

Good Practice at Thorndown Primary School for Pupil Premium Pupils

Linked to DFE documentation –Supporting the attainment of disadvantaged pupils November 2015

Pathways to Success	Evidence
Promote ethos of achievement for all	Governor vision Staff induction Half termly pupil progress meetings for all pupils to receive interventions and support if required Celebration assemblies Whole school reward system National Curriculum overview statement Sports events for all
Achievement for individual pupils	Quarterly individual target setting and review cycle with all pupils Individual targets and target cards Head teacher award and other reward systems Feedback and Marking policy SEN which focuses on the whole child with review and praise
Address attendance and behaviour issues	Weekly attendance cup for classes to win Work closely with EWO Using the LA EWO 3 letter system for pupils below 95% Individual behaviour plans where necessary Working closely with LA for pupils in danger of exclusion or with long term behaviour needs Anti-bullying procedures Positive Behaviour Policy which is used by all staff Individual attendance plans when necessary
Establish quality teaching and develop TAs	Regular targeted CPD for teaching and TA staff Observations and drop ins to observe teachers and TAs Pupils work triangulated with teaching and progress Regular and accountable teachers and support staff performance management
Support pupils with SEND alongside all pupils	Dedicated full time SENCO as part of the management team Targeted CPD for all staff with an SEND focus e.g. Autism SENCO advice and guidance on how to integrate all pupils into all lessons SENCO pupils into all classrooms Close work with outside agencies if required. Developing an Autistic and Dyslexic friendly school Use the plan, do, review model of interventions. Interventions monitored for impact by SENCO and team leaders

Provide additional learning support in the school day	Play therapy Music therapy PP pupils can access on paid for club every term to enrich their curriculum.
Relevant staff training	Staff induction linked to named children Staff linked to vulnerable groups receive relevant training e.g. EAL
Use of data to make evidence based decisions	Regular collections of data from all pupils ensure quick interventions can take place which could include more differentiated work in the classroom or a clearly planned intervention e.g. First Class at Number Data on all vulnerable groups is regularly feedback to governors and SMT who can make strategic decisions on this data.
Time for joint staff planning	Staff meet weekly from each key stage to plan, assess and plan interventions across the key stage.
Engagements with families	Full time Inclusion officer who works with pupils and parents with specific needs Activities for parents including how to help your children at home, open classrooms and celebrating Mothers and Father's Day with visit in the Foundation Stage. Newsletters and termly key stage activity letters Designated child protection officers
Peer learning	There are opportunities in lessons for pupils to feedback to other pupils e.g. editing a piece of writing or explaining a concept to another child with misconceptions. Growth Mindset idea such as you learn from mistakes is developed by teachers.
Early intervention of pupils with difficulties	Half termly pupil progress meetings for all pupils to receive support if required
Constantly review impact of interventions and modify them	Using our Termly Operational Plan each strategy is reflected upon weekly and modification can occur quickly to keep an intervention impacting.
Transition to Secondary School	Our SENCO, Inclusion worker and Year 6 team work with St Ivo to ensure a very positive transition. This includes extra orientation visits, Secondary School SENCOs attending pupils EHP reviews, sharing of pupils strengths and weaknesses and Child Protection information.

Key- (linked to schools pathways to success p91)

Blue- Basic provision

Pink- Intermediate provision

Orange- Embedded provision

Yellow- Continued development