



## Pupil Premium Strategy Statement: Threemilestone School 2019-20

1. Summary information					
<b>School</b>	Threemilestone School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£101,036 (projected)	<b>Date of most recent PP Review</b>	July '20 COVID
<b>Total number of pupils</b>	427	<b>Number of pupils eligible for PP</b>	77 (18%)	<b>Date for next internal review of this strategy</b>	Oct '20

	2a Current attainment	Expected Standard			Higher Standard			Scaled Score		
	<u>KS2 2018-19</u>	<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - Higher</i>	<i>School Non PP</i>	<i>National non PP - Higher</i>	<i>PP School - Scaled Score</i>	<i>School Non PP</i>	<i>National Non PP - Scaled Score</i>
<b>Combined (R,W,M)</b>		46%	68%	67%	9%	0%	TBC	-	-	-
<b>Reading</b>		59%	78%	77%	27%	24%	TBC	103.6	105.2	101.2
<b>Writing</b>		59%	78%	82%	14%	39%	TBC	-	-	-
<b>Maths</b>		64%	78%	62%	23%	22%	TBC	102.3	105.1	101.5
<b>GPS</b>		73%	84%	60%	32%	38%	TBC	104.3	106.5	102.0
<b>Reading Progress</b>		+1.58								
<b>Writing Progress</b>		-1.30								
<b>Maths Progress</b>		-0.14								

	2b Current attainment	Expected Standard			Greater depth		
	<u>KS1 2018-19</u>	<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - GD</i>	<i>School Non PP</i>	<i>National non PP - GD</i>
<b>Combined (R,W,M)</b>		9%	71%	TBC	0%	16%	TBC
<b>Reading</b>		27%	82%	TBC	0%	43%	TBC
<b>Writing</b>		9%	80%	TBC	0%	25%	TBC
<b>Maths</b>		18%	78%	TBC	0%	31%	TBC

1. Current Issues		
A.	Low PP attainment in targeted in Yr Groups – Y1, Y3 & Y6 – all subjects.	
B.	Significant number of 'pivotal (at risk) PP pupils in all year groups – all subjects.	
C.	Amount of PP attaining at greater depth/above ARE.	
D.	Identification of all pupils who are eligible for PP funding to ensure that the school budget remains sustainable.	
E.	Ensure that wider opportunities are available for all PP pupils e.g. access to extra-curricular activities.	
F.	SEMH of all pupils specifically PP and impact on behaviour for learning.	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
A.	Attendance of identified PP pupils.	
B.	Parental engagement of parents of PP.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment gaps reduced in targeted year groups.	Attainment gaps reduced.
B.	Pivotal pupils targeted in all year groups.	Pivotal pupil make accelerated progress.
C.	Increased attainment at GD depth of PP pupils.	Increased percentage of pupils achieving GD.
D.	All PP pupils identified e.g. all eligible pupils in EYFS.	Budget accurately reflects the amount of eligible PP pupils.
E.	Barriers removed for PP pupils in accessing wider extra-curricular activities.	PP pupils routinely access extra-curricular activities e.g. school residential.
F.	Clear plan of support is in place for PP pupils with SEMH difficulties.	PSM in place and utilised strategically to support PP pupils to enable them to better access learning.

