



Pupil Premium Strategy Statement: Thomas Reade Primary School 21/22

1. Summary information					
School	Thomas Reade				
Academic Year	2020/21 2021/22	Total PP budget (2019-20) Total PP budget (2020-21)	£34,960 £24,210	Date of most recent PP Review	July 2021
Total number of pupils	199	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2022
2. Current attainment					
2019/20	Pupils eligible for PP		Pupils not eligible for PP		
% achieving in reading, writing and maths	Due to Covid 19 there is no DFE published data for the academic year 2020-2021		Due to Covid 19 there is no DFE published data for the academic year 2020-2021		
% making expected or better progress in reading	Due to Covid 19 there is no DFE published data for the academic year 2020-2021		Due to Covid 19 there is no DFE published data for the academic year 2020-2021		
% making expected or better progress in writing	Due to Covid 19 there is no DFE published data for the academic year 2020-2021		Due to Covid 19 there is no DFE published data for the academic year 2020-2021		
% making expected or better progress in maths	Due to Covid 19 there is no DFE published data for the academic year 2020-2021		Due to Covid 19 there is no DFE published data for the academic year 2020-2021		
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	Poor concentration skills				
B	Low writing skills				
C	Low social and communication skills				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D	In general our pupils eligible for PP do not share the same rich experience of opportunities beyond the school day as their non-PP peers.				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		

A.	Improved concentration skills – quality and quantity of children’s work will signify the improvement of concentration.	Outcomes for all year groups for PP pupils are in line with or above ‘all pupils’ (Reading, writing, mathematics, GLD, PSC) Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y1, 3, 4 and 5 by teacher assessments Successful moderation practices established across the school and partnership.
B.	All PP children to make as much progress in writing as their peers	For writing data to show that: <ul style="list-style-type: none"> • Attainment in writing for PP pupils is inline with or above non-DA pupils in each year group. • Most-able PP pupils are in line with most-able nationally at the end of KS2.
C.	Provide support for improving communication	Children with poor social and communiacion skills to successfully build up peer friendships
D.	Pupils eligible for PP engage in activities beyond the school day to enrich their experiences.	All PP pupils in Years 1 to 6 to engage with an extra-curricular club during the school year.

5. Planned Expenditure

The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A.Improved concentration skills</p> <p>B.Improved writing skills</p>	<p>Engaging lessons appropriate for the year group.</p> <p>Pre-teaching of vocabulary before a topic.</p> <p>Teaching assistant support during lessons to help keep children on task and help to improve quality of writing.</p>	<p>Lesson plans and observations show the quality of teaching and learning.</p> <p>Pre-teaching vocabulary has proven, from previous years, to keep children engaged on tasks.</p> <p>Teaching assistants are highly trained to support children's learning.</p>	<p>Staff training to keep up-to-date with providing engaging lessons and effective support in the classroom.</p> <p>£500</p>	<p>Through lesson plan scrutiny, book scrutiny of children's work and observations.</p>	<p>JS, JOH, SM</p>	<p>July 2022</p>
<p>C.Improved social and communication skills</p>	<p>PSHE lessons to focus on social and communication skills for all children.</p> <p>Class teachers and teaching assistants to set up an inclusive classroom environment.</p> <p>Cross-curricular activities focusing on different forms of communication.</p>	<p>Lesson plans and observations show how teachers are addressing the social and communication skill requirements.</p>	<p>Staff training to keep up-to-date with providing appropriate lessons and support in the classroom.</p> <p>£500</p>	<p>Through lesson plan scrutiny and observations.</p>	<p>JS, JOH, SM</p>	<p>July 2022</p>
<p>Total budgeted cost</p> <p>£1000</p>						

Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve concentration levels in the classroom B. Children reach their age-related expectation or above in writing	Personalised literacy programmes in years 1 to 6	It provides specialised activities to support gaps in children's learning and will help those children who have low levels of concentration.	TA for each year group £10000	TA training. End of year assessments. Learning walk.	SD, JOH, SMu, JE, NOH, and NA	July 2022
A. Improve concentration levels in the classroom B. Children reach their age-related expectation or above in writing	1:1 tuition in literacy – Years 5 and 6	Personalised, targeted intervention to aid closing the gap in the children's learning. Particularly helps those children with low concentration levels.	LH £3000	End of year assessments. Learning walk.	JS	July 2022
B. Year 6 booster lessons in reading and writing	Small group work to improve both reading and writing levels.	It provides specialised activities to support gaps in children's learning and raise attainment. Particularly helps those children with low concentration levels.	JM/NA £500	End of year assessments. Learning walk.	JS	July 2022
C. Improve social and communication skills	Small groups when required to do tasks as a team with adult support.	Enables children to learn how to communicate with their peers effectively.	TA(Inc P Learning))	Class teacher to oversee group work. Reflective practice of teacher and TA.	Class teachers	July 2022
C. Improve social and communication skills	Break time buddy system for individuals who struggle to form friendships or who struggle to play in large groups.	Improvements of break time incidents with these individuals.	Class teacher	Class teacher to ensure that the system is working for that individual by checking with the child at the end of each break time.	Class teachers	July 2022

