



Pupil Premium Report 2017-2018

Thorpepark academy receives additional funding for children that are eligible for the Pupil Premium to ensure all children have the opportunity to achieve well. This is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

Funding

2012-13 - the level of the premium was £600

2013-14 - the level of premium was raised to £900 per pupil

2014-15 - the level of the premium was raised to £1300 per pupil

2015-16 - the level of the premium was raised to £1300 per pupil

2016-17 – the level of the premium is £1320 per pupil

2017-18 – the level of the premium is £1320 per pupil

The DFE offer the following guidance on how the Pupil Premium is to be spent:

'In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...[Schools] will be held accountable for how they have used the additional funding to support pupils from low income families.'

The purpose of this report is to inform parents, carers and governors how much Pupil Premium was received by the school for 2016-17, how it was spent and the impact it had on pupils' achievement. The report also explains how the pupil premium will be spent for 2017-2018.

Thorpepark Academy is located in an area of high social deprivation; 96.9% of households are categorised within 10% of the most deprived households nationally. The percentage of pupils eligible for FSM/ Ever6 is 58%, compared to national 26%.

Consequently the school receives a significant amount of deprivation funding as shown in this report. This means that resources and actions put in place impacts on all pupils, a significant number of which come from low income and disadvantaged backgrounds.

Evaluation of Pupil Premium 2016-2017

Total received – £354,217

Quantitative outcomes

Attendance

	Absence					Persistent Absence				
	Disadv	Others In school	Others nationally	In school gap	Gap with national	Disadv	Others In school	Others nationally	In school gap	Gap with national
2017	4.3	3.8	3.8	-0.5	-0.5	12.5	8.1	7.1	-4.4	-5.4

Early years Foundation Stage

	Disadv	Others In school	In school gap	National others	Gap with national
% achieving Good Level of Development	52%	72%	-20		

Year 1 Phonic Screening

	Disadv	Others In school	In school gap	*National others	Gap with national
Year 1 Phonics check	79.4	73.1	+6.3	83	-1.6
Year 2 phonics re-check	83.3	80.6	+2.7	93	-6.7

*National others 2016

Key Stage 1 Outcomes 2017

	Disadv	Others In school	In school gap	*National others	Gap with national
Reading WA+	79.3	71	+8.3	78	+1.3
Reading - Greater depth	13.8	16.1	-2.3	27	-13.2
Writing WA+	65.5	67.7	-2.2	70	-4.5
Writing - Greater depth	6.9	16.1	-9.2	16	-9.1
Mathematics	72.4	77.4	-5	77	-4.6
Mathematics - Greater depth	10.3	22.6	-12.3	20	-9.7
RWM WA+	62.1	67.7	-5.6	60	+2.1
RWM - Greater depth	6.9	16.1	-9.4	9	-2.1

Key Stage 2 Outcomes 2017

	% reaching EOYE				
	Disadv	Others	Gap	*National others	Gap with national
Reading WA+	82.1	85	-2.9	71	+11.1
Reading higher score	30.8	25	+5.8	23	+7.8
Writing at WA+	76.9	90	-13.1	79	-2.1
Writing GD	23.1	5	+18.1	18	+5.1
Mathematics	79.5	95	-15.5	75	+4.5
Mathematics higher score	28	25	+3	20	+8
GPS	82.1	85	-2.9	78	+4.1

*National others 2016

GPS higher score	28.2	15	+13.2	27	+1.2
RWM combined	76.9	80	-3.1	60	+16.9
RWM combined higher score	17.9	5	+12.9	7	+10.9
Average scaled score reading	108	106	+2	103.8	+4.2
Average scaled score mathematics	106	106	0	104.1	+1.9-
Average scaled score GPS	106	105	+1	105	+1
Reading progress	5.2	6.6	-1.4	1.87	+3.33
Writing Progress	2.9	4.9	-2	1.89	+1.01
Mathematics progress	3	7	-4	1.63	+1.37

The Pupil Premium for 2016-2017

The school received a total pupil premium budget of £354,217 for the academic year 2016-17. The table below sets out, how this money was used to fund activities, initiatives and staffing and the impact this had on achievement is stated below the table:

