%
IDACI 0-10% most deprived	75%	100%
IDACI 10 – 20%	100%	
Attendance 95%+	78.6%	88.5%
Attendance 90 -95%	90.9%	33.3%
Term of Birth Autumn	100%	84.6%
Term of Birth Spring	50%	77.8%
Term of Birth Summer	86.7%	75%

Thistly Meadow KS2 Writing Expected standard % v LA / National

2016-17 Writing expected	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	85.7% (Nat 76.4%)	77.4%	+8.3%	+9.3%
FSM Eligibility 2	50%	56.1%	-6.1%	
Disadvantaged PP 8	62.5%	62.8%	-0.3%	
SEN Support 3	33.3%	30.5%	+2.8%	
NO SEN	92%	87.1%	+4.9%	
IDACI 0-10% most deprived 1	100%	70.1%	+29.9%	

Thistly Meadow KS2 Writing Above Expected standard % v LA / National

2016-17 Writing Above	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	21.4% (Nat 17.7%)	19%	+2.4%	+3.7%
FSM Eligibility 2	50%	7.8%	+42.2%	
Disadvantaged PP 8	25%	9.6%	+15.4%	
SEN Support 3	0	1.9%	-1.9%	
NO SEN	24%	22.4%	+1.6%	
BME 3	100%	22.9%	+77.1%	
IDACI 0-10% most deprived 1	100%	10.9%	+89.1%	
IDACI 10 – 20%				

Mathematics

Thistly Meadow KS2 Maths standard % v LA / National

2016-17 Maths expected	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	82.1% (Nat 74.9%)	74.7%	+7.4%	+7.2%
FSM Eligibility 2	50%	53.6%	-3.6%	
Disadvantaged PP 8	62.5%	58.1%	+4.4%	
SEN Support 3	33.3%	35.4%	-2.1%	
NO SEN	88%	83.1%	+4.9%	
IDACI 0-10% most deprived 1	100%	68.7%	+31.3%	

Thistly Meadow KS2 Maths Above Expected standard % v LA / National

2016-17 Maths Above	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	21.4% (Nat 22.6%)	20%	+0.7%	-1.2%
FSM Eligibility 2	0%	7.8%	-7.8%	
Disadvantaged PP 8	12.5%	9.8%	+2.7%	
SEN Support 3	10.7%	0%	-4.6%	
NO SEN	24%	24%	0%	
IDACI 0-10% most deprived 1	100%	13.4%	+86.6%	

Reading, Writing and Maths

Thistly Meadow KS1 Pupil context - Reading Writing Maths at or above expected

2016 RWM	2016-17	2015-16
All pupils	76.9%	73.3%
FSM Eligibility	0%	100%
Deprivation PP	33.3%	60%
Disadvantaged PP	33.3%	60%
SEN support	0	
No SEN	76.9%	75.9%
IDACI 0-10% most deprived	75%	100%
IDACI 10 – 20%	100%	

Thistly Meadow KS2 RWM Expected standard % v LA / National

2016-17 RWM	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	64.3% (Nat 61.1)	61.4%	+2.9%	+3.2%
FSM Eligibility 2	50%	38.3%	+11.7%	
Disadvantaged PP 8	50%	43.4%	+6.6%	
SEN Support 3	0	17%	-17%	
NO SEN	25%	72%	70.4%	
IDACI 0-10% most deprived 1	100%	51.7%	+48.3%	

Thistly Meadow KS2 2017 RWM EXP+ 64.3% (National 61.1%)

KS2 RWM Expected or above	2014-15	2015-16	2016-17
School	92.9% (+12.9 NAT)	54.8% (+1.4 NAT)	64.3% (+3.2 NAT)
National	80%	53.4%	61.1%

Thistly Meadow KS2 RWM Above Expected standard % v LA / National

2016-17 RWM above expected	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	7.1% (Nat 8.7%)	8.4%	-1.3%	-1.6%
FSM Eligibility 2	0%	1.3%	-1.3%	
Disadvantaged PP 8	12.5%	2.6%	+9.9%	
SEN Support 3	0	1%	-1%	
NO SEN	8%	9.8%	-1.8%	
IDACI 0-10% most deprived 1	100%	3%	+97%	
IDACI 10 – 20%				

