

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	318
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Elaine Hughes-Narborough Headteacher
Pupil premium lead	Elaine Hughes-Narborough
Governor / Trustee lead	Jean Rigg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on Oct 21 census - 114/336)	£157890
Recovery premium funding allocation this academic year (Based on - 124/336)	£17980
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	£175870

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	Our internal data shows that the quality of children's writing has been severely impacted by lockdown and home learning. Lack of engagement in this element of English was notable. The recovery of this subject to ARE continues to be an area of development due to the depth of gaps and the continued lack of writing stamina and concentration.
6	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.
7	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.
<p>Improved reading attainment among disadvantaged pupils.</p> <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>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>Y1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standards</p>
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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>	KS2 outcomes in 2024/25 show progress of disadvantaged pupils is equal to that of non-disadvantaged

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: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued 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
Implementation of Supersonic Phonic Friends – DFE validated systematic synthetic phonics programme – including training and purchase of resources to secure stronger phonics teaching for all pupils.	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
CPD for all teaching staff in Rosenshine's Principles to improve the amount of outstanding teaching	EEF High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 4, 5, 6
Scrutinise data from Reading Plus to identify any areas of weakness and target groups with specific interventions eg Lexia	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
Improve quality of social and emotional learning	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 6
Effective use of teaching assistants in focussed interventions to close the attainment gap of	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 5, 6

disadvantaged pupils		
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, 6

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

Budgeted cost: £ 30,000

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	6 1

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

Budgeted cost: £ 77,000

PSA
Counselling
Pastoral Lead
Singing teacher and pianist
Now Press Play
Subsidised visits

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	7
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 Purchase of Now Press Play to widen experiences within school	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	6
Whole staff training on Team Teach behaviour management and de-escalation techniques to develop a whole school approach to reduce any low level disruption	Consistency of expectations is key Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6

<p>Pastoral Lead to be recredited yearly as a Team Teach trainer</p> <p>Extra lunchtime supervisors to promote positive behaviour</p>		
<p>Full time Pastoral Lead employed to spend specific time with PP children who require emotional support.</p> <p>Employment of counsellor to support pupils with more complex emotional needs</p>	<p>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):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 6</p>

Total budgeted cost: £ 175000

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 2021 to 2022 academic year.

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>

SATs data at the end of 2021-2022 showed that even with significant intervention including tutoring there remains a significant gap between disadvantaged and non-disadvantaged pupils.

Writing

Using last year's internal tracking data and analysis the significant gaps between disadvantaged and non-disadvantaged within writing progress were in Y6 and Y1. In ARE significant gaps were identified in all year groups except Y3 and Y4. KS2 SATS show these significant gaps are evident in writing and SPAG attainment. 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.

Reading

Using internal data although reading ARE across school did not identify large gaps between the attainment of disadvantaged pupils and non-disadvantaged the gaps in ARE at Y1 and Y6 were significant. Progress for disadvantaged pupils with regards to reading also showed a marked difference. A range of strategies, including Reading Plus, Lexia, use of our reading volunteers, whole class reading at KS2 were employed to narrow this gap. This will need continued focus.

Maths

Internal Maths attainment data identified gaps particularly in Rec, Y1, Y5 and Y6. Quality first teaching, tutoring, Mathematics mastery, Timestables Rock Stars were employed to reduce these gaps. Maths tutoring within Y6 has been evidenced as to having a positive impact on outcomes. However, the use of pre and post teaching needs to be applied more consistently in order to close the progress gaps across school between advantaged and disadvantaged pupils. Other strategies such as streaming and reteaching Y2 concepts to a group of Y3 pupils will need to be in place in 22-23.

Comment [HNE1]:

Key Indicator	National	All Pupils	Disadvantaged	Non-Disadvantaged	SEN	Non-SEN
EY GLD	65%	71.1%	62.5%	73.3%	50%	72.2%
Y1 phonics	76%	74.5%	66.7%	79.3%	33.3%	80.5%
KS1 CRWM	53%	28.6%	21.1%	34.8%	0%	35.3%
KS1 Reading	67%	38.1%	36.8%	39.1%	0%	47.1%
KS1 Writing	58%	31%	21.1%	39.1%	0%	38.2%
KS1 Maths	68%	52.4%	47.4%	56.5%	0%	64.7%
KS2 CRWM	59%	49.2%	42.1%	52.4%	4.8%	72.5%
KS2 Reading	74%	70.5%	63.2%	73.8%	28.6%	92.5%
KS2 Writing	70%	65.6%	47.4%	73.8%	19%	90%

KS2 Maths	71%	67.2%	63.2%	69%	33.3%	85%
KS2 SPaG	72%	63.9%	36.8%	76.2%	23.8%	85%

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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