



**Cohort information for 2016-17**

<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£40,920	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	25	<b>Date for next internal PP review</b>	See 2017-18 Strategy Statement
<b>Disadvantaged cohort breakdown:</b> <b>25 children</b>	...and SEN: ...and EAL: ...and High Attainers: ...and SEN and EAL:	5 children 11 children 7 children 2 children	...and SEN and High Attainers: ...and EAL and High Attainers: ...and EAL, SEN and High Attainer: ... and Child Protection issue:	1 child 4 children 1 child 16 children	

**Statement of Principle**

Our Mission Statement and Aims highlight the fact that we look to the potential of EVERY child whatever their circumstances. Whilst a set of children have been identified as being eligible for Pupil Premium, we see them as individuals. Each child is special and unique, each child has different needs and each and every child in our school is encouraged without distinction to be the best that they can be.

**Aspirational target setting for 2016-17**

- 100% of Pupil Premium children will meet the national age related expected standards in reading, writing and maths at the end of KS2.
- 100% of Pupil Premium children will working at the age related expectation for their year group in reading, writing and maths.
- The gaps in attainment for Pupil Premium children and non-Pupil Premium children will continue to close across the curriculum and in every year group across the School.
- All Pupil Premium children will have full access to the extended school provision irrespective of means.
- All Pupil Premium children will have access to all educational and residential visits irrespective of means.
- All families will continue to have access to the services of the Home School Link worker

**Current attainment as at end of 2016-17**

<i>% working NOW at end of Year expected standard</i>	<i>Pupils eligible for PP Summer 2 Spring 2 (Autumn 2)</i>	<i>Pupils not eligible for PP Summer 2 Spring 2 (Autumn 2)</i>
<b>% in reading, writing and maths</b>	<b>40%</b> 24% (12%)	<b>60%</b> 46% (23%)
<b>% in reading GAP CLOSING</b>	<b>68%</b> 60% (28%)	<b>77%</b> 62% (60%)
<b>% in writing</b>	<b>40%</b> 24% (12%)	<b>61%</b> 49% (29%)
<b>% in maths GAP CLOSING</b>	<b>52%</b> 36% (16%)	<b>73%</b> 58% (42%)



<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
Ensuring full parental involvement and engagement with children’s educational needs and aspirations, buy-in from parents/carers in identified cases to development of habits of mind and attitude to learning through the St Thomas Learner. Percentage of parents/carers of Disadvantaged cohort making bookings for parent evening for example is 72% compared to 93% of parents across the rest of the school. The children’s attendance is on average 4% lower than the rest of the school. <b>Spring Parent evenings showed improvement in parental engagement in this group, with follow up from teachers 97% of all parents attended progress meetings and 84% of parents of disadvantaged pupils. SEN and disadvantaged cohort, 100% attendance</b>	
Ensuring full support is provided for disadvantaged children who are also children with EAL and/or children with Special Educational Needs (linked to engagement with parents/carers). 44% of Disadvantaged cohort are also EAL (29% non-disadvantaged pupils) and 20% SEN (7% non-disadvantaged). <b>Engagement with SEN parents very positive (see above). Continued focus on increasing engagement with EAL</b>	
Ensuring full support is provided for disadvantaged children who are high attainers to ensure access to extra-curricular activities and to opportunities for deeper learning through curriculum enrichment activities at local secondary schools etc (28% of disadvantaged cohort). <b>Target aims met in KS2 but opportunities less frequent at KS1.</b>	
<b>External barriers</b>	
Accessibility to timely relevant professional support for SEN as highlighted in Ofsted report on Surrey provision.	
Group vulnerability – 64% of Disadvantaged cohort are also flagged for Child Protection issues. This creates need for higher focus on emotional and social support.	
<b>Desired outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>Learning and the Curriculum: Attainment and progress without gaps for disadvantaged cohort</b> <ul style="list-style-type: none"> <li>• Providing evidence based adult led interventions including Write Away, 1<sup>st</sup> class@number and Success@arithmetic</li> <li>• Additional teacher led intervention groups in maths lessons</li> <li>• Availability of adult supported study club each day after school</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps in percentages of children across the school working at age related expectations within and without disadvantaged cohort are closing in all year groups against 2015-16 data</li> <li>• All interventions measured as having positive impact on children’s attainment using standardised data from start and end of intervention</li> <li>• Maths data shows gaps between in-year cohorts closing across the school</li> <li>• Increasing use of study club by disadvantaged cohort</li> </ul>
<b>Parents and families: engagement with education and high aspirations for their children</b> <ul style="list-style-type: none"> <li>• Employment of qualified HSLW to provide support for families</li> </ul>	<ul style="list-style-type: none"> <li>• Continued employment of HSLW</li> <li>• Development of parental engagement programmes</li> </ul>