Grammar Punctuation and Spelling

Thistly Meadow KS2 GPS standard % v LA / National

2016-17 GPS expected	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	75% (Nat 74.9%)	77%	-2.0%	-1.9%
Male 14	71.4% (nat 74.5%)	72%	-0.6%	-1.2%
Female 14	78.6% (nat 82.6%)	82.3%	-3.7%	-2.8%
FSM Eligibility 2	50%	56%	-6.0%	
Disadvantaged PP 8	50%	62.1%	-12.1%	
SEN Support 3	33.3%	32.3%	+1.0%	
NO SEN	80%	86.3%	-6.3%	
IDACI 0-10% most deprived 1	100%	71.6%	+28.4%	
IDACI 10 – 20%				

Thistly Meadow KS2 GPS Above Expected standard % v LA / National

2016-17 Above GPS	2016-17 school %	2016-17 LA %	Sch v LA	Sch V National
All pupils 28	25% (Nat 30.9%)	28.6%	-3.6%	-5.9%
FSM Eligibility 2	0%	12.1%	-12.1%	
Disadvantaged PP 8	12.5%	16%	-3.5%	
SEN Support 3	0%	4.8%	-4.8%	
NO SEN	28%	33.4%	-5.4%	
IDACI 0-10% most deprived 1	100%	19.9%	+80.1%	
IDACI 10 – 20%				

Closing the gaps between disadvantaged groups

Thistly Meadow 2017 Pupil Premium (No National data yet for 2016 – 17)

Thistly PP Reading, Writing Maths At or Above Expected Standard

Academic Year	Pupil cohort number	School RWM	National
2016 - 17	8	50%	
2015 - 16	7	57.1%	39.3
2014 - 15	9	77.8%	69.9

School figure is 50% which is 6.6% above LA (no national yet)

Thistly Non PP Reading, Writing Maths At or Above Expected Standard

Academic Year	Pupil cohort number	School RWM	National
2016 - 17	20	70%	
2015 - 16	24	54.2%	60
2014 - 15	19	100%	84.7

School figure is 70% which is 4.1% above LA (no national yet)

Thistly Gap between PP & not PP Reading, Writing Maths At or Above Expected Standard

Academic Year	Pupil gap cohort	School Gap RWM	National
2016 - 17	-12	-20%	
2015 - 16	-17	-3%	60
2014 - 15	-10	-22.2%	84.7

School Gap is -20% which is a gap of 2.5 against the LA (no national yet)

Thistly Reading

Thistly Meadow Reading 2017 Pupil Premium (No National data yet for 2016 – 17)

Thistly PP At or Above Expected Standard

Academic Year	Pupil cohort number	School Reading	National
2016 - 17	8	50%	
2015 - 16	7	57.1%	53.2
2014 - 15	9	88.9%	82.8

School figure is 50% which is 6.6% below LA (no national yet)

Thistly Non PP Reading At or Above Expected Standard

Academic Year	Pupil cohort number	School Reading	National
2016 - 17	20	75%	
2015 - 16	24	62.5%	71.8
2014 - 15	19	100%	92

School figure is 75% which is 1.2% lower than the LA (no national yet)

Thistly Gap between PP & not PP Reading At or Above Expected Standard

Academic Year	Pupil gap cohort	School Gap Reading	National
2016 - 17	-12	-25%	
2015 - 16	-17	-5.4%	-18.6
2014 - 15	-10	-11.1%	-9.1

School Gap is -25% which is a gap of 6.9 against the LA (no national yet)

Thistly Writing

Thistly Meadow Writing 2017 Pupil Premium (No National data yet for 2016 – 17)

Thistly PP Writing At or Above Expected Standard

Academic Year	Pupil cohort number	School Writing	National
2016 - 17	8	62.5%	
2015 - 16	7	85.7%	63.8
2014 - 15	9	100%	79.1

School figure is 62.5% which is 0.3% below LA (no national yet)

Thistly Non PP Writing At or Above Expected Standard

Academic Year	Pupil cohort number	School Writing	National
2016 - 17	20	95%	
2015 - 16	24	83.3%	78.7
2014 - 15	19	100%	90.3

School figure is 95% which is 14% higher than the LA (no national yet)

Thistly Gap between PP & not PP Writing At or Above Expected Standard

Academic Year	Pupil gap cohort	School Gap Writing	National
2016 - 17	-12	-32.5%	
2015 - 16	-17	2.4%	-14.9
2014 - 15	-10	0%	-11.2