3.	4. Planned expenditure	
Academic year		2019/20

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.	ii. 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?	Approximate Cost	Staff lead	When will you review implementation?
A -Attainment gaps reduced in targeted year groups.	<p>Low PP attainment in targeted in Yr Groups – <b>Y1, Y3 &amp; Y6</b> – all subjects. Through:</p> <p>Regular cycle of progress meetings is in place. Key staff to attend - teacher, SENDCO, PP lead (NC). Key barriers to learning identified, actions agreed and then reviewed for effectiveness every half term in progress meetings.</p> <p>TAs used to deliver focused intervention/support - directed and agreed from PP meetings.</p> <p>Targets set and reviewed in PP meetings.</p> <p>Y6 cohort split into three classes to facilitate a greater level of support for all children and including PP children.</p> <p>Teaching and learning meetings on improving pedagogy, focused learning intentions and learning behaviours.</p> <p>There is a focus on using effective and timely feedback by both teachers and TAs.</p>	<p>Evidence from end of year assessment. Test and Teacher assessment.</p> <p>EEF Guidance (Key Principle 3) – Quality teaching helps every child. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Evidence shows that targeted academic support has a positive impact on progress. Progress meeting will help support the targeting of this support and intervention.</p> <p>Effective feedback has a benefit of +8 months (evidenced from EEF Toolkit).</p>	<p>Pupil progress meetings will be supported by internal assessment and reviewed in progress meetings. Dates (w/b 7<sup>th</sup> Oct, 9<sup>th</sup> Dec, 3<sup>rd</sup> Feb, 23<sup>rd</sup> March – summer TBC).</p> <p>Impact of smaller year 6 classes through timetabled monitoring (w/b 30<sup>th</sup> Oct and w/b 27<sup>th</sup> Jan).</p> <p>Quality assurance from SHIP monitoring each term.</p> <p>Teaching and learning monitored through regular cycle and also team leadership monitoring as outlined in team development plans.</p> <p>SENDCo to monitor TA support/intervention timetabling.</p> <p>Face to face meetings - clear targets shared with parents.</p>	<p>Supply @ £160pd x 10 = £1,600</p> <p>Contribution to TA line £40,000</p> <p>Additional Teacher at M4 - £41,000</p>	<p>All staff</p> <p>DH to led progress meetings</p> <p>SENDCo and PP lead to monitor actions.</p>	<p>Feb Half Term 2020 DH/CE/ST involved in pupil progress meetings termly along with class teachers.</p> <p>DATA to be analysed in the new year after face to face/data drop</p> <p><u>Summer Review 2020</u></p> <p>Due to COVID-19 we are unable to complete summer tests and assessments – this includes both internal and statutory assessment.</p> <p>The latest 'data drop' took place in the spring term just before school closures.</p> <p>Gaps remain prominent in some areas based on this spring data. Particularly: Y3 (14) – R: 36% v 70% Y3 (14) – M: 21% v 60% Y3 (14) – W: 29% v 67%</p> <p>And also Y6 projected results looked likely that would be larger gaps.</p>

						See Appendix 1 for Spring term attainment against target.
<p>B - Pivotal pupils targeted in all year groups.</p> <p>These are children who in danger of falling behind ARE.</p>	<p>Pivotal (at risk pupil premium) are a core focus group to be focused on in PP meetings.</p> <p>Specific actions put in place for these children and reviewed in PP meetings and will include:</p> <ul style="list-style-type: none"> <li>• Atom Time</li> <li>• TA intervention/support – where possible one to one intervention e.g. to support reading.</li> <li>• Teacher intervention support</li> </ul> <p>Teachers will decide on appropriate support and map this on the agreed interventions timetable.</p> <p>Actions and impact will be recorded centrally on TT so that we can establish a chronology of support and learn from successful strategies.</p> <p>Attainment and progress tracked - NFER tests and standardised scores used to monitor progress/identify actions.</p> <p>Question level analysis of NFER tests will be used to identify weaker areas and then make adjustments to T&amp;L.</p>	<p>Evidence from end of year assessments shows us where there are potential gaps in attainment and who the children are who are close to falling below ARE or where children are making slower progress.</p> <p>EEF toolkit shows that one to one tuition is high impact and this has a well-supported evidence base. Small group tuition/support is also evidenced to have a positive impact on attainment and progress.</p>	<p>Implementation and effectiveness monitored as above.</p>	<p>NFER Tests £3,000</p>	<p>All staff</p> <p>DH to order NFER</p> <p>DH to assist in tracking.</p>	<p>Feb Half Term 2020</p> <p>PP meeting in the new year</p> <p><u>Summer 2020</u> Pivotal children have been identified and new intervention programs have been implemented in the class as needed for groups of children. The SEN coordinator has an overview of these interventions for all children who participate.</p> <p>New screening materials were established to support accurate assessment and to inform interventions.</p> <p>Specific focused PP progress meetings were planned for the 2<sup>nd</sup> half of the spring term but did not take place due to 'lockdown'.</p>
<p>C - Increased attainment at GD depth of PP pupils.</p>	<p>Teachers to receive training on effective questioning and the use of focused learning intentions. Further training on developing pedagogy and strategies to aid memory.</p> <p>PP children identified and focused on during questioning in class and strategies to improve actively used.</p>	<p>End of year assessment shows that there are gaps in the amount of PP children reaching GD.</p> <p>EEF Guidance (Key Principle 3) – Quality teaching helps every child. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect</p>	<p>DH – Review of tracking.</p> <p>Updates on TT.</p> <p>Monitoring through lesson observation, book looks and pupil conferencing.</p> <p>Review of provision maps.</p>	<p>PP Lead time £3,300</p>	<p>All staff</p> <p>DH and PP Lead to monitor and co-ordinate actions.</p>	<p>Feb Half Term 2020</p> <p>Pupil progress meeting and data drop analysis</p> <p><u>Summer 2020</u> Throughout the year we have explored ways to better extend and challenge our GD pupils</p>