Activity / Initiative / Staff	Purpose	Outcomes
Quality First teaching for all pupils <ul style="list-style-type: none"> Additional teachers in year 2 and year 6 for smaller class sizes Teachers are aware which children are disadvantaged 	<ul style="list-style-type: none"> Consistent quality first teaching across the school Need for intervention reduced Higher % of children achieving greater depth at KS1 and KS2 All staff aware of the disadvantaged children in their 	<ul style="list-style-type: none"> Outcomes and progress at end of KS2 is above national for reading, writing and mathematics Disadvantage pupils are achieving above national others. Progress scores indicate school is in the top 5% national. Outcomes and progress at end of KS1 for ARE is above or in line with national for reading, writing and

<ul style="list-style-type: none"> • Time for teachers to identify barriers for learning for all children • Additional time for teachers to plan, track and evaluate their impact on disadvantaged children • Secure high standards by establishing high expectations, monitoring performance and quality CPD focusing on feedback and marking, achieving greater depth, effective use of deployment of support staff, meta-cognition and self regulation, etc. • Rigorous tracking of individuals and time given for pupil progress reviews to ensure teachers are accountable for all children making progress • CPD programme developed for all support staff to raise standards in communication, reading, writing, mathematics and personal and social skills –informed by evidence based research • Time for quality appraisal and supervision meetings for all support staff and teachers • Time for peer mentoring and coaching for teachers across the Venn Trust 	<p>class and possible barriers to learning.</p> <ul style="list-style-type: none"> • The gap between disadvantaged and others is narrowing across all year groups • High quality support staff who are skilled • Rigorous tracking demonstrates children make progress and where a child has not made expected progress intervention and strategies have been employed 	<p>mathematics. A smaller number of disadvantage pupils are working at greater depth in comparison to others in school</p> <ul style="list-style-type: none"> • FFT 20% achieved in most year groups • All teachers have a better understanding of the needs of individuals and barriers to learning • Data across all year groups identify upward trend on % of pupils achieving ARE and GD which reduces the need for intervention/ BOOST projects • Gap between disadvantage and others is narrowing • Training is evident in classroom practice, for example effective use of questioning to extend and challenge pupils learning • Tracking shows how pp pupils not making progress are targeted and interventions/ additional support is put into place does make a difference to outcomes.
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<p>Maintaining high levels of attendance and improve punctuality – challenge persistent absences</p> <ul style="list-style-type: none"> • Attendance officer – to challenge and support families • Time given to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers • Rewards for high attendance at the end of term and year 	<ul style="list-style-type: none"> • High levels of attendance • The school is inline or below national for % of absences and persistent absences especially for disadvantaged • Punctuality improved – before and after close of registration 	<ul style="list-style-type: none"> • Attendance 96.2% for end of year • Absences for children entitled for FSM is lower than national or LA • Persistent absence is 12.5 for FSM for the school in comparison to national for FSM is 18 • Overall Absences for FSM is 4.3, national 5.8 and LA 5.3. • Parent/carers continue to inform school of absences so reduced number of home visits completed • Non-attenders challenged by team and examples of improved attendance due to support from home school liaison officer, for example support for parent with health needs and getting the children to school
<p>Life skills project and school visits to impact on improved outcomes</p> <ul style="list-style-type: none"> • Time and cost to develop the Thorpepark 50 experiences a child will encounter during their school life • Resources for life skill modules and experiences • Cost of staffing to deliver after school life skill modules and experiences • An assigned teacher to develop relationship with Sirius North to develop life skill projects using both sites and secondary children as mentors. 	<ul style="list-style-type: none"> • Children access a wide range of experiences throughout their time at Thorpepark that will positively impact on their social and academic achievements • Children experience secondary school provision which supports transition • Life skill modules and experiences have an impact on the children’s achievements and attitudes towards learning 	<ul style="list-style-type: none"> • Throughout the school pupils have taken part in a range of experiences within and out of school, including school trips and visitors. The pupils can talk about these experiences and some will be long lasting memories. • Work experience day was very successful and gave pupils the insight to think about life beyond school. • Additional experiences including go-kart building and racing linked to greenpower, bikeability, first aid, etc. • All children from year 1 to year 6 have used facilities at local secondary school. This including cookery, sports and computing. Pupils talk positively about Sirius north and year 7 and 8 pupils support as mentors to encourage good role models.