School Gap is -32.5% which is a gap of 14.3 against the LA (no national yet)

Thistly Maths

Thistly PP Maths At or Above Expected Standard

Academic Year	Pupil cohort number	School Maths	National
2016 - 17	8	62.5%	
2015 - 16	7	85.7%	57.5
2014 - 15	9	88.9%	79.8

School figure is 62.5% which is 4.4% higher than the LA (no national yet)

Thistly Non PP Maths At or Above Expected Standard

Academic Year	Pupil cohort number	School Maths	National
2016 - 17	20	90%	
2015 - 16	24	75%	75.5
2014 - 15	19	100%	90.2

School figure is 90% which is 11.2% higher than the LA (no national yet)

Thistly Gap between PP & not PP Maths At or Above Expected Standard

Academic Year	Pupil gap cohort	School Gap Maths	National
2016 - 17	-12	-27.5%	
2015 - 16	-17	10.7%	-18
2014 - 15	-10	-11.1%	-10.4

School Gap is -27.5% which is a gap of 6.8% against the LA (no national yet)

Thistly PP GPS Achieve Expected Standard

Academic Year	Pupil cohort number	School GPS	National
2016 - 17	8	62.5%	
2015 - 16	7	85.7%	57.5
2014 - 15	9	88.9%	79.8

School figure is 62.5% which is 4.4% higher than the LA (no national yet)

Thistly Non PP GPS At or Above Expected Standard

Academic Year	Pupil cohort number	School GPS	National
2016 - 17	20	90%	
2015 - 16	24	75%	75.5
2014 - 15	19	100%	90.2

School figure is 90% which is 11.2% higher than the LA (no national yet)

Thistly Gap between PP & not PP GPS At or Above Expected Standard

Academic Year	Pupil gap cohort	School Gap GPS	National
2016 - 17	-12	-27.5%	
2015 - 16	-17	10.7%	-18
2014 - 15	-10	-11.1%	-10.4

School Gap is -27.5% which is a gap of 6.8% against the LA (no national yet)

Strategies for narrowing the gap

No single intervention provides a complete solution to the complex educational issues in any school and this is why we adopt a multi-faceted approach to support at Thistly Meadow. The key to narrowing the gap between the highest and lowest achieving pupils is careful and thorough monitoring and tracking of pupil attainment and progress. At Thistly Meadow, we combine this tracking with monitoring the impact of interventions and specific emotional and well-being support. All pupils who attract Pupil Premium funding are monitored very closely by all staff and school governors. We take great care to identify and cater for their individual needs and as a result, they are making at least good progress. All interventions are supported by the school's action plan written by the Senior Team with governors, supported by the Sutton Trust Toolkit.

At Thistly Meadow, all Pupil Premium children are targeted within our pupil progress discussions; all teachers, subject leaders and members of the Leadership and Management Team are responsible for their progress. The impact of our work is monitored by a committee of governors who check on progress. It is this monitoring that informs effective interventions. Interventions come in a variety of forms and are specific to the needs of the pupil/group of pupils. We also know that for pupils to succeed, attendance is critical. Our Attendance Improvement Officer specifically tracks the attendance of all Pupil Premium children and liaises with the Head teacher and class teacher to provide support as required.

Pupil Premium Funding

At Thistly Meadow, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This includes investment in both academic and pastoral initiatives.

Number of pupils and pupil premium grant (PPG) received 2016-17	
Total number of pupils on roll	210
Total number of pupils eligible for PPG	37
Amount of PPG received per pupil	£1320 (£300 Service, £1900 post LAC)
Total amount of PPG received	£48,840

We have set out below the support and interventions financed by the grant during the 2016-17 academic year

Year 6 Project	Objective
Curriculum resources: Additional reading books purchased and additional reading comprehension	To provide better quality and high interest books for in school and at home. Reading comprehension work to support skills.
Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps. Additional maths intervention for more able PP in maths.
Employ additional part-time teacher for targeted emotional well-being support	Targeted social and emotional support for PP to support emotional needs
Targeted spelling and grammar intervention	Additional practice and teaching of spelling and grammar work.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	To build confidence and excitement for learning and provide additional learning opportunities within school and after school.
Professional services	To improve attendance and support learning.