<ul style="list-style-type: none"> <li>Families signposted to additional support according to need</li> <li>School led course for parental support, eg EAL parents, emotional wellbeing, parenting as well as curriculum centred</li> </ul>	<p>with high satisfaction rating from parents attending.</p> <ul style="list-style-type: none"> <li>Attendance increasing year on year</li> <li>Attendance at parent events organised for specific cohort groups increases year on year</li> </ul>
<p><b>Social and emotional support: ensuring children are resilient and their wellbeing is paramount</b></p> <ul style="list-style-type: none"> <li>Continued employment and support of Emotional Literacy Support Assistant (ELSA) and Home School Link worker(HSLW) to provide children and parents with emotional and social resilience and promoting wellbeing and good parenting and relationships</li> <li>Priority across School for children’s pastoral and welfare needs with maintenance of robust safeguarding procedures and focus on pupil wellbeing</li> <li>Counselling available to children as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Continued employment of trained HSLW and ELSA</li> <li>Number of children and parents accessing services increasing from 2015-16</li> <li>Feedback at end of individual programmes shows positive impact of involvement</li> <li>Rainbows course to be provided for those suffering loss</li> <li>Range of services and provision made available to families formalised and expanded over course of year</li> </ul>
<p><b>Enrichment within and beyond the curriculum: to ensure children are able to access safe and engaging extra-curriculum opportunities including enrichment opportunities for high attainers</b></p> <ul style="list-style-type: none"> <li>Access to be available to Breakfast and After School Clubs, Holiday Clubs, Study Club and extensive range of extended school provision at subsidised or free cost as appropriate</li> <li>Availability of access to opportunities for wide range of curriculum enrichment activities within and without the School.</li> <li>Access to all educational visits and visitors by subsidy/full payment as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Funding made available to ensure emergency and longer term access to Extended School provision for all disadvantaged pupils and others in need at any point.</li> <li>No child to be denied access to Educational visits/visitors etc due to disadvantage</li> <li>All High attainers provided with opportunities for curriculum enrichment activities</li> </ul>

**Planned expenditure**

Academic year	2016-17
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**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?
All children in disadvantaged cohort meet age related expectations at the end of KS2 in Reading,	<ol style="list-style-type: none"> <li>Consistent high Quality First teaching in all classes</li> <li>Ensuring all teaching and classroom</li> </ol>	Clarity of understanding of individual children and their needs. Additional adult support in classrooms allows more 1:1 focus on targeted children and allows teachers more time to work with individuals rather	All Disadvantaged children will be highlighted in Pupil Progress meetings and clear strategies required for intervention and support which will be closely	Inclusion Leader	<p>Half termly in Pupil Progress reviews</p> <p>Governor scrutiny at least termly</p>



<p>Writing and Maths (at least Working at expected levels at end of curriculum year).</p>	<p>support staff are aware of Disadvantaged cohort</p> <p>3. Providing additional adult support, improving the adult to child ratio in classrooms for children in receipt of the Pupil Premium and providing focussed intervention programmes as necessary in order to help reduce the Attainment gap together with grouped support as appropriate</p>	<p>than classroom support.</p> <p>Introduction of proven interventions such as First Class @ number which are evidence based to help encourage more rapid progress</p> <p>Provision of Quality First teaching together with properly targeted intervention and group work and effective pupil feedback to ensure rapid progress and attainment.</p>	<p>monitored and analysed for impact throughout the year. Every Disadvantaged child will be prioritised in provision of targeted intervention.</p> <p>Monitoring through Pupil Progress meetings, work scrutiny for progress and effective marking</p>		<p>SLT and Subject Leader monitoring of work</p>
<p>High attaining pupils reach Greater Depth in English and Maths at end of curriculum year</p>	<p>CPD on providing stretch for high attaining pupils and whole school work on developing thinking skills and positive attitudes towards learning as St Thomas' Learners</p>	<p>High ability pupils eligible for PP are currently making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. Even accepting the small size of the cohort, we want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Use of staff CPD opportunities (teachers and TAs) to deliver training in deepening comprehension and maths skills and developing real thinking challenges for all pupils but with focus for High attainers .</p>	<p>Inclusion Leader/ Head teacher</p>	<p>Drop-in observations Staff CPD</p>
<b>Total budgeted cost</b>					<p>£16,000.00</p>
<b>ii. Targeted support</b>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>



