



# Thorplands Primary School Pupil Premium Strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Thorplands Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sam Mawer Headteacher
Pupil premium lead	Sam Mawer
Governor / Trustee lead	Sally Perkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£71,150
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£207,920</b>



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We have worked as a staff to look at the challenges facing vulnerable pupils within our school, for example, those with a social worker or who previously had access to a social worker, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The pandemic has significantly impacted on many of our learners and our strategy is integral to wider school plans to address these gaps as part of the recovery plan.

We seek to identify underlying causes of the barriers to learning and the strategy seeks to address these at the earliest opportunity. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The principles we have embedded to ensure our strategy is effective are to:

- ensure all disadvantaged pupils are appropriately challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Baselining when children arrive in Reception as well as evidence from assessments, observations and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> for many disadvantaged pupils. This is evident from Nursery through to Key Stage 2. In addition, we have found through assessment that the pandemic has exacerbated the number of children who have many <b>developmental gaps</b> , particularly in <b>physical literacy and communication, language and literacy</b> .
2	Assessments evidence that disadvantaged children have greater difficulties with <b>phonological awareness</b> compared to their peers and this impacts on reading <b>fluency and comprehension</b> .
3	Internal assessment indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged peers. In reception, a greater proportion of disadvantaged pupils arrive

	well below expected levels in Number compared to non-disadvantaged. This impacts on both <b>fluency in calculation and the ability to reason in Maths</b> which continues throughout KS2.
4	Internal assessment data evidence lower attainment levels in <b>writing</b> which has been exacerbated by the lockdowns. Handwriting automaticity, spelling and grammar have all been impacted. Children arrive at school with lower levels of gross and fine motor skills.
5	A greater proportion of our disadvantaged children also have other <b>additional educational needs</b> .
6	Poor general knowledge/limited life experiences which impacts on <b>knowledge &amp; understanding of the world</b> and therefore, prior knowledge, vocabulary acquisition and ultimately reading comprehension.
7	<b>Attendance</b> for the whole school is an area of focus in order to raise it to consistently over 96% particularly following the impact of the pandemic. Persistent absence amongst disadvantaged children impacts on their progress and this gap must close.
8	For a variety of reasons, as well as the documented impact of school closures, there has been an impact on the <b>social, emotional and mental health</b> of some pupils. Children in the early stages of their schooling have development gaps which have impacted on their <b>PSED</b> and therefore, their readiness to learn.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved GLD for disadvantaged children SMi	The majority of children, including PP children, will make accelerated progress and an increasing proportion will reach age related expectations by the end of Reception year.
Improved oral language skills & vocabulary amongst disadvantaged children.	Assessments and observations indicates significantly improved oral language amongst disadvantaged children. This is evident in lessons, books and ongoing formative assessment.
Improved reading attainment among disadvantaged children. SMi CS	KS2 reading outcomes in 2024/2025 is on an improving trajectory and the gap between PP and National is closing.
Improved maths attainment for disadvantaged children. PS	KS2 maths outcomes in 2024/2025 is on an improving trajectory and the gap between PP and National is closing.
Improved writing attainment for disadvantaged children. BC	KS2 writing outcomes in 2024/2025 shows is on an improving trajectory and the gap between PP and National is closing.
Good progress for disadvantaged children with additional learning needs. FH	All disadvantaged pupils with additional educational needs meet their termly targets detailed in their EHCPs and children without EHCP achieve their targets detailed in their IEPs.
Disadvantaged children enjoy a wide range of enrichment activities. PS	All disadvantaged children: <ul style="list-style-type: none"> <li>access an extracurricular club;</li> <li>access a leadership opportunity by the time they leave in Y6</li> <li>attend all trips and residential which make up a rich broad and balanced curriculum;</li> </ul>

	<ul style="list-style-type: none"> <li>have access to learning a musical instrument.</li> </ul>
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils. SM	<p>Sustained attendance from 2024/2025 evidenced by:</p> <ul style="list-style-type: none"> <li>School attendance meets the national expectation of 96%.</li> <li>The number of children classed as persistently absent has reduced and the gap between disadvantaged children who are persistently absent and non-disadvantaged children has closed.</li> <li>Evidence of PP children with poor attendance being offered/attending breakfast club.</li> </ul>
Disadvantaged children have a positive attitude to school and show good learning behaviours.	<p>Pupil Voice says they are happy and enjoy school.</p> <p>Pastoral interventions have clear criteria for success which are monitored. (Boxall)</p> <p>Children are ready for learning and demonstrate a good attitude towards it as evidenced by books, observations and conversations with staff and children.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHTs to drive the development of teachers through instructional coaching skills and a bespoke programme of professional development which meets the needs of our teachers. <b>SIP 5</b>	<p>Research shows that the quality of the teacher in front of the class has the most impact on all pupils. Quality professional development will ensure practice meets all the needs of the children and will enable us to implement quality strategies such as metacognition.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	5 6
SENCo & Professional Development Lead to identify the training needs of staff and organise CPD & its effective implementation to address the identified needs of children with specific learning needs. Purchase resources to support this. <b>SIP 5 &amp; 6</b>	<p>The EEF guidance for SEN in Mainstream schools uses evidence to outline the key principles behind effectively meeting the needs of SEN pupils, most of whom are also disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	5
Work alongside RWInc consultants (2021 – ongoing) & Trust English Lead to ensure high quality teaching of phonics & reading through staff development. Ensure impact on all pupils but particularly the bottom 20%. Ensure reading is fully resourced. <b>SIP 4.1 &amp; 4.2</b>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF; Improving Literacy in Key Stage 1/Key Stage 2 and Preparing for Literacy</a></p>	2

