

Pupil premium strategy statement – Thornaby Church of England Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2025/2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Richard Chandler
Pupil premium lead	Richard Chandler
Governor / Trustee lead	Jean Rigg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,923.60
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190,923.60

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 well across all subject areas by having access to all academic and cultural opportunities provided by our curriculum. 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 intervention. 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 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 and 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. There are a significant number of disadvantaged pupils that have complex personal circumstances. These can become barriers that prevent learning and attendance at school
3	Lack of enrichment activities/opportunities. This is particularly evident within EY who have not had the opportunity to be part of a low adult: pupil ratio. Pupils understanding of the world beyond Thornaby is limited and pupils have limited wider opportunities to develop cultural capital.
4	Reading remains an area for development for our disadvantaged pupils. Too many disadvantaged pupils are unable to talk about their love of reading or the authors and books that they enjoy reading. Pupils where there is gaps in reading fluency/ phonic knowledge need

	further opportunities to read. Outcomes for disadvantaged pupils at the end of Key stage 2, in reading, indicates that there has been an improvement in pupils ability to read. This however varies throughout different cohorts.
5	Outcomes suggest that many pupils have gaps in their ability to write to the expected national standards. This is because many disadvantaged pupils have gaps in their ability to spell, write using fluent joined handwriting, use a range of ambitious vocabulary and apply appropriate grammatical structures to their writing. Pupils have poor writing stamina and concentration.
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. Children to be more enthusiastic re reading at home	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. In 2023/24 75% of disadvantaged pupils achieved the expected standard in reading. Y1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standards. In 2023/24 63% of disadvantaged Y1 pupils achieved the expected standard in Phonics.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. In 2023/24 57% of disadvantaged Y6 pupils achieved the expected standard in writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <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%.
Quality first teaching for all children together with focussed interventions leading to higher rates of progress for all pupils can talk about their learning	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: £ 52,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff in Teaching Walk Thrus Principles (Tom Sherrington) 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
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, 6
Continued purchase of Reading Plus as an intervention to support reading.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
Embedding the revised reading curriculum. This will include the use of reading VIPERs and purchasing of new reading books	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
Embedding the revised+ writing curriculum. This will include progression in writing, new spelling and handwriting	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	5
Improve quality of social and emotional learning	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic/ reading sessions targeted at disadvantaged pupils who	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	4

require further phonics support	more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional intervention sessions for disadvantaged pupils to close gaps in learning	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	4,5

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

PSA

Counselling

Pastoral Lead

Singing teacher and pianist

Now Press Play

Subsidised visits

Budgeted cost: £ 108,040

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	Consistency of expectations is key Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6

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

Total budgeted cost: £ £190,923

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Outcomes in 2023/24 for disadvantaged pupils</u>			
<u>Phonics</u>			
	Phonics		
Year 1	63%		
<u>Key Stage 1</u>			
Key Stage 1	Reading	Writing	Maths
Attainment Expected Standard			
Attainment Higher Standard			
<u>Key Stage 2</u>			
(24 pupils)	Reading	Writing	Maths
Progress Disadvantaged	NA	NA	NA
Attainment Expected Standard	75%	57%	67%
Attainment Higher Standard	17%	0%	4%
RWM Expected Standard	51%		
RWM Higher Standard	0%		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Timetable Rockstars	TTRockstars
Number bots	TTRockstars
Mathematics Mastery	Arc
Reading Plus	Reading Solutions
Lexia	3P Learning