	Additional support for SEN. Counselling support as required.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.
Reading buddies	Year 5 pupils to model reading and support and encourage pupils with their reading in KS2.
Homework club	Additional teacher support with homework to help close the gap.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
Resilience programme	Targeted group work and presentation project to support speaking skills, organisational skills and aspirations as well as confidence skills.
Outcomes Spring 2017 <ul style="list-style-type: none"> • Gaps in writing are closing. • Additional PP pupil added to the class has affected the number of pupils at ARE. • PP pupils have made average progress in reading, writing and maths from summer 2016 – spring 2017. 	

Year 5 Project	Objective
Curriculum resources: Additional reading books purchased and additional reading comprehension	To provide better quality and high interest books for in school and at home. Reading comprehension work to support skills.
Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps. Additional maths intervention for more able PP in maths.
Employ additional part-time teacher for targeted emotional well-being support	Targeted social and emotional support for PP to support emotional needs.

Targeted spelling and grammar intervention	Additional practice and teaching of phonics. Spelling and grammar work.
Mentoring programme for year 5	All pupils have access to weekly mentoring sessions to support emotional and aspirational development.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	To build confidence and excitement for learning and provide additional learning opportunities within school and after school.
Professional services	To improve attendance and support learning Additional support for SEN.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.
Reading buddies	Year 5 pupils to model reading and support and encourage pupils with their reading in KS2.
Homework club	Additional teacher support with homework to help close the gap.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
Resilience programme	Targeted group work and presentation project to support speaking skills, organisational skills and aspirations as well as confidence skills.
Outcomes Spring 2017 <ul style="list-style-type: none"> • Gaps in writing are closing. • Additional PP pupil added to the class has affected the number of pupils at ARE. 	

Year 4 Project	Objective
Curriculum resources: Additional reading books purchased	To provide better quality and high interest books for in school and at home.

Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps.
Employ additional part-time teacher for targeted emotional well-being support	Targeted social and emotional support for PP to support emotional needs.
Targeted phonics and spelling intervention	Additional practice and teaching of phonics. Spelling and grammar work.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	To build confidence and excitement for learning and provide additional learning opportunities within school and after school. Edale residential funded for PP.
Professional services	To improve attendance and support learning. Additional support for SEN and autism.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.
Reading buddies	Older pupils to model reading and support and encourage pupils with their reading.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
Resilience programme	Targeted group work and presentation project to support speaking skills, organisational skills and aspirations as well as confidence skills.
Outcomes Spring 2017 <ul style="list-style-type: none"> • Gaps in writing are closing • PP have made above average progress in maths from summer 2016 – spring 2017 	

Year 3 Project	Objective
Employ additional part-time teacher for targeted intervention (maths, reading, writing)	Target support based on pupil progress meetings and PP evaluation. Additional support for maths problem solving and reasoning.
Curriculum resources: Additional reading books purchased	To provide better quality and high interest books for in school and at home.
Employ additional part-time support assistant each morning for targeted intervention (maths, reading, writing)	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps.
Employ additional part-time teacher for targeted emotional well-being support	Targeted social and emotional support for PP to support emotional needs.
Homework club	Additional support
Targeted phonics and spelling intervention	Additional practice and teaching of phonics. Spelling and grammar work.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	To build confidence and excitement for learning and provide additional learning opportunities within school and after school.
Professional services	To improve attendance and support learning. Additional support for SEN and autism.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
Outcomes Spring 2017	
<ul style="list-style-type: none"> • Expectations of the new curriculum ARE has impacted on the pupils now at ARE. • PP pupils have made above average progress from summer 2016 in reading and average progress in maths. 	

Year 2 Project	Objective
Employ additional part-time teacher for targeted intervention (maths, reading, writing)	Target support based on pupil progress meetings and PP evaluation.
Curriculum resources: Additional reading and picture books purchased Additional resources purchased for more able PP	To provide better quality and high interest books for in school and at home.
HLTA x 5 mornings per week	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps.
Employ additional part-time teacher for targeted emotional well-being support	Targeted social and emotional support for PP to support emotional needs.
Targeted phonics, intervention	Additional practice and teaching of phonics.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	To build confidence and excitement for learning and provide additional learning opportunities within school and after school.
Professional services	To improve attendance and support learning.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
<p>Outcomes Spring 2017</p> <ul style="list-style-type: none"> • PP performing slightly above NPP in maths • PP performing below NPP in reading and writing Above • Data shows that the PP have made average progress in reading and above average progress in writing and maths from summer 2016 – spring 2017 • All PP pupils are now accessing Year 2 spelling and phonics 	