Effective support for families and pupils who are vulnerable or anxious	Training and employment of ELSA with up to 2 days for working with children on emotional needs including social skills.	A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort. Clear evidence that self-assured, emotionally stable children make more rapid progress in their learning and ELSA support programme is effective at boosting the children's confidence and their ability to speak up and share their worries which form barriers to their learning.	Simple unobtrusive assessments at start and end of series of interventions by ELSA with individual children.  Ultimately in attainment	ELSA/ Inclusion Leader	Regularly at end of individual series of interventions
Effective support for families and pupils who are vulnerable or anxious	Contribution towards employment costs of HSLW. Targeted family centred work including, for example, regular drop-in sessions, emotional wellbeing support, parenting support classes, signposting to relevant services and funding as appropriate to individual need.	A necessity in line with our School ethos. High level of need amongst Disadvantaged cohort related to wider family/social issues. HSLW has access to services and support for families. Clear evidence that impact of more settled and stable home life has significant impact on children's wellbeing and their sense of self-worth and consequently their learning.	Weekly reviews with HSLW, Inclusion leader and Headteacher.  Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
All disadvantaged pupils (including Higher attaining pupils) are able to access every learning opportunity available to other pupils (including higher attaining pupils)	Ensuring that financial considerations or lack of transport are not a barrier to inclusion in learning opportunities	Disadvantaged children are less likely than other groups to attend extra and co-curricular activities but these can have a significant impact on pupil wellbeing and self confidence as well as providing outlets for skills and talents not necessarily shown in the classroom setting.	Termly review of participation levels. Targeted approach to individuals as required	Inclusion Leader	Termly review
All Disadvantaged children are able to access the full curriculum without reference to cost <i>See Other approaches below</i>					
<b>Total budgeted cost</b>					£20,000.00



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children able to take a full and equal part in learning opportunities within and without school day	Helping to provide uniform and cover other expenses that allow all our children to take a full and equal part in the life of the School and build their self-esteem and confidence.	Impact on self-confidence and wellbeing of not being able to access activities and opportunities due to lack of financial support can be significant. No child should be precluded from accessing the curriculum and other learning opportunities offered by the school (including residential visits) due to a lack of family funding. All children should have uniform and shoes whatever their family circumstances. Children's confidence and sense of self and community will be developed with positive impact on general approach to school and peers.	Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided.  Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
	Helping to provide staffing for, and access to, the Breakfast and After School clubs and other costed co-curricular activities including educational visits so that no child is left out because of their family's financial position.	Every child needing additional support through opportunities provided by the Extended School provision are able to access it. Benefits to family circumstances, child's wellbeing, health and confidence and ultimately on academic performance.	Weekly reviews with HSLW, Inclusion leader and Headteacher, monitoring of support provided.  Ultimately in attainment	HSLW/ Inclusion Leader and Head teacher	Weekly reviews
<b>Total budgeted cost</b>					£4,920



**Review of expenditure – 2016-17 (£40,920)**

Previous Academic Year	2016-17
<b>Aspirational targets set for 2016-17</b>	<ul style="list-style-type: none"> <li>• 100% of Pupil Premium children will meet the national age related expected standards in reading, writing and maths at the end of KS2.</li> <li>• 100% of Pupil Premium children will working at the age related expectation for their year group in reading, writing and maths.</li> <li>• The gaps in attainment for Pupil Premium children and non-Pupil Premium children will continue to close across the curriculum and in every year group across the School.</li> <li>• All Pupil Premium children will have full access to the extended school provision irrespective of means.</li> <li>• All Pupil Premium children will have access to all educational and residential visits irrespective of means.</li> <li>• All families will continue to have access to the services of the Home School Link worker</li> </ul>