	Teachers confident in what GD looks like in their year groups. English and Maths coordinators monitor this group of children through lesson obs, book looks and discussion with the children.	on children eligible for the Pupil Premium.				<p>in both English and maths i.e. question stems and training on higher threshold activities.</p> <p>PP gaps at GD are more prominent in some areas:</p> <ul style="list-style-type: none"> <li>• Y3 R, W &amp; M</li> <li>• Y5 M</li> <li>• Y6 W,M</li> </ul>
D -All PP pupils identified e.g. all eligible pupils in EYFS.	<p>We will ensure that we identify all children who are eligible for PP funding so that we can ensure we best meet their needs.</p> <p>EYFS induction meetings used to highlight eligibility of PP funding.</p> <p>Website to provide up to date information and signpost how to apply. Teachers be aware of family circumstances, which may change throughout the year.</p> <p>Head teacher/Deputy to continue to work with the bursar on the school budget to ensure that funding is reflective of need and in turn resources allocated appropriately.</p>	Some families' circumstances change throughout the year and therefore they need to be aware that they can apply for PP funding for school.	EYFS Induction meeting  DH to check accuracy of information regularly.		DH/Office/Bursar  NC to keep her records up to date to keep teachers informed.	<p>Feb Half Term 2020</p> <p>NC created a parent's leaflet in September. We are waiting for Mrs Teagle to choose a suitable time to send it out. There was a question whether we use the phrase... disadvantaged children as many Pupil Premium documents use.</p> <p>JAN 2020 this leaflet has now gone out to parents ad on the website</p> <p>Mrs Brown recently supported a parent of a child in her class to complete the form and they are now on the PP list.</p> <p>Recent budget shows an increase of approx £20,000 as a result of more children being identified.</p> <p><b>SUMMER 2020</b> We have continued to ensure that parents are aware of applying for</p>

						<p>FSM if their personal circumstances change. During COVID 19 we have had 4 families added across the school.</p> <p>During <b>COVID</b> we have signposted all parents to fact that they could be eligible and kept the application link a part of our weekly newsletter.</p> <p>Additionally over COVID, we have made sure that all eligible families have received weekly food vouchers.</p>
--	--	--	--	--	--	--

<b>Total Budgeted Cost:</b>	<b>£88,900</b>
-----------------------------	----------------

iii.		iv. 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?
A - Attendance of identified PP pupils improves.	<p>Children identified quickly if falling behind the required attendance percentage. Head teacher/deputy/NC informed.</p> <p>Class teacher also involved with the positive relationship with parents to see what the barriers are with attendance.</p> <p>Late comers also identified – new electronic sign in system in place to support this.</p>	<p>There are a small number of children who have attendance that is a cause for concern.</p> <p>Persistent absenteeism and lateness has an obvious adverse effect on children’s learning.</p>	<p>Monitor attendance records regularly checked.</p> <p>Engagement with and feedback from EWO.</p> <p>Head teacher/Deputy head/PP lead to contact parents where necessary.</p> <p>Offer breakfast club for any children who are persistently late.</p>	EWO - £2000	NC	<p>Review Dec</p> <p>Sims Below 95 % and particularly below 90 %  <b>13/78</b> is a cause for concern. 17 %</p> <p>non PP            30/350 = 9%</p>