Other targeted support						
Improve Year 6 Children working at greater depth in maths	A specialised more able peer to peer maths intervention	A successful trail with the previous year's cohort where KS2 results exceeded the national average, particularly with PP children		Class teacher to support with planning when necessary. Learning walk.	NA	July 2022
Children reach their age-related expectation or above in maths	Personalised maths programmes in years 1 to 6	It provides specialised activities to support gaps in children's learning.	TA for each year group £10000	TA training. End of year assessments. Learning walk.	SD, JOH, SMu, JE, NOH, and NA	July 2022
Improve maths levels in Year 6 through booster lessons.	Small group work to improve maths levels	It provides specialised activities to support gaps in children's learning and raise attainment. Particularly helps those children with low concentration levels.	SM £500	End of year assessments. Learning walk.	NA, SM	July 2022
First Class @Number	Maths intervention for years 2, 3 and 5	A successful intervention for bridging the gaps in children's mathematical understanding.	BW £2000	End of year assessments	Class teachers	July 2022
					Total budgeted cost	£24,000
Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Enriching the children's experiences. School is a positive experience.	Provision of extra-curricular clubs: funding club places where a charge is involved. Encouraging children to attend clubs. Holiday club provision (HAF) Funding school visits, including residential outdoor education opportunities.	Contributing to parity of opportunity for DA children and their non-DA peers. Continuing	£15000	Records of children's attendance/participation. Children's responses. Children's attitudes to school and learning.	Headteacher	2022

	Total budgeted cost	£15000
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6. Review of expenditure				
Previous Academic Year		2020/21		
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 (and whether you will continue with this approach)	Cost
<p>A.Improved concentration skills</p> <p>B.Improved writing skills</p>	<p>Engaging lessons appropriate for the year group.</p> <p>Pre-teaching of vocabulary before a topic.</p> <p>Teaching assistant support during lessons to help keep children on task and help to improve quality of writing.</p>	<p>Lesson observations show that teaching and learning were at a high/outstanding standard.</p> <p>Teachers have noticed topic-related vocabulary has been used throughout the writing for that topic.</p> <p>The use of teaching assistants has been invaluable on the effect it has made on the children's quality and quantity of writing and concentration skills.</p>	<p>Continue with this approach as it has been very successful.</p>	<p>£600</p>
<p>C.Improved social and communication skills</p>	<p>PSHE lessons to focus on social and communication skills for all children.</p> <p>Class teachers and teaching assistants to set up an inclusive classroom environment.</p> <p>Cross-curricular activities focusing on different forms of communication.</p>	<p>All teachers have addressed the issue of social and communication issues through the careful planning and teaching of PSHE as well as cross-curricular lessons.</p> <p>Inclusive classroom environments have also helped de-escalate any major issues.</p>	<p>Continue with this approach as it has been very successful. Try a targeted intervention for year 6 pupils who may need extra support in this area as they approach transition to secondary school.</p>	<p>£600</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improve concentration levels in the classroom B. Children reach their age-related expectation or above in writing	Personalised literacy programmes in years 1 to 6	Due to Covid 19 there is no DFE published data for the academic year 2020-2021	Continue with this approach as it has been successful as shown by internal KPI Tracking.	£24000
A. Improve concentration levels in the classroom B. Children reach their age-related expectation or above in writing	1:1 tuition in literacy – Years 5 and 6	Due to Covid 19 there is no DFE published data for the academic year 2020-2021	Continue with this approach as it has been successful as shown by internal KPI Tracking.	£3000
B. Year 6 booster lessons in reading and writing ,maths and on line maths	Small group work to improve both reading and writing levels.	Due to Covid 19 there is no DFE published data for the academic year 2020-2021	Continue with this approach as it has been successful as shown by internal KPI Tracking.	£8000

C.Improve social and communication skills	Small groups when required to do tasks as a team with adult support.	Teachers noted a calm atmosphere in the classroom when an adult was with groups who had a child(ren) who have low social and communication skills	Continue with this approach as it has been very successful.	
C.Improve social and communication skills	Break time buddy system for individuals who struggle to form friendships or who struggle to play in large groups.	The children who needed this found the support of the class teacher alongside the support of their peers to be very reassuring. As a result the number of incidents at break times reduced dramatically.	Continue with this approach as it has been very successful.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
D. Enriching the children's experiences. School is a positive experience.	Provision of extra-curricular clubs: funding club places where a charge is involved. Encouraging children to attend clubs. Funding school visits, including residential outdoor education opportunities. Funded holiday club places x7 (Easter)	All children attend trips and clubs. Some have required the school funding in order to do some of these activities.	Continue with this approach as it has been very successful.	£2418

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