Year 1 Project	Objective
Employ additional support hours for targeted intervention (reading, maths, writing)	Additional TA support based on pupil progress meetings and PP evaluation.
HLTA x 2 PMs per week	To target support more effectively and have impact on overall progress and attainment of PP children, to close gaps.
Targeted phonics, intervention	Additional practice and teaching of phonics. Adapting additional resources.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Clubs and activities: sport, dance, cooking and forest schools	Engagement and excitement within the curriculum, collaborative learning, experiences to draw upon within learning.
Social communications groups	Provide structured programme to support emotional well-being, resilience and communication skills.
Professional services	To improve attendance and support learning.
Outcomes Spring 2017	
<ul style="list-style-type: none"> Spring 2017: PP pupils are making good progress and continue to exceed the NPP peers overall 	

Reception Project	Objective
Targeted phonics, intervention	Additional practice and teaching of phonics. Additional resources.
Clubs and activities: sport, dance, cooking and forest schools	To provide opportunities for group learning, choices, risk taking and decision making.
Speech and language therapist	Targeted intervention to support speaking, reading and writing as well as confidence.
Professional services	To improve attendance and support learning.
Pupil progress meetings	Discussions with senior staff to discuss progress, interventions as well as pastoral and emotional support.

Outcomes Spring 2017

Reception outcomes: assessed from baseline scores

Attendance

Pupil attendance is monitored by the school and pupils whose attendance levels fall below 90% are referred to the Attendance Improvement Officer (AIO). Three of our pupil premium pupils all into this category. Targeted support by our AIO has resulted in an improvement in these children's attendance figures which is crucial to their learning.

Thistly Meadow absence data 2016/17

All absence

All pupils**	2014/15	National	2015/16	National	2016/17	National
Absence	3.7%	4.0%	2.9%	3.9%	4.0%	4.0%
Authorised absence	3.1%	3.3%	2.4%	3.2%	2.9%	3.1%
Unauthorised absence	0.7%	0.7%	0.5%	0.8%	1.1%	0.9%

Persistent absence

All pupils	2014/15	National	2015/16	National	2016/17	National
Persistent absence (+10%)	7.7%	9.2%	3.8%	8.8%	8.4%	8.7%

Source - LIAISE

Pupil premium attendance

Pupil premium	2014-15	2015-16	2016-17
Authorised absence	3.2%	3.7%	5.6% (overall YTD)
Unauthorised absence	1.4%	0.8%	

Source - Perspective Lite, Liaise, SIMs

Action plan for reading, writing and maths Closing the Gap 2016-17

The following table summarises the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils.

Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies
<p>Improving reading attainment for disadvantaged pupils so that the gap is closing and that it is inline with all pupils</p> <p>Particular focus years</p> <p>Reading</p>	<p>Disengagement</p> <p>Lack of parental support</p> <p>Lack of reading literature at home</p> <p>PP enter reception below age related expectations n instead of the national expectations of 40-60 months</p>	<p>Context: Reading data 2015</p> <p>KS1</p> <p>Particular focus</p> <p>Improved access to resources, improved engagement skills to read</p> <p>Improved progress and attainment</p>	<p>Reading progress for disadvantaged pupils is accelerated to catch up to expected attainment</p> <p>Gaps in expected levels in reading attainment between disadvantaged pupils and others reduced by summer 2016</p> <p>Gap in expected level of progress in reading between disadvantaged pupils and others is reduced by summer 2016</p> <p>Focus areas / years groups</p>	<p>For all classes across the school:</p> <p>Daily guided reading and reading</p> <p>1:1 reading (comprehension and decoding)</p> <p>All staff to identify more opportunities to promote reading across the curriculum</p> <p>Daily phonics and reading intervention</p> <p>Half –termly pupil progress meetings</p> <p>Guided and shared reading opportunities (twice weekly) KS2</p> <p>Reading targets</p> <p>Reading parent workshops</p> <p>Daily reading material to take home each day</p> <p>e-book to take home with additional access to e books at schools</p> <p>Purchase of additional material to engage pupils</p>