Writing Leader attend Talk for Writing leadership course to develop sustainable leadership of writing & the effective implementation of the writing strategy. <b>SIP 4.3</b>	The approach complements the EEF guidance as follows: <a href="#">Improving Literacy in Key Stage 1/Key Stage 2 and Preparing for Literacy</a>	4
AHT will engage with the maths hub to develop the quality of maths teaching through CPD. The school will be well resourced to meet the needs of the children (concrete resources). <b>SIP 4.4</b>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Ensure high quality teaching of language & communication. NELI assessments completed for Reception children, training for staff who will deliver the programme. Improve the teaching of oracy through training to develop strategy for oracy. <b>SIP 4.5</b>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 5 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,462.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pastoral support for children and families is strong, supports well being and enables children to be successful in class. Develop use of nurture which identifies specific barriers and puts in place programs of pastoral support; ensure impact of family support worker through early help assessments	Factors include finance, housing, deprivation, English as an additional language, migration, safeguarding or attendance.  Boxalls allows needs to be identified. Support from group intervention delivered by trained Tas, Nurture Lead and Family Support Worker.  Early Help Assessments are a recognised means of pulling agencies together to support families.  The EEF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact. <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	7 8
Access to SALT specialists within school. Time for trained TA to deliver targeted interventions including NELI. <b>SIP 4.5</b>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

	<a href="#">Oral language interventions</a>   <a href="#">EEF (educationendowmentfoundation.org.uk)</a>	
Fast track tutoring to take place targeted at disadvantaged pupils who are below ARE <b>SIP 4.1</b>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	2
A programme of tutoring focused on pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This includes training & resources as well as Senior Leadership release time to ensure all barriers are met and interventions take place. <b>SIP 4.2 4.3 4.4</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition</a>   <a href="#">EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1 2 3 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning: metacognition.  Universal programmes which generally take place in the classroom with the whole class: zones of regulation.  More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs, including nurture provision. <b>SIP 2.2, 2.3</b>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf</a>	6 7 8
Disadvantaged children enjoy a wide range of enrichment activities. <b>SIP 3.2 3.3</b>	As part of our approach to developing children's experiences and also building strong relationships with children we have organised a programme of clubs which children can attend to develop their interest.  <a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>	7 8

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for FSW &amp; attendance officer to improve attendance. DHT will lead on attendance to ensure PA is reduced.</p> <p><b>SIP 2.4</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7 8
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £ 143,937**

## Part B: Review of outcomes in the previous academic year (2022/2023)

### Impact of Strategy on GLDs:

Our assessments show that the impact of Covid 19 has been greatest on our younger children with their PSED, communication, literacy & language. The gap has widened compared to previous years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Leaders therefore ensured that children's gaps were identified and provision adapted with regular monitoring of the impact. Children made progress from their baseline and additional underlying SEN have been identified for further support into Year 1.

### Impact of Strategy on the Progress of PP children in Early Reading

The rigorous implementation of the phonics programme ensured children have entered Y1 in a good position. Clear strategies for the bottom 20%, which were successfully implemented in 2021/2022, and continued in 2022/2023. The gap between PP and NPP is closing in phonics. Any child who is not at the expected standard in phonics in YR, Y1 and Y2 have very specific need which has been identified. Fast track tutoring has had a good impact. At the beginning of the year, 27% of NPP children and 58% of PP children were not on track to pass the PSC. By the end of the year, 25% on NPP and 38% of PP had not passed the PSC. The fast-track tutoring impacted on all the children. Of the 5 PP children who did not pass the PSC, 4 have identified SEN need and 1 was new to the school. All Pupil Premium children have passed the PSC by the end of Year 2.

### Autumn vs Summer Year Phonics Screening Check showing Gao Closing.

#### Reading - Mock Phonics

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



#### Reading - Phonics Score

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Impact of Wider Strategies

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Out Assistant Headteacher has continued to embed the behaviour policy seeking feedback from parents, staff and children and we have implemented Zones of Regulation across the school to support all children within the classroom. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have a Nurture Leader who supports children's social and emotional needs. Our full time Family Support Worker works closely with children and their families to provide early help. She also provides a protective behaviours curriculum. The impact of our approach is that children with significant needs receive specific targeted support and therefore behaviour within the school is good.





We have a good programme of extra-curricular clubs to meet developing sporting talent as well as a wide range of opportunities through the curriculum which builds cultural capital.

We have a strong approach to attendance which means we know each and every family well and follow our policies quickly with each concern. The impact is not as evident in data as yet.