<p>Developing the Early Help Team</p> <ul style="list-style-type: none"> • Review staffing structure to ensure it meets needs of school • Investigate and evaluate electronic system of record keeping which embraces all aspects of safeguarding and well-being, for example C-POMs • Expand the EH team to support, challenge and engage parents to be involved in children's learning • EH team provide workshops, advice and signposting to relevant agencies for parents on the following: <ul style="list-style-type: none"> • Debt advice • Getting pupils potty trained • Finding work • Reading • Writing • Mathematics • Managing behaviour • Improving home environments • Health for all the family 	<ul style="list-style-type: none"> • Engagement in lessons increases and positive attitudes to learning displayed • Reduction in exclusions or anti-social behaviour outside of school • Pupils feel safe and secure • Families feel supported • Parents can support child's learning at home • Parent/carers feel more confident to approach the school for help, advice and support 	<ul style="list-style-type: none"> • Communication system CPOMS now in place and used effectively to record and monitor contact with pupils and families • Increase in number of parent/families asking for support and high number of referrals made to different agencies and support offered with in school. • Staff more aware of support for families and will signpost families to the home school liaison officer
<p>Bespoke intervention based on evidence based research Intervention / Boost / Catch-up, including that based on evidence based research Make use of the EEF Toolkit with particular focus on:</p> <ul style="list-style-type: none"> • Feedback • Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Feedback and marking improves outcomes for children. Reduce the amount of distance marking • Work scrutiny shows pupils have an opportunity to evaluate and respond to marking • Evidence of pupils, planning, monitoring and evaluating their own learning 	<ul style="list-style-type: none"> • Year 6 pupils involved in BOOST and catch up made accelerated progress and achieved ARE or GD. • Intervention teacher focusing on reading and writing for catchup for Year 4 and Year 5 pupils can evidence good progress. • Training on feedback and live marking can be observed in classroom practice and evidenced in books. Reduced number of distanced marking.

<ul style="list-style-type: none"> • Specific time based interventions for EAL and those targeted for greater depth <p>CPD linked to evidence based research</p>		<ul style="list-style-type: none"> • Learning village used for EAL pupils has impacted on the % of pupils working at ARE or GD. Pupils said that it has helped them to have the knowledge of particular words and phrases (related to topics) before the topic started. This has meant pupils had a better understanding of new concepts.
<p>Improving partnership working with parents</p> <ul style="list-style-type: none"> • Opportunities for parents to take part in lessons through stays and plays, workshops and information sharing events regarding the curriculum • Books and other learning resources to promote home learning • Develop Parent reading group through training from Hull adult Education 	<ul style="list-style-type: none"> • Develop parental capacity to support child's learning at home • The school has a group of trained parents to support reading with in KS1 classrooms and children have more opportunities to read 	<ul style="list-style-type: none"> • Attendance for plays and stays have increased throughout the year. Most popular was den building in the summer term 2017 FS2. • Hull adult learning trained a group of parents to teach basic reading skills. Pupils in year 1 had more opportunities to read due to volunteers reading on a weekly basis.
<p>Early Years Narrow equalities gap</p> <ul style="list-style-type: none"> • Additional staffing EYFS • Teachers to accelerate the impact of deprivation and improve outcomes • Demonstrate they are making a difference • Staff to monitor specific pupils and demonstrate progress • Play and Stay to support • Reading workshops with parents help your child to read 	<ul style="list-style-type: none"> • Children are KS1 ready when they leave EYFS • Close the gap in identified areas when compared to baseline assessments • Parents feel that they are supported and have the skills to support their child's development in learning and personal • Outcomes in 2 years and nursery continue to improve and the gap between national is narrowing 	<ul style="list-style-type: none"> • An upward trend across EYFS is evident in the data. More pupils are leaving nursery working between 30-50 months or 40-60 months. • GLD at end of FS2 was 63.8% which is an increase from previous year • Parental engagement and home learning is evident through tapestry. Feedback through listening beans and questionnaires state that parent/carers are well informed about their child's learning and they make good progress. • Parent play and stays are well attended • Joint activities with other PVI delivered on site eg