	<p>Education welfare officer available when required to support family and school.</p> <p>Offer of breakfast club</p>				<p>LAST YEAR ~ End of year PP = 14 % Non PP = 5%</p> <p>Please click on here for more info gathered on attendance</p> <p><a href="https://docs.google.com/document/d/1V5ENeKxWsQF_u5vIk0V0jQp_WEv7Pe6SJohofol0Hxc/edit">https://docs.google.com/document/d/1V5ENeKxWsQF_u5vIk0V0jQp_WEv7Pe6SJohofol0Hxc/edit</a></p> <p>Next Step : NC to create an attendance information leaflet for parents. This has been completed JAN 2020</p> <p>NEXT STEP: Monitor attendance. and reasons for absence.</p> <p><u>Summer 2020</u> Named Education Welfare Officer - Will De Labat. Suzannah, David have met with him once in Autumn Term and had contact over Spring term. We are reviewing the impact of the agreement and how it will make a difference. Met with 2 families, a week before school closure</p> <p>Number of children below 90%: EYFS: 2/11 = 18% Yr 1: 4/11 = 36% Yr 2: 0 Year 3: 3/14 = 21 % Year 4: 4/14 29 %</p>
--	---	--	--	--	---



						<p>year 5: 1/9 11 % Year 6: 3/13 = 23 %.</p> <p>Data shows a little improvement in year 2 and 5. We are aware of the children identified as low attendance in year 1.</p> <p>NC has the pupil level data behind these figures.</p>
E - Parental engagement of parents of PP.	PP lead to be proactive in inviting parents of vulnerable children to come into school events in case they have not noticed these dates on newsletters.		Monitor questionnaire for parents			<p>Class teachers are aware of ensuring they track letters in and out for PP children. Club letters are given out and club attendance for PP children are monitored. 5 spaces are left of each club to support any late applications .</p> <p>After Christmas.. NC to check the PP children who have not yet signed up for camps.</p> <p><b>Summer 2020</b> We have utilised a new 'google form' system for signing up to clubs. This new signing up system has enabled more PP children to get their first choice of clubs as we have been able to prioritise need.</p>

						<p>Teachers all made contact to ensure there was contact made for face to face meetings. Any hard to reach families were passed on to the head teacher.</p> <p>Whole school input into ensure parent/children engagement during COVID 19.</p> <p>Mr Hick worked closely with parents in supporting them with getting their vouchers.</p> <p>Teachers have worked hard to maintain contact with all families and we were also able to targets some children to access our 'vulnerable groups' class bubbles.</p>
	<b>Total Budgeted Cost:</b>					<b>£2000</b>
<b>v.</b>	<b>vi. 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>
E. Barriers removed for PP pupils in accessing wider extra-curricular activities.	<p>Ensure that wider opportunities are available for all PP pupils e.g. access to extra-curricular activities.</p> <p>All PP children are able to have a place on school camps at half the price.</p> <p>Any PP children who need some support with paying for additional trips can have access to financial support</p>	<p>Financial constraints for some families is a barrier to them accessing wider curriculum opportunities.</p> <p>Outdoor adventure learning is shown to have an impact of +4 months by the EEF toolkit. A wider strategy such as this will support the SEMH of our PP children.</p>	<p>SLT and class teachers will monitor who is attending residential trips and work to include everyone.</p> <p>Class teachers to be aware of clubs available and which children would benefit from them. Contact parents to help children apply for clubs. Offer a varitey of</p>	£5000	NC to keep a record of clubs attended by children . Teachers update club list	<p>Club letters are given out and club attendance for PP children are monitored. 5 spaces are left of each club to support any late applications .</p> <p><u>Summer 2020</u></p>

