

## Pupil Premium: planning to overcome barriers to learning at Thorpe Primary School

2019 -20

### What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:

- 1. Whole school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.
- 2. Addressing behaviour:** schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.
- 3. High quality teaching for all:** Schools emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
- 4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.
- 5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning.
- 6. Data driven and responding to evidence:** Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
- 7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

What are our pupils' internal and External barriers to learning?	What are the intended objectives of our action plan?
<ul style="list-style-type: none"> <li>• Vulnerable families with emotional and social needs</li> <li>• Vulnerable families lacking engagement with education</li> <li>• Pupils with multiple vulnerabilities</li> <li>• Low attendance that impacts negatively on learning</li> <li>• Underachievement due to lack of engagement with education</li> <li>• Speech and language delay</li> </ul>	<ul style="list-style-type: none"> <li>A. To raise the %age of pp and FSM children who achieve ARE in reading and writing at the end of KS1.</li> <li>B. To raise the %age of PP children who achieve combined ARE at the end of KS2.</li> <li>C. PP tracking is robust and through Pupil Progress meetings, is used to inform subsequent provision</li> <li>D. Support is provided for families' and pupil's social, emotional and health needs</li> <li>E. To continue to target improving pupils' attendance and punctuality so that it no longer limits access to learning</li> <li>F. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other</li> </ul>

April 2019 – April 2020	Amount of pupil premium funding	Number of eligible pupils	Number of Looked After Children	Number of Forces Children
2019 – 2020 funding	£91,763	73/35%	3	0

See the 2019-120 action plan for more detail. Progress and the impact against the intended objectives will be evaluated in July 2020.