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
All children in disadvantaged cohort meet age related expectations at the end of KS2 in Reading, Writing and Maths (at least Working at expected levels at end of curriculum year).	<ol style="list-style-type: none"> <li>1. Consistent high Quality First teaching in all classes</li> <li>2. Ensuring all teaching and classroom support staff are aware of Disadvantaged cohort</li> <li>3. Providing additional adult support, improving the adult to child ratio in classrooms for children in receipt of the Pupil Premium and providing focussed intervention programmes as necessary in order to help reduce the Attainment gap together with grouped support as appropriate</li> </ol>	<p>Whilst the data is inconsistent across year groups, the gaps have closed from the end of the previous year in reading and maths across the school cohort. In Year 2 and Year 5 our disadvantaged cohort out performed their counterparts in the year groups. In Year 6 in maths and reading the gap between the groups was very small but in writing it was larger. The cohort numbers in most of the year groups means that the data can be a little misleading but generally the gaps in reading and maths are smaller than in writing. This is against the school trend in that the majority of our disadvantaged cohort are girls rather</p>	<p>The new directed intervention as part of the Pupil Premium Strategy for 2016-17 has been focussed in reading and maths and can be seen to have a direct and positive impact in reducing the gap between the disadvantaged and non-disadvantaged cohorts in those subject areas. A focus on writing for 2017-18 is planned and this will include a review of interventions for writing and the introduction of increased basic skills learning intended to boost spelling and grammar in daily writing and so improve outcomes.</p>	£16,000



		than boys (16: 9) and as a whole cohort the girls writing is stronger. However, Writing is a focus for 2017-18 and so we would anticipate that this will be addressed.	
High attaining pupils reach Greater Depth in English and Maths at end of curriculum year	CPD on providing stretch for high attaining pupils and whole school work on developing thinking skills and positive attitudes towards learning as St Thomas' Learners	Increased percentage of higher attaining pupils reaching Greater Depth by end of year than end of previous year. (+9% Reading, 4% writing, 9% maths and 10%SPAG at end of KS2)	Maintain focus on opportunities for Higher attaining cohort to gain deeper learning experiences within and beyond the classroom

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Effective support for families and pupils who are vulnerable or anxious	Training and employment of ELSA with up to 2 days for working with children on emotional needs including social skills.	Children's feedback all positive. Parental feedback positive (where given).  Behaviour issues where relevant have reduced.	Extended hours of both ELSA and HSLW have been a very positive step and look to further extend into 2017-18. Supervision key for support for ELSA and HSLW.	£20,000
Effective support for families and pupils who are vulnerable or anxious	Contribution towards employment costs of HSLW. Targeted family centred work including, for example, regular drop-in sessions, emotional wellbeing support, parenting support classes, signposting to relevant services and funding as appropriate to individual need.	Behaviour for learning and learning attitudes as St Thomas Learners much improved.  Attendance and parental involvement increased by virtue of HSLW intervention and support – see above. School attendance at least matching non-disadvantaged except for 2 children.	Look to develop more family learning and parenting support	





<p>All disadvantaged pupils (including Higher attaining pupils) are able to access every learning opportunity available to other pupils (including higher attaining pupils)</p>	<p>Ensuring that financial considerations or lack of transport are not a barrier to inclusion in learning opportunities</p>	<p>No child has missed out on any curriculum or co-curricular activity by virtue of cost</p>		
<p>All Disadvantaged children are able to access the full curriculum without reference to cost</p> <p><i>See Other approaches below</i></p>				

**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>All children able to take a full and equal part in learning opportunities within and without school day</p>	<p>Helping to provide uniform and cover other expenses that allow all our children to take a full and equal part in the life of the School and build their self-esteem and confidence.</p>	<p>No child was unable to access the curriculum and other learning opportunities offered by the school (including residential visits) due to a lack of family funding. All children had uniform and shoes whatever family circumstances. Children’s confidence and sense of self and community clearly maintained and developed with positive impact on general approach to school and peers.</p>	<p>Positive use of funds. Maintain targeted support</p>	<p>£4,920</p>