	<p>Poor vocabulary</p> <p>Lack of play and interactions / choices</p> <p>Poor spoken grammar, phonics and spelling knowledge</p> <p>Social needs impact on school life</p>			<p>Speech and language therapist to target identified pupils</p> <p>Phonics information and guidance to reception and foundation parents</p> <p>Online assessment materials (Test base) to target areas of weakness</p> <p>Phonic interventions and SEN/D interventions</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
<p>Improving writing attainment for disadvantaged pupils so that it is in line with all pupils</p> <p>Particular focus years</p> <p>Improve writing progress for</p>	<p>Disengagement</p> <p>Lack of parental support at home</p> <p>Lack of writing materials or support at home</p> <p>Pupils enter Reception disadvantaged to their peers instead of the</p>	<p>Improved engagement</p> <p>Purpose for writing / audience</p> <p>Progress and attainment in writing and EGPS</p>	<p>Gap in expected level in writing attainment between disadvantaged pupils and others reduced by % by summer 2016-05-07</p> <p>Gap in expected level of progress in writing between disadvantaged pupils and others is reduced by % by summer 2016</p>	<p>Daily intervention and guided writing sessions</p> <p>Daily phonics and spelling</p> <p>Daily spelling and grammar sessions</p> <p>Vocabulary extension activities</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Speech and language / SEN interventions</p>

<p>disadvantaged pupils so that it is accelerated to ensure pupils catch up to expected attainment age related expectations</p> <p>Particular focus years</p> <p>Improving EGPS attainment for disadvantaged pupils so that it is in line with all pupils</p> <p>Particular focus</p>	<p>national expectations of 40-60 months</p> <p>Lack of play and purpose for writing</p> <p>Poor vocabulary</p> <p>Poor spoken grammar</p> <p>Poor phonics and spelling knowledge</p> <p>Lack of role models at home</p> <p>Social needs / home life impact on school life</p>			<p>Parent information and workshops</p> <p>Homework support club</p> <p>Year groups to promote writing opportunities across the curriculum</p> <p>Additional reading intervention to support writing</p> <p>Speech and language interventions, literacy resources and training for support staff</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Learning walls and learning environment support writing, support, word banks, displays</p> <p>Additional writing resources to support writing (test base)</p> <p>Phonics interventions</p>
<p>Improving maths attainment for disadvantaged</p>	<p>Disengagement</p>	<p>Enjoyment of maths</p>	<p>Gap in expected level in maths attainment between disadvantaged pupils and</p>	<p>Homework support club</p>

<p>pupils so that it is in line with national expectations and all pupils</p> <p>Particular focus on</p> <p>Improve maths progress for disadvantaged pupils so that it is accelerated. Gaps closing to ensure catch up to expected attainment levels</p>	<p>Parental lack of confidence with maths</p> <p>Lack of support with homework or to learn tables</p> <p>Children in Reception enter below age expectations in maths</p> <p>Social needs / home life impacts on school life</p>	<p>Success in maths</p> <p>Improved parental and pupil knowledge of how maths is taught and how pupils can be supported</p> <p>Improved engagement progress and attainment in maths</p>	<p>others reduced by % by summer 2016</p> <p>Gap in expected level of progress in maths between disadvantaged pupils and others is reduced by % by summer 2016</p>	<p>Additional interventions</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
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<p>Providing access to enrichment activities and experiences which lead to the enjoyment of learning, development of knowledge, personal and social skills as well as develop skills and understanding across the curriculum</p> <p>Activities promote SMSC and Promoting British Values</p>	<p>Lack of opportunities to work collaboratively with others outside schools</p> <p>Poorer general knowledge and aspirational knowledge</p> <p>Limited access to SMSC (theatre trips, sporting , art, other clubs, risk taking)</p> <p>Limited experiences to draw upon for</p> <p>Inspiration for writing, reading and to apply learning skills to</p>	<p>Closing the gaps and improved progress and attainment in English, maths and other curriculum subjects</p> <p>Development of the whole child so that knowledge, skills and understanding can be applied within real-life situations and across the curriculum</p> <p>Development of moral, social, cultural and spiritual skills for life and preparation for life in modern Britain</p>		<p>Fully funded or subsidised activities, trips, residential, clubs</p> <p>Additional access to curriculum initiatives each term</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p>
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<p>Improving attendance for Pupil / disadvantaged pupils</p> <p>Focus on</p> <p>2014 -15 PP</p> <p>Non-PP</p> <p>2015 – 16 PP</p> <p>Non-PP</p>	<p>Breakfast , sport and intervention opportunities</p> <p>Ensure good level of attendance by PP pupils, issues with attendance for some PP because of home / family circumstances</p>	<p>Attendance for PP meets national expectations at minimum and exceeds expectations at best</p>	<p>Breakfast club intervention leads to improved attendance</p> <p>Attendance Improvement Officer support</p> <p>Gaps in expected level in maths and English is closing due to improved attendance.</p>	<p>Case studies and pupil profiles track and identify PP children with poor attendance</p> <p>School Attendance Improvement Officer to monitor weekly attendance</p> <p>Rewards given for good attendance / improving attendance</p>
<p>2016 – 17</p> <p>Improving pupil's readiness to learn</p>	<p>Pupils arrive for school late and/or without any breakfast</p> <p>Pupils not necessarily have had access to any help or physical exercise at home</p>	<p>Pupils are supported before the school and pupils enter the classroom ready to learn, confident with their basic needs met. Impact on their attitudes for learning and their readiness to learn.</p>	<p>Gap in expected levels in maths and English attainment and level of progress between disadvantaged pupils and others reduced by % by 2016 and % 2017</p>	<p>Breakfast / learning and sport club (funded places)</p> <p>School counselling to support and pupil profiles identify additional support / emotional and pastoral support</p> <p>Creation of Family Liaison role for PP / vulnerable groups</p>

