

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	174
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£56,240
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£56,240
<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	£56,240

# Part A: Pupil premium strategy plan

## Statement of intent

Thythorn Field Primary School is a caring school where everyone is included in all we have to offer. We have high expectations of all pupils to achieve well. Positive relationships between pupils and adults are at the heart of all we do. We encourage all our children to be 'the best version of you'

Common challenges to learning for our 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 are also 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 through our strong ethos of inclusion, scaffold and support
- 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 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 Drawing and Talking 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. A high number of our pupils in receipt of pupil premium have identified SEND needs and/or ACEs.
2	Significant disruption to early learning experiences for our current Key Stage Two pupils has widened gaps in Reading, Writing and Maths (especially Year 3 and 4)
3	Attendance and punctuality issues. Attendance data indicates that some of our disadvantaged children have lower attendance or more lateness
4	Social and emotional well-being needs to ensure a child is ready to learn. These have been heightened due to the cost-of-living crisis. Referrals for support have increased and more children are needing and accessing support.
5	The cost-of-living crisis has resulted in an increased number of families experiencing financial difficulties. Accessing good nutrition, school uniform, key resources and funding for school trips and wider curriculum activities continues to be a priority,

## 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 close the gap towards achieving national average standards and progress scores or better in KS2 Reading. KS2 reading outcomes in 24/25 show an improving trend for our disadvantaged children
Attainment and progress in Writing	To close the gap towards achieving national average standards and progress scores or better in KS2 Writing. KS2 writing outcomes in 24/25 show an improving trend for our disadvantaged children
Attainment and progress in Maths	To close the gap towards achieving national average standards and progress scores or better in KS2 Maths. KS2 Maths outcomes in 24/25 show an improving trend for our disadvantaged children
Phonics 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
Attendance Good attendance and well-being support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result	To ensure attendance of disadvantaged pupils is in line with our whole school target of 96.5% (24/25) Regular monitoring and swift intervention and support from our family support worker Good communication between school and home to identify and support barriers
Holistic and well-being support 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 £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving focus on raising attainment for PP children by	EEF (+4months) Teaching assistant interventions and small group tuition shows the above impact for low to moderate costs	1 and 2

improved monitoring and intervention work Maths lead and English lead half day every three weeks	Maths and English lead supporting these to be highly effective Maths and English leaders to support best practice and high-quality teaching and learning	
Teacher release time to support lesson study/ coaching	High quality teaching and learning – quality first teaching is key Mastery learning +5 months, Feedback +6 months,	1 and 2
Continued development and training for our validated phonics scheme to further support phonics teaching	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 High impact for very low cost based on evidence	1 and 2
Purchase of standardised diagnostic assessments	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	1 and 2
Purchase of new resources and further development of whole class reading/ comprehension and progression across Key Stage Two	EEF (+6 months) Reading comprehension strategies – very high impact for very low cost	1 and 2
ELSA supervision	ELSA supervision continues to support the high number of pupils in school who require additional emotional support.	4

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

Budgeted cost £26,240

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	1 and 2

	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	
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 and 2
Year 3 and 4 interventions – phonics/ reading and fluency/spelling and handwriting/ Maths pre/post teach input	EEF Teaching and Learning Toolkit evidence 1:1 tuition – high impact moderate cost +5 months Small group tuition – moderate impact low cost - +4 months Reading comprehension strategies – very high impact very low cost +5 months Phonics – high impact for very low cost +5 months Mastery learning – high impact for very low cost +5 months	1 and 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to support children with emotional and well-being needs	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. Behaviour interventions – moderate impact for low cost +4 months Parental engagement – moderate impact for very low cost +4 months	3 and 4
ELSA (Emotional Literacy Support Assistant) sessions	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-	3 and 4

To support children with emotional and well-being needs	management of emotions, rather than focussing directly on the academic or cognitive elements of learning.	
Embedding the use of 'zones of regulation' to support pupils with strategies to support their well-being	As above	
Subsidised clubs and trips/ Residential contributions  Uniform Milk Swimming Clubs	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.	5
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	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3

**Total budgeted cost: £56,240**

## 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 2023 to 2024 academic year.

Aim	Impact/outcome
Equal National average standards and progress scores in KS2 Reading by 23/24	23/24 2/5 children achieved EXS (both GDS standard) 1 child paper sent back for remark as 1 mark from EXS (overturned) 1 EHCP – did not access SAT
Achieve national average standards and progress scores in KS2 writing by 23/24	23/24 2/5 children expected standard+ 1 child GDS writing is a whole school target for this academic year
Achieve national average standards and progress scores in KS2 Maths by 23/24	23/24 4/5 children 80% expected standard +
To ensure all Y1 PP pupils achieve the expected standard in the Year 1 Phonics screening	2/3 achieved standard. (66%) 1 child on SEND register (national average PP 68%)  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% (23/24)	Attendance of PP pupils was 92.19%
Pupil Premium pupils are ready to learn and supported emotionally. Increased participation in enrichment activities	Pupil voice and feedback from Drawing and Talking and ELSA support show a positive impact on readiness to learn and access the classroom/ curriculum.



	13 children accessing extra-curricular activities at school that they requested.
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## 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
N/A	

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

