

T8Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Thornaby Church of England Primary
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elaine Hughes-Narborough Headteacher
Pupil premium lead	Jodie Wallace EY/KS1 Lead
Governor / Trustee lead	Jean Rigg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133827.50
Recovery premium funding allocation this academic year	£15080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£148907.50

Part A: Pupil premium strategy plan

Statement of intent

At Thornaby C of E we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, feel valued, make good progress and achieve high attainment on leaving our school. The focus and main purpose of our pupil premium strategy is to ensure that all pupils, irrespective of the challenges they may face socially, emotionally, or academically, are experiencing the best standard of universal provision through quality first teaching. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We understand that many of our pupils eligible for funding will need to make accelerated progress compared to the non-disadvantaged.

We aim to ensure our disadvantaged children make at least expected progress and attain across all subject areas by having access to all academic and cultural opportunities provided by our curriculum. Where we identify children who do not fall into the category of disadvantaged, but we know to have vulnerabilities that impinge on their access to the curriculum and school offer, we will aim to support their needs through PP funding. We aim to do this through: Quality First Teaching for all pupils. Continuing Professional Development (CPD) for our staff. Academic interventions which are carefully planned by teaching staff, to support eligible pupils as we close gaps in their learning; in particular through, small group and 1: 1 tuition. Catch-up/school-led tutoring allocated to support disadvantaged and children we deem to be vulnerable. Diagnostic assessments to clarify areas of need and prioritise individuals or groups of children. Social & emotional well-being support through pastoral support and counselling services. Enrichment activities such as: breakfast club, residential visits, after school clubs, counselling, mentoring, singing tuition.

Our pupil premium strategy is part of our wider education recovery following Covid and the detrimental impact this has had both on the academic and social development of our pupils. The use of targeted support through the National Tutoring Programme for pupils is in place to aid those disadvantaged pupils whose education has been worst affected.

Our strategy is flexible and responsive to the needs of our disadvantaged pupils. This will be altered and adapted over time as required. This may be due to the changing circumstances for individual children or groups. Diagnostic assessments will provide the detail of the specific areas to be targeted. The approaches we have adopted complement each other to help pupils excel, such as ensuring children are challenged at whatever academic level they are working at, providing quality targeted interventions as soon as a need is identified and ensuring all staff know that pupil premium outcomes are everyone's responsibility. As previously stated, quality first teaching is a key strategy for improving outcomes for eligible Pupil Premium children and this inevitably benefits non-eligible pupils too.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through school. This lack of vocabulary and knowledge of words impacts on their development and learning in all areas
2	Emotional issues – many children with attachment-disordered behaviour through emotional or anxiety issues which have magnified following extended periods of home learning
3	Lack of enrichment activities/opportunities to understand social etiquette during lockdown. This is particularly evident within EY who have not had the opportunity to be part of a low adult: pupil ratio.
4	Our internal data shows that a lack of home reading and phonic development as a result of home learning, has impacted on the early reading skills, including phonics and a love of reading of children across EY and KS1. This is further evident in the phonetic knowledge of pupils within Y3 who due to the pandemic did not receive the additional intervention required to plug the gaps and consolidate knowledge.
5	Observations across school and teacher feedback show many children have limited concentration for any sustained periods eg Y6 are unable to focus for the period required for SATs style testing. There is a need across all year groups to improve resilience. The ability to accept feedback to improve has been stunted due to remote learning. The ability to persevere with challenging tasks has also notably diminished.
6	Attendance data over the past 3 years indicates that attendance among disadvantaged pupils has fluctuated and been between 1 and 3% lower than non-disadvantaged.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

<p>Children to be more enthusiastic re reading at home</p> <p>Ensure consistency of delivery of phonics – evaluation of accredited schemes– quality CPD and implementation of the new SSP programme</p>	<p>Y1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standards</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%.
<p>Quality first teaching for all children together with focussed interventions leading to higher rates of progress for all pupils</p> <p>Pupils can talk about their learning</p>	<p>KS2 outcomes in 2024/25 show progress of disadvantaged pupils is equal to that of non-disadvantaged</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: £ 88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PIRA standardised diagnostic assessments Training for staff to ensure assessments are interpreted correctly and actions implemented	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Purchase of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (£10,000)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Participation in Mastering Number Project	Mastering number project reinforces our Mathematics Mastery curriculum Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1
Scrutinise data from Reading Plus to identify any areas of weakness and target groups with specific interventions eg Lexi	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
Improve quality of social and emotional learning	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Effective use of teaching assistants in focussed interventions to close the attainment gap of disadvantaged pupils	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 5