<ul style="list-style-type: none"> • Range of workshops to address pupils play • Work with Children's Centre to support parent/carers with parental skills and home conditions • Cost to provide range of activities to support EYFS children through the North Childcare Hub 		<p>rock a tots. This supports transition for pupils who may join the school in September 2017</p>
<p>Free Breakfast club</p> <ul style="list-style-type: none"> • Food and kitchen staff • Social skills groups • Access to reading and homework support led by older peers for the younger children • Resources/games • Staff in breakfast club to engage children in a meaningful activities and social interaction <p>Lunchtime</p> <ul style="list-style-type: none"> • Resources / games • Cost for external organisations and coaches to deliver clubs eg street dance <p>After School Activities</p> <ul style="list-style-type: none"> • Coach to provide after school activities to target pupils • Resources for homework club 	<ul style="list-style-type: none"> • Punctuality improved • % of homework completed is increased across the school • School day starts calmly • Children are not hungry in the morning • Fluency in reading • Social skills are developed • Children have the opportunity to excel in activities that could develop personal skills and academic achievement • Children are healthy and fitter due to sport activities 	<ul style="list-style-type: none"> • Majority of the pupils attending breakfast club are pp children. Approximately 80+ children attend the breakfast club every day. • Pupils start the day having a breakfast. Pupils have the opportunity to develop social skills alongside adult support and peer support. KS2 children supporting younger children in the club has been really successful, eg hearing them read, teaching them games and playing with them. • Homework club has a good number of attendees and other clubs are usually fully subscribed. • The school has promoted FAB through the school for pupils and their families. The schools BMI for pupils at age of 5 and end of year 6 is high compared to other schools in the area. The school will continue to promote clubs that focus exercise and sports.

Draft Pupil Premium Plan

2017-2018

£331,000 + EYPP (forecast £10,000) + LAC

	No. of pupils	No. of disadvantaged	% of disadvantage
EYFS FS2	73	26	35.6%
Year 1	80	42	52.5%
Year 2	60	33	55%
Year 3	61	32	52.4%
Year 4	59	41	69.5%
Year 5	59	33	55.9%
Year 6	47	38	80.9%

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Low levels of speaking and listening on entry to the school

B. levels of reading and low value of reading in homes

C. Children's emotional and social needs mean many have difficulty establishing relationships in large groups

D. Lack of aspiration/ imagination because of limited life experiences beyond the estate

E. Low attendance and attitudes to school attendance

F. Lack of academic and educational aspirations

Resources and barriers addressed (in brackets)	Intended impact	Cost	Outcomes
<p>Increase number of teachers to reduce class sizes to secure higher outcomes (A,B,C)</p> <ul style="list-style-type: none"> Teachers appointed to promote higher outcomes in nursery. Additional EYFS teacher appointed to support smaller class sizes 3 teachers in Year 2 so class sizes can be 20 3 teachers in Year 6 so class sizes can be 15 or less 	<ul style="list-style-type: none"> PP children have high quality teaching and learning provision to excel. Higher % of children leaving the setting at appropriate Age and Stage. To ensure improvements in GLD maintain an upward trend and promote higher outcomes for PP. Gap between PP and others narrowed Children achieving at or above national at end of KS1 and KS2 Progress is better than expected Books and data demonstrate accelerated progress 	<p>Teaching salary costs £169638</p>	<p><u>Nursery</u> <i>Data shows a higher % of PP children achieving 30-50 or 40-60months as previous years, despite a higher proportion with speech and language difficulties.</i> Nursery teacher led Peeple project with parents this year to promote learning at home. This was well attended.</p> <p><u>EYFS teacher</u> <i>PP 73.5% achieved GLD which was 2.3 % higher than non PP.</i> <i>The school achieved the highest % of pupils achieving GLD for PP children and for the first time 5.9% of PP exceeded ELG in all prime areas.</i></p> <p><u>Smaller classes in Year 2</u> <i>Out of 60 pupils, 34 pupils' pp and 26 non pp.</i></p> <p><u>Reading</u> Expected PP 70% non PP 72% GD PP 13 % non PP 27%</p> <p><u>Writing</u> Expected PP 63.3% non PP 72.4% GD PP 3.3% non PP 20.7%</p> <p><u>Mathematics</u> Expected PP 74% non PP 85% GD PP 12% non PP 26%</p> <p><u>R,W,M combined</u> Expected PP 62% non PP 73% GD PP 0% 19% non PP</p>