Impact of Pupil Premium Spending Plans for 2016-17

Thistly Meadow's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so that we can identify any dips and develop strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning and subject leader walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected at least termly so that the impact of interventions can be monitored regularly.
- Assessments are moderated and supported by testing.
- Teaching staff and support staff contribute to pupil progress meetings.
- Regular feedback through marking, parent consultations and home-school links provide regular feedback about performance to pupils and parents.
- Interventions are adapted or changed if they are not working or having desired impact.
- Case studies and discussions with the Head teacher, governors and the Pupil Premium Lead are used to evaluate the impact of pastoral interventions, such as on pupil progress, attendance and behaviour.
- The Head teacher maintains an overview of pupil premium spending.
- A group of governors are given responsibility for pupil premium (see action plan).
- School, Local Authority and National data comparisons are used to evaluate the impact in terms of attainment and progress.

Funding for 2017/18

The amount of Pupil Premium Grant for Thistly Meadow in the academic year 2017/18 (including Ever 6) = £46,200

Number of pupils entitled for the Deprivation Pupil Premium = 35 of 205 pupils.

Development of support 2017-8	
Pupil Premium and Closing the Gap Leader	To ensure barriers to learning are overcome and targeted children make 2 sublevels+ progress. 1:1 additional assertive mentoring for all pupil premium.
Family support worker and AIO (shared)	To support families in overcoming barriers to the pupil's learning. Improved attendance and pupils making 2/3 sublevels + progress (equivalent APS progress). To support families at point of need including referrals to Supporting Leicestershire Families to target action to vulnerable children and family with emerging.
Further development of Pupil voice: Children as Leaders	Pupil voice and pupils having a range of leadership throughout the school. Pupils taking responsibility for leading their own learning and the learning of others. Child leaders achieve leadership accreditation.

Thistly Meadow
Pupil Premium/Disadvantaged Action Plan
2017-18 Autumn 2017

Issue	Desired outcome	Chosen action / approach	Evaluating impact	Impact assessment	Lessons learned (and whether you will continue with this approach)
<p>Promote enjoyment of reading at school and home. Targeted intervention for pupils who are behind age related expectations or where gaps are not diminishing.</p>	<p>Disadvantaged pupils read widely, with additional access to books (new books & e-books) which builds their reading confidence and develops their language and vocabulary.</p> <p>Library book project for disadvantaged pupils included in selecting books for the library that they want to read and feel that others would enjoy</p>	<p>Catch up literacy intervention programme each week for targeted PP / vulnerable pupils</p> <p>Classteacher / support staff provide additional reading opportunities for pupils who do not read at home</p> <p>Additional money allocated to purchase additional books for PP pupils.</p> <p>PP Lead to co-ordinate selecting books for PP pupils to read in advance of being allocated to the school library.</p> <p>Additional reading groups fro PP pupils</p> <p>Additional training for LSAs to deliver literacy Catch Up intervention for PP pupils</p>	<p>Reading intervention test scores and progress</p> <p>Library loan records improve for PP</p> <p>Reading records show more examples of pupils reading widely and a more adults listening to them / providing them with more opportunity to reflect on their reading.</p>	<p>December reading teacher assessments to be recorded on class tracker</p> <p>Catch up literacy program assessments completed for December 2017</p>	