	<p>after speaking to the head or deputy head.</p> <p>All PP children have PE kit and school uniform. Hardship fund available if needed to support parents with this.</p> <p>Clubs PP children join will be tracked and we will ensure that parents are supported in filling in the club letters and return in the given time.</p>		<p>clubs both in school and out of school time.</p> <p>Sign post clubs and events which are offered by the wider community.</p>		<p>half/termly.</p>	<p>Packed lunch boxes bought for children to have on their trips.</p> <p>Teachers award of PP children and offer support with speeches when applying for school roles such as ministers or eco warriors.</p> <p>Places on camps were discounted for all PP pupils to encourage them to be part of these. Uptake was good but unfortunately due to COVID-19 these were unable to take place.</p>
<p>F. Clear plan of support is in place for PP pupils with SEMH difficulties (<i>social emotional mental health</i>)</p>	<p>Trauma Informed Schools approach alongside a positive relationship policy is used to support pupils' SEMH</p> <p>Supported through:</p> <p>Increased hours of Pupil Support Manager. – This will be more strategically aligned to target specific groups and pupils.</p> <p>CPOMs is used to record any issues/support needed so that all adults involved with the child can see the bigger picture.</p> <p>BLP and Jigsaw used in the classrooms consistently.</p> <p>Worry monsters/worry boxes set up in classrooms for children to share their worries.</p>	<p>The previous year showed the positive impact the PSM had on supporting children's' SEMH. This in turn supported attainment, progress and attendance.</p> <p>EEF toolkit recommends programmes with a proven record of success.</p> <p>Approaches such as this are evidenced to have a benefit of +3months (EEF).</p>	<p>Mrs Thomas to have a timetabled of groups she is supporting. CPOMS used to keep a record of conversations/issues and shared when relevant with teachers.</p> <p>New referral form in place for PSM work.</p> <p>NC/ET/Class teacher to ensure any ongoing barriers for learning are identify and addressed throughout the year.</p>	<p>PSM Time ET - £3,600</p>	<p>SENdCo</p> <p>PSM</p> <p>NC</p> <p>SLT</p>	<p>Mrs Thomas has not been able to support as many children as we would have liked this term due to the demand of CJ ( Yr1) Head/depty and SEND coordinator are aware of this and as he needs have been greater he has take priority. However wherever Mrs Thomas has time she does pick up on other children. This has been hard to monitor and something Miss Ewart and I have spoken about because many children Mrs Thomas is needing to pick up on are also SEND children.</p> <p><b>AUTUMN Yr 5 CS</b> In foster care . He has an IEP and an individual</p>

	<p>Clear procedures in place for anti-bullying using 'We are Buddies not Bullies at TMS.'</p> <p>TIS training. CE/ET to support in further training for both teaching and teaching assistants.</p>					<p>behaviour plan ( see plan for intervention) . He is having 1 afternoon a week with a HLTA from the virtual school. SEND coordinator aware.</p> <p><b>SUMMER 2020</b> Termly assemblies to reinforce we are buddies not bullies.</p> <p>ALL staff has had TIS training and updates from our TIS practioners – CE and ET.</p> <p>These strategies have become more prominent in our Relationships Policy.</p>
	<b>Total Budgeted Cost:</b>					<b>£8,600</b>

## Appendix 1 – Data Summary PP

### Spring Term PP Data Summary 2020

	Prior Attainment (End of previous year at ARE)			End of Autumn Attainment (Autumn Term 2 Teacher Assessment)			End of Spring Attainment (Spring Term 2 Teacher Assessment)		
	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>R</b>	<b>W</b>	<b>M</b>
<b>EYFS</b>				30-50b – 36% 30-50w – 55% 30-50s – 0% 40-60b – 0%	30-50b – 45% 30-50w – 18% 30-50s – 27% 40-60b – 0%	30-50b – 27% 30-50w – 27% 30-50s – 9% 40-60b – 9%	<40-60b – 3% 40 – 60b –27% 40-60w – 55% 40-60s – 15%	<40-60b – 27% 40 – 60b –27% 40-60w – 32% 40-60s – 15%	<40-60b – 2% 40 – 60b –20% 40-60w – 68% 40-60s – 10%
<b>Y1</b>	36% (ELG exp+)	27% (ELG exp+)	36% (ELG exp+)	80% (Target 55%)	80% (Target 36%)	70% (Target 46%)	73% (Target 55%)	64% (Target 36%)	64% (Target 46%)
<b>Y2</b> (Y2 Targets – FFT)	90%	100%	100%	91% (Target 91%)	91% (Target 100%)	91% (Target 100%)	82% (Target 80%)	91% (Target 73%)	91% (Target 80%)
<b>Y3</b>	36%	14%	21%	39% (Target 36%)	31% (Target 29%)	23% (Target 29%)	36% (Target 36%)	21% (Target 29%)	29% (Target 29%)
<b>Y4</b>	78%	43%	71%	79% (Target 79%)	64% (Target 57%)	71% (Target 72%)	79% (Target 79%)	67% (Target 57%)	78% (Target 72%)
<b>Y5</b>	88%	88%	88%	88% (Target 78%)	75% (Target 78%)	88% (Target 78%)	78% (Target 78%)	67% (Target 78%)	78% (Target 78%)
<b>Y6</b>	69%	46%	31%	54% (Target 62%)	46% (Target 46%)	23% (Target 46%)	54% (Target 62%)	46% (Target 46%)	39% (Target 46%)