			<p>Smaller classes in Year 6 <i>Out of 49 pupils, 35 pupils' pp and 12 non pp.</i></p> <p>Reading Expected PP 77% non PP 92% GD PP 26 % non PP 50%</p> <p>Writing Expected PP 78% non PP 92% GD PP 9% non PP 42%</p> <p>Mathematics Expected PP 86% non PP 100% GD PP 29% non PP 33%</p> <p>R,W,M combined Expected PP 74% non PP 92% GD PP 6% non PP 33%</p> <p>Smaller class sizes continues to be good value for money as PP children are achieving in line with national. GD is still significantly lower than others and is still an area to develop within the school.</p>
<p>Focused interventions (A,B,C,F)</p> <ul style="list-style-type: none"> • Teacher 1 days a week focusing on year 5 GD for reading, writing and mathematics • Other agreed programs used to support learning e.g. stile tiles, toe-by-toe, etc. • Online interventions including Lexia, Sam learning, Learning Village • Lego therapy and friendship groups • Trained ESLA to deliver 1:1 and groups sessions • 4 extra higher level Teaching Assistants 	<ul style="list-style-type: none"> • PP make accelerated progress and gap between others narrow • PP achieving GD is in line with school others • Progress is better than expected 	<p>Resources £3500</p> <p>£75279</p>	<p><u>Teacher 1 day intervention focusing on GD</u> pupils. This was a small boost group led by an experienced teacher for pp children at risk of not achieving GD.</p> <p><u>Year 5 results</u> 11 PP children achieved reading GD (6% gap with school others) 6 PP children achieved writing GD (12% gap with school others) 6 PP children achieved maths GD (8% gap with school others) The gap between PP and non PP is narrowed compared to year 4 results. Writing is still a significant gap.</p>

			<p><u>Online interventions</u> Lexia – continues to be used as intervention for low attainers and SEN PP. Progress is evident for individual ps. Learning village – a small % of EAL are PP children, however the accelerated progress is evident, especially for a child with no English. Teachers are using consistently and planned within timetables.</p> <p><u>Friendship groups and Lego therapy</u> Friendships groups delivered in the new Euler room. Improvement in child's own perception of having friends, self esteem and Scaling used and scores show children are rating friendships, happy, playtimes as a higher score than previous sessions.</p> <p><u>Trained ESLA teachers</u> left school so no sessions delivered after Jan. Booked two members staff on training for September.</p>
<p>Support of emotional well-being team that includes Home School Liaison, Attendance Officer, safeguarding team, ELSA and other agencies eg Advotalk, Parks children centre (C,E, F)</p> <ul style="list-style-type: none"> • Support, challenge and engage parents to be involved in children's learning and social and emotional well-being • Home school liaison officer to support families • Develop staff knowledge through outside agency workshops eg NSPCC to support children, Whitehouse, CAMHS, social care 	<ul style="list-style-type: none"> • Attendance is high • Relevant and appropriate support offered to families that will positively impact on families and children's life • Engagement in lessons increases and positive attitudes to learning displayed • Reduction in exclusions or anti-social behaviour outside of school • Children feel safe and secure • SEMH – reduction of crisis and strategies in place to self-regulate • Families feel supported 	<p>Advotalk £165 p/day x twice a week = £12540</p> <p>Home/School Support worker £27017</p> <p>Office support £8,000</p>	<p>Attendance in line with national.</p> <p>Parents signposted and referrals made for support include range of agencies. This number as increased as parents aware can ask for support through school.</p> <p>Throughout the year more parent/carers have come into school for different events, workshops, etc.</p> <p>Exclusion rate has decreased in comparison to previous year.</p>

<ul style="list-style-type: none"> • Advotalk consultant to support pupils and families with issues related to social, emotional and well-being. Address issues identify through social care and other agencies involving DV, abuse, mental health, bereavement, etc • EH team provide workshops, advice and signposting to relevant agencies for parents on the following: <ul style="list-style-type: none"> • Debt advice • Getting pupils potty trained • Finding work • Reading • Writing • Mathematics • Managing behaviour • Improving home environments • Health for all the family 	<ul style="list-style-type: none"> • Parental can support child's learning at home 	Resources £2000	SEMh pupils have a bespoke intervention delivered by Emotional well-being lead. Solution focus used and self-reflection. Evidence supports this is beneficial for the child, i.e. through scoring rating happiness, friendships, behaviour pupils are scoring higher than pre-intervention. Advotalk worked with 4 hard to reach parents. 3 out of these have been successful with positive outcomes for the children.
Maintaining high levels of attendance and improve punctuality – challenge persistent absences (E) <ul style="list-style-type: none"> • Attendance officer – to challenge and support families • Time given to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers • Rewards for high attendance at the end of term and year 	<ul style="list-style-type: none"> • High levels of attendance • The school is inline or below national for % of absences and persistent absences especially for disadvantaged • Punctuality improved – before and after close of registration 		Attendance challenged well and can be evidenced through CPOMs. Majority of meetings with parent/carers provide positive support and attendance improves. Whole school attendance 96.2% May 2018 Absences 3.8 May 2018 Persistent absences 6.99% May 2018 PP persistent absences 4.32% July 2018 Non PP persistent absences 7.02% July 2018 Attendance for PP is better than non PP pupils. Attendance is in line or below national comparing to 2016-2107 statistics.