		from spring term 2018			
PP require additional phonic intervention in order to support the closing of attainment gaps in reading and writing	PP have access to a phonic / spelling programme which enables them to rehearse and apply their phonic knowledge within their reading and written work	Additional phonics programme PP Lead and SENDCo to explore online PP / reading games intervention	Phonics assessments / spelling assessments show that gaps are diminishing Reading and written teacher assessments show greater than expected progress	November phonics assessments for EYFS / KS1 and Year 3 pupils December spelling / reading assessments to be completed December 2017 Spring term assessments	
PP pupils lack GPS knowledge - basic skills as well as fluency and sophistication with language.	PP / Disadvantaged students able to write with greater spelling and grammar accuracy across curriculum; use technical, subject specific and increasingly sophisticated language with proficiency.	Spelling and grammar focus for teacher / TA intervention including pre and post teaching Additional focus for teaching and learning is PP intervention and progress to diminish gaps. PP lead, Deputy Head and SENDCo / Literacy Lead provide additional training to build expertise for staff and support staff to work with PP pupils monitoring a focus for T+L' PP Lead to collate impact termly interventions	Termly Work sampling Termly teacher assessments PP Lead to work with Literacy Subject Leads to support PP provision	Autumn and Spring term assessments to review impact of interventions before summer term Termly pupil progress meetings show gaps diminishing Classtracker	

<p>Progress of PP and disadvantaged in maths below compared with others national</p>	<p>Increasing number of PP /DA pupils to reach aspirational targets at end of KS1 / KS2</p>	<p>Invest in maths ICT program (Mathletics / White Rose) to support regular maths intervention liaise</p> <p>Maths homework support each week as required</p>	<p>Assessment scores, Mathletics tracking analyses, samples of work, Lesson observations.</p>	<p>Spring 2018 to evaluate impact of new maths intervention</p> <p>Termly pupil progress meetings show gaps diminishing</p>	
<p>PP / vulnerable Pupils with multiple disadvantages face huge challenges in all aspects of school life.</p>	<p>Students with multiple disadvantages have resources and input built around their needs and school intervention shows that gaps are diminishing and that pupils make at least expected progress.</p>	<p>PP Lead working with Deputy and SENDCo produces PP provision sheets which record targets and intervention. These are used to ensure that intervention is targeting priority areas (academic as well as pastoral / well-being</p> <p>Assistant Head, Deputy Head, PP Lead and SENDCo to issue advice to staff and liaise with external agencies, stabilise behaviour and attendance, monitor achievement and participation in school activities.</p>	<p>Attendance, punctuality, reading scores, assessments, termly tracking via class tracker</p> <p>PP lead to explore Rewards and achievements project for PP / vulnerable pupils rewards for their participation in learning and additional school activities.</p>		
<p>Individual tracking provision profile sheets for PP</p>	<p>Provision for PP is monitored to ensure that it meets both academic and social / pastoral aspects of identified needs</p> <p>Provision sheets ensure that classteacher / TA</p>	<p>PP Lead to update tracking and provision sheets for autumn 2017 and issued for a selection of pupils from each year group.</p>	<p>To evaluate the impact of the PP provision sheets</p>	<p>Termly review of provision sheets impact with Headteacher and Deputy</p>	

	support is targeted and evaluated termly for impact				
Well-being and resilience opportunities: sports, music, arts	School seeks to provide additional opportunities for PP / vulnerable including rewards and additional responsibility opportunities	<ul style="list-style-type: none"> • Before and after school club • Sport • Music / arts • Homework club • Holiday club • Pastoral support • Counselling • Lunchtime club • Lego Therapy 	Pupil Premium / vulnerable interviews (termly, including governor interviews)	<p>Reduction in behaviour / pastoral support concern logs</p> <p>Improved attendance</p> <p>Improvement in questionnaire / pupil interviews for pupil premium groups</p>	