	Helping to provide staffing for, and access to, the Breakfast and After School clubs and other costed co-curricular activities including educational visits so that no child is left out because of their family's financial position.	Every child needing additional support through opportunities provided by the Extended School provision are able to access it. Benefits to family circumstances, child's wellbeing, health and confidence and ultimately on academic performance.	Positive use of funds. Maintain targeted support	
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**Review of expenditure – 2015-16 (£43,560)**

Previous Academic Year	2015-16
<b>Aspirational targets set for 2015-16</b>	<ul style="list-style-type: none"> <li>• 100% of Pupil Premium children will meet the national expected thresholds in reading, writing and maths at the end of KS2.</li> <li>• 100% of Pupil Premium children will meet their school based end of year targets.</li> <li>• The gaps in attainment for Pupil Premium children and non-Pupil Premium children will continue to close across the curriculum and in every year group across the School.</li> <li>• All Pupil Premium children will have full access to the extended school provision irrespective of means.</li> <li>• All Pupil Premium children will have access to all educational and residential visits irrespective of means.</li> <li>• All families will continue to have access to the services of the Home School Link worker</li> </ul>

**iv. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>100% of eligible children meeting expected standard in reading, writing and maths</p> <p>100% of eligible children will meet their school based end of year targets.</p>	<p>Providing additional adult support, improving the adult to child ratio in classrooms for children in receipt of the Pupil Premium and providing focussed intervention programmes as necessary in order to help reduce the Attainment gap.</p>	<p>The data is inconsistent across year groups. In Year 1 early intervention meant that the eligible children met the Expected standard at the end of year in all subject areas. However, in other year groups this was not the case.</p> <p>In Year 4 a higher percentage of the Pupil Premium cohort met the expected standard than those not in receipt of pupil premium. This was also the case in Year 2 for reading and in Year 5 for greater depth in maths</p>	<p>The support can have an impact but it needs to be far more directed and the eligible children need to be targeted with clearly planned outcomes which are monitored and evaluated as the year progresses as part of Pupil Progress meetings.</p> <p>A new directed intervention plan is part of the Pupil Premium Strategy for 2016-17 (see above). This will be monitored through Pupil Progress meetings and by the Inclusion Leader.</p>	<p>£25,000</p>



<b>v. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Increased levels of engagement with families.</p> <p>Improved family circumstances to allow children to grow in confidence and greater wellbeing</p> <p>Leading to improved academic outcomes too</p>	<p>Targeted family centred work Funding for the employment of the School's Home School Link worker and Emotional Literacy support Assistant (ELSA), helping with a variety of our families to ensure the very best for their children in school and supporting in particular through the transition stages for vulnerable pupils, safeguarding of vulnerable children and families, additional emotional and social support</p> <p>Training and recruitment of ELSA with 2 afternoons for working with children on emotional needs including social skills. Eligible children targeted as appropriate.</p> <p>Specific social skills interventions (helping children build their self esteem and to develop positive relationships with others (including at playtime))</p>	<p>Highly successful for all children.</p> <p>Children feedback all positive. Parental feedback positive (where given).</p> <p>Behaviour issues where relevant have reduced.</p> <p>Behaviour for learning and learning attitudes as St Thomas Learners much improved.</p> <p>Attendance and parental involvement increased by virtue of HSLW intervention and support</p>	<p>Extend hours of ELSA to be able to provide additional support. See Strategic plan above for 2016-17</p> <p>Continue to employ HSLW (but extend hours to 2 days a week). Develop role and offer.</p>	<p>£14,000</p>
<b>vi. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



All children able to take a full and equal part in learning opportunities within and without school day	Helping to provide uniform and cover other expenses that allow all our children to take a full and equal part in the life of the School and build their self-esteem and confidence.	No child was unable to access the curriculum and other learning opportunities offered by the school (including residential visits) due to a lack of family funding. All children had uniform and shoes whatever family circumstances. Children's confidence and sense of self and community clearly maintained and developed with positive impact on general approach to school and peers.	Positive use of funds. Maintain targeted support	£4,560
	Helping to provide staffing for, and access to, the Breakfast and After School clubs and other costed co-curricular activities including educational visits so that no child is left out because of their family's financial position.	Every child needing additional support through opportunities provided by the Extended School provision are able to access it. Benefits to family circumstances, child's wellbeing, health and confidence and ultimately on academic performance.	Positive use of funds. Maintain targeted support	