Engaging in National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impaired by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Additional teaching costs for tuition Interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic sessions targeted at disadvantaged pupils who require further phonics support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5 1

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

Budgeted cost: £ 35,000

PSA
Counselling
Pastoral Lead

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly singing with singing teacher and pianist.	Arts participation EEF (educationendowmentfoundation.org.uk) Children's self esteem and self belief is visibly raised through these sessions. Performing in front of their peers provides a supportive audience. This in turn provides motivation into other subjects. Learning songs by heart aids memory skills	2, 3
To work with families and provide bespoke support for parents and children via pastoral lead and PSA	For pupil premium pupils to attend school in line with non-disadvantaged using DfE's Improving School Attendance advice to clarify and develop a more comprehensive range of strategies for engagement	6
Pupils have a breadth of experiences that enable them to contextualise their learning. As a result of enrichment activities disadvantaged pupils' motivation and thus progress is at least in line with national & a proportion above	For pupil premium pupils to have visits and experiences at reduced cost	3
Disadvantaged pupils have access to quality revision materials/ guidance.	Pupils are provided with a quality revision guide that they can use independently to support their preparation for SATs	5
Whole staff training on Team Teach behaviour management and de-escalation techniques to develop a whole school approach to reduce any low level disruption Pastoral Lead to be trained as a Team Teach trainer	Consistency of expectations is key Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Full time Pastoral Lead employed to spend	There is extensive evidence associating childhood social and emotional skills	2, 3, 5

<p>specific time with PP children who require emotional support. Employment of counsellor to support pupils with more complex emotional needs</p>	<p>with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Internal data at the end of 2020-2021 showed significant gaps in writing progress and attainment which have been exacerbated due to the impact of remote learning. These gaps are being addressed through quality first teaching and interventions together with smaller class sizes. Emotional support and resilience work is also required due to children's decline in concentration levels.

The number of pupils eligible for pupil premium funding varies from year group to year group, as does the number of pupil premium children who are also SEND. All of which impact on the gaps identified.

<i>Year Group</i>	<i>Number of pupils</i>	<i>Number of Pupil Premium</i>	<i>Number of Pupil Premium and SEND</i>
<i>21-22</i>			
<i>Reception</i>	<i>36</i>	<i>8</i>	<i>2</i>
<i>Y1</i>	<i>46</i>	<i>17</i>	<i>1</i>
<i>Y2</i>	<i>41</i>	<i>21</i>	<i>5</i>
<i>Y3</i>	<i>50</i>	<i>14</i>	<i>2</i>
<i>Y4</i>	<i>44</i>	<i>23</i>	<i>5</i>
<i>Y5</i>	<i>58</i>	<i>22</i>	<i>8</i>
<i>Y6</i>	<i>61</i>	<i>21</i>	<i>13</i>

Writing

Using last year's internal tracking data and analysis the significant gaps between disadvantaged and non-disadvantaged within writing progress were in Y4 and Reception – currently Y5 and Y1. In ARE significant gaps were identified in Y6, Y5, and Reception – currently Y6 and Y1.

Although reading progress across school does not identify large gaps between the attainment of disadvantaged pupils and non-disadvantaged the gaps in ARE at Y5 and Y6 were significant. These children are currently in Y6. A range of strategies, including Reading Plus are being employed to narrow this gap.

Maths progress again does not identify large gap between advantaged and disadvantaged but the gaps in attainment particularly in Y5, Y6 and Reception are significant. These children are now in Y1 and Y6. Quality first teaching, tutoring, Mathematics mastery, Timestables Rock Stars are all being employed to reduce these gaps.

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
Timestables Rock stars	TTRockstars
Numberbots	TTRockstars
Mathematics Mastery	Arc
Reading Plus	Reading Solutions
Lexia	3P Learning
Stick and Split	Sunflower Learning

Further information (optional)

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