<p>Promote reading at early age/ phonics and continue to promote enjoyment of reading further up the school (A,B)</p> <ul style="list-style-type: none"> • More opportunities for FS and KS1 pupils to develop reading skills through reading to a range of people, eg volunteers, older peers, parent/carers, staff • Restock and purchase more quality reading books • Subscribe for year to 'Amazing' magazine for 60 copies per month related to curriculum and fundamental British Value • Regular stay and read sessions • Higher emphasis on reading at home through challenges • Reading club established at breakfast club – rewards used to promote reading. Older pupils trained to teach basic reading strategies • Purchase dual language reading books to promote EAL/disadvantage. Learning village used as an intervention to introduce to early English • Parental workshops and support materials for teaching phonics and promote reading • Courses for parents eg 'Fun with phonics' • Refresh and check new staff access high quality Phonics training • Purchase quality phonic resources including visual, audio, apps, etc. • Promote culture of reading through library, love of books and reading challenges. 	<ul style="list-style-type: none"> • Majority of pupils are reading at ARE • Phonic screening is more in line with national • Increased reading at home and at school • Parents more equip with how to support child with reading and phonic knowledge • EAL/ language barriers reduced by providing dual language reading books and familiar texts 	<p>Resources £15,000</p>	<p><u>What the data says</u></p> <p>Year 2 resits 92% achieved. This is the highest % achieved in school. Year 1 79% achieved year 1 phonic screening. This is good as only 63% achieved GLD at end of FS2. FS2 reading –73.%% ELG and 5.9% exceeding</p> <p>Reading materials purchased included reading books, amazing mag, dual language books, home library developed. Literacy spine developed across Trust and books purchased.</p> <p>Stay and read sessions well attended by parents.</p> <p>Parent workshop 'Phonics is fun' well attended and will be repeated next year.</p> <p>All staff attended 'Phonics is fun' training and phonic coordinator can evidence impact through variety of lessons planned and pupils' feedback that lessons are fun and enjoyable.</p> <p>FS2 invited parents/carers to join their child to phonic lesson and stay for phonic morning. This was successful and many parents stayed. See twitter.</p>
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<p>Thorpepark 50 and school visits to impact on improved outcomes raise aspirations (D,F)</p> <ul style="list-style-type: none"> • Launch Thorpepark 50 – each child to have own book • Planned visits and experiences across the school at different ages to achieve experiences and skills stated in booklets • Parents involved in what Thorpepark 50 is and reason why developed 	<ul style="list-style-type: none"> • Children access a wide range of experiences throughout their time at Thorpepark that will positively impact on their social and academic achievements 	<p>Thorpetons £5000 resources</p>	<p>Each child has a Thorpepark 50 book. A wide range of experiences and visits taken place and work in children’s books support learning and capture the experience. Twitter and monthly parent newsletter celebrated Thorpepark 50 achieved throughout the year. Teachers re-planned curriculum next year to ensure all 50 are covered.</p>
<p>Improving partnership working with parents (E, F)</p> <ul style="list-style-type: none"> • Opportunities for parents to take part in lessons through stays and plays, workshops and information sharing events regarding the curriculum and support guides on the website. • Books and other learning resources to promote home learning • Family Homework challenges with prizes • Develop Parent reading group through training from Hull adult Education • Developing the parenting groups to lead school projects focusing on improving outcomes in the classroom • Parent volunteers advertised for specific roles eg parent readers, creative parents. • Advotalk – weekly parent drop ins relating to child’s welfare and well-being. 	<ul style="list-style-type: none"> • Develop parental capacity to support child’s learning at home and school • The school has a group of trained parents to support reading with in KS1 classrooms and children have more opportunities to read • Projects lead by the parent groups have had an impact on outcomes for children and the provision • Increase number in parent volunteers • Drop in sessions for parents with Advotalk to address home situations, welfare, well-being and emotional needs – practical advice given • Increased parental engagement in homework projects 	<p>£1,150 new parent app</p>	<p>Parent guides on website. Stays and plays and stay and reads well attended – evidenced on twitter.</p> <p>Ks2 Sats, KS1 Sats and phonic screening workshops attended by parents.</p> <p>Open events linked to topic well attended by parent/carers for example, year 2 café, year 4 Egyptian museum. See twitter to support.</p> <p>Parent volunteers increased to 7. Advertised for different parent volunteers. 2 dads volunteering for after school clubs football girls and boys, 2 parent readers and 3 as class support.</p> <p>Family homework projects a great success and high level of entries received. See twitter. This will continue and feedback from parent/children is that they have enjoyed doing.</p>
<p>Early Years Narrow equalities gap (A)</p>	<ul style="list-style-type: none"> • Children are KS1 ready when they leave EYFS 	<p>Resources £10000</p>	<p>External reviews Sept 2017 Ignite stated EYFS as ‘outstanding to good’.</p>

