

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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 | Thythorn Field Primary School |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Claire Price |
| Pupil premium lead | Claire Price |
| Governor / Trustee lead | T J Ragan |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £66,930 |
| Recovery premium funding allocation this academic year | N/A |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £66,930 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. At Thythorn we have a high proportion of pupil premium children with SEND needs. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and well-being to enable them to access learning at an appropriate level
- To continue to ensure a personalised use of funding to support talents/aspirations

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered.
- Pupil premium funding and recovery curriculum funding will be allocated following a needs analysis

Achieving these objectives

The range of provision the Governors consider making for this group include, but not exclusively:

- Ensuring all teaching is good or better thus ensuring quality first teaching for all pupils
- To ensure our curriculum is matched to the needs of our learners, including addressing any gaps identified, through diagnostic assessment and detailed tracking and analysis
- To ensure our PP pupils are at least on track for expected progress from their starting points by providing interventions and targeted support
- To ensure we are supporting our pupils emotional and social well-being needs through ELSA sessions and RELATE counselling sessions where needed
- To enable access to a wider curriculum through supporting payment for activities, educational visits and residential

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Narrowing the attainment gap across Reading, Writing and Maths. Our assessments and observations indicate that the education of many of our disadvantaged children has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has led to wider gaps. |
| 2 | Attendance and punctuality issues. Attendance data indicates that some of our disadvantaged children have lower attendance or more lateness |
| 3 | Social and emotional well-being needs to ensure a child is ready to learn. These have been heightened due to the impact of partial school closures. Referrals for support have increased and more children are needing and accessing support |

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 |
|------------------------------------|---|
| Attainment and progress in Reading | To achieve national average standards and progress scores or better in KS2 Reading. |

| | |
|---|--|
| | KS2 reading outcomes in 23/24 show an improving trend for our disadvantaged children |
| Attainment and progress in Writing | To achieve national average standards and progress scores or better in KS2 Writing. KS2 writing outcomes in 23/24 show an improving trend for our disadvantaged children |
| Attainment and progress in Maths | To achieve national average standards and progress scores or better in KS2 Writing. KS2 writing outcomes in 23/24 show an improving trend for our disadvantaged children |
| Achieving expected standards in phonics | For Year 1 pupil premium pupils to achieve the expected standard in the National phonics screening test year on year |
| To ensure high levels of attendance and to sustain this | To ensure attendance of disadvantaged pupils is in line with our whole school target of 96.5% (23/24) |
| To support emotional and social well-being needs | Pupil premium children are ready to learn and supported emotionally. Student and parent voice feedback. Increased participation in enrichment activities. |

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 £36,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Improving focus on raising attainment for PP children by improved monitoring and intervention work Maths lead and English lead half day per week 2 x £3800 | EEF (+4months) Teaching assistant interventions and small group tuition shows the above impact for low to moderate costs | 1 |
| UPS teachers – 2 – to access CPD mentoring and coaching | As above | 1 |

| | | |
|--|---|---|
| Continued development and training for our validated phonics scheme to further support phonics teaching Costs towards | EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children | 1 |
| Purchase of standardised diagnostic assessments Costs towards - £900 | EEF (+ 6 months) Reading comprehension strategies Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions or teacher instruction | |

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

Budgeted cost: £20,030

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted phonics support Cost towards LSA support/ group work | EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. | 1 |
| Cost towards Senior TA | EEF evidence – as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase with improving outcomes | 1 |

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

Budgeted cost: £10,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Family support worker to support children with emotional and well-being needs £3000 | EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focussing directly on the academic or cognitive elements of learning. | 3 |
| ELSA (Emotional Literacy Support Assistant) sessions To support children with emotional and well-being needs £3050 | EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focussing directly on the academic or cognitive elements of learning. | 3 |
| Subsidised clubs and trips/ Residential contributions £1100 Uniform Milk £1100 Swimming Clubs – £750 | As a school we feel it is vital to support our community with the cost of school trips/ activities/ clubs to build aspiration to ensure pupils benefit from enrichment activities and wider experiences. Pupil voice tells us that this an area of pupil need. | 3 |
| Attendance officer. Attendance analysis work – contacting and supporting families to raise attendance and punctuality. Embedding principles of good practice set out in the DFE's improving school attendance advice £1900 | The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence | 2 |

Total budgeted cost: £66,930

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Aim | Impact/outcome |
|--|---|
| Equal National average standards and progress scores in KS2 Reading by 23/24 | 22/23 7/9 children 78% above national standard 2 EHCPs. 1 child greater depth standard (2 who did not achieve had significant attendance and SEMH concerns/ support) Average progress score = -3.21 |
| Achieve national average standards and progress scores in KS2 writing by 23/24 | 22/23 6/9 children 67% (4% below national) expected standard+ - writing is a whole school target for this academic year (2 EHCP – all 3 children who did not achieve had significant attendance and SEMH concerns/ support) Average progress score = -2.51 |
| Achieve national average standards and progress scores in KS2 Maths by 23/24 | 22/23 5/9 children 56% expected standard + - Maths also continues to be a focus (2 EHCP 3 children who did not achieve had significant attendance and SEMH concerns/ support) Average progress score = -8.13 |
| To ensure all Y1 PP pupils achieve the expected standard in the Year 1 Phonics screening | 4/8 achieved standard 50% New validated phonics scheme is raising standards. Those who did not pass have targeted intervention support |
| Ensure attendance of disadvantaged pupils is in line with our whole school target of 96.5% (22/23) | Attendance of PP pupils was 92.09% |

| | |
|---|---|
| Pupil Premium pupils are ready to learn and supported emotionally. Increased participation in enrichment activities | <p>Pupil voice and feedback from RELATE and ELSA support show a positive impact on readiness to learn and access the classroom/ curriculum.</p> <p>16 children accessing extra-curricular activities at school that they requested.</p> |
|---|---|

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