<ul style="list-style-type: none"> • Further developing the funding for the 2 years olds • Additional staffing EYFS • Teachers to accelerate the impact of deprivation and improve outcomes in nursery and FS2 • Participate in People – research project by EEF • Staff to monitor specific pupils and demonstrate progress • Range of workshops and play and stays to focus on reading, maths, engaging play, tapestry. • Work with Children’s Centre to support parent/carers with parental skills and home conditions • Cost to provide range of activities to support EYFS children through the North Childcare Hub 	<ul style="list-style-type: none"> • Close the gap in identified areas when compared to baseline assessments • Parents feel that they are supported and have the skills to support their child’s development in learning and personal • Outcomes in 2 years and nursery continue to improve and the gap between national is narrowing 	<p>2 x TAs £36469</p>	<p>Ofsted April 2018 stated that he was impressed by the wide range of tasks that children were readily working on in the 2 year old provision. He stated that already, two-year –olds were sharing, taking turns and understanding some technical vocabulary in maths. He stated that he agreed that the two-year-old provision was providing a strong start for nursery.</p> <p>The inspector spent time in the nursery and foundation setting and stated that the children cooperated very well, making excellent use of the wide range of high quality facilities both indoors and outdoors.</p> <p><u>Data says at end of FS2</u> PP outperforming non PP for GLD, and only a small gap 1.8% for exceeding GLD GLD PP 73.5% non PP 71.2% Exceeding GLD PP 5.9% non PP 7.7%</p> <p>The school is still below national for % of children achieving GLD, however over the last 4 years this is an increasing trend.</p> <p><u>Data says for 2 year olds and nursery</u> From starting points children make good progress with a high majority leaving at or below. We have had an increase in number of children with specific SEN needs, especially speech and language. These children have made good progress from starting points but may still be well below when moving onto next setting.</p>
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<p>Free Breakfast club (E, D, F)</p> <ul style="list-style-type: none"> • Food and kitchen staff • Social skills groups • Access to reading and homework support led by older peers for the younger children • Resources/games • Staff in breakfast club to engage children in a meaningful activities and social interaction • Reading project for FS2 and KS1 children – daily reading during breakfast club <p>Lunchtime</p> <ul style="list-style-type: none"> • Resources / games • Cost for external organisations and coaches to deliver clubs eg street dance <p>After School Activities</p> <ul style="list-style-type: none"> • Coach to provide after school activities to target pupils • Resources for homework club 	<ul style="list-style-type: none"> • Punctuality improved • % of homework completed is increased across the school • School day starts calmly • Children are not hungry in the morning • Fluency in reading • Social skills are developed • Children have the opportunity to excel in activities that could develop personal skills and academic achievement • Children are healthy and fitter due to sport activities 	<p>Staffing for breakfast club £8868</p> <p>Resources £1500</p> <p>£1000</p> <p>£6000</p> <p>£8950</p> <p>£500</p>	<p>Breakfast club well attended approx. 90 children a day attend. Different zones developed over the year with specific focuses i.e. reading area, gaming area. Peered reading and support for younger children, especially reading</p> <p>After school clubs and lunch clubs all attended well. These are mainly focusing on physical education. Data from public health 2018 summary state proportion of year 6 children in school who were overweight or obese is 28.5% compared to national 34% and LA 37%. Lunchtime and after school sports clubs are well attended and are having an impact on children’s health and weight. This is the first year the school is below national.</p>
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Total £ 392411