

Pupil premium strategy statement 2021-2022

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	Thorn Grove Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 21
Date on which it will be reviewed	28 th July 2022
Statement authorised by	Headteacher S Denford
Pupil premium lead	Headteacher S Denford
Governor / Trustee lead	Clair Alcock

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (E6 £39,005, PLAC £4,690, LAC £6,900, EY £)	£50,595
Recovery premium funding allocation this financial year	£4,495
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	£55,090

Part A: Pupil premium strategy plan

Statement of intent

Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The Premium is provided in order to support these pupils in reaching their potential. Our school website has a full update on how the Pupil Premium funding is used at our school.

Provision

In order to meet the above requirements, the Governing Body at Thorn Grove Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, the Governing Body will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them. In making provision for socially disadvantaged pupils, the Governing Body recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governing Body also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governing Body also reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Reporting

It will be the responsibility of the Headteacher to produce an annual report for the Governing Body showing the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils. The Governing Body will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the school's published data.

Evaluation and impact

The evaluation of this policy is based on how quickly the school can 'narrow the attainment gap' between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.

Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills in English
2	A limited vocabulary
3	Lack of parental engagement
4	Attendance and punctuality issues
5	Low confidence and self-esteem

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
We have improved children's oral language and communication skills.	<ul style="list-style-type: none"> - Children are able to express themselves clearly and confidently.
Children are using a wide range of vocabulary appropriately.	<ul style="list-style-type: none"> - Children are using vocabulary appropriate to their age or above. - Vocabulary used makes sense in the context selected. - Vocabulary selected shows the children are attempting to be more adventurous.
Parents are becoming more involved in their child's education.	<ul style="list-style-type: none"> - Parents are supporting their children with their home learning activities where appropriate. - Children are handing in their homework on time or showing that they have spent time learning their times tables or completing their daily reading challenge. - Parents are attending appropriate workshops/educational events to support their child's education. - Parents are taking time to read and respond to school letters, if a response is required.
PP children are attending school more frequently and on time.	<ul style="list-style-type: none"> - Attendance figures for disadvantage children show an increase. - The number of children signing in late has reduced.
Children are demonstrating a new level of confidence by having a go and contributing to discussions.	<p>Disadvantage children are:</p> <ul style="list-style-type: none"> - Participating more in lessons. - Taking part in more extra-curricular activities. - Attending trips/residential.

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

Budgeted cost: £10,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on Greater Depth Writing in KS2. Delivered by Pie Corbett. £450	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	2
Individual CPD for staff on Talk 4 Writing £168	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	2
Whole school training on 'Including rich vocabulary through the primary curriculum.' Delivered by Chris Quigley. £600	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,5
Whole school training on teaching Phonics. This will allow for a whole school approach to teaching phonics. £20	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of additional four months' progress.	
Whole school training on providing effective feedback.	Feedback studies tend to show very high effects on learning of plus eight months or more.	
Appoint a TA for 5 mornings a week in Y4. £9,057	TA works with focussed groups in English and Maths to accelerate outcomes.	1,2,4,5

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

Budgeted cost: £ 42,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
The NELI Programme will be delivered in Reception. It is designed to improve listening, narrative and vocabulary skills.	The EEF reports that evidence suggests that Early Years interventions have a positive impact, delivering on average five additional months progress. Also, oral language interventions such as this	1,2,5

£0	help children to make five additional months progress over the course of a year.	
1:1 tutoring will be provided for targeted pupil's falling behind with their writing. £735	EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,5
Mastering Number Programme to be delivered in Reception, Year 1 & 2. £0	EEF: There are a number of meta-analyses which indicates that, on average, mastery learning approaches are effective, leading to an additional five months progress.	5
Training for TAs on Boost Reading and Inference for Reading. £465	EEF: On average reading comprehension approaches deliver an additional six months progress.	
Reading interventions such as FFTW3, Reading Recovery, Inference and Better Reading Programme will be delivered to those pupils in danger of falling behind with their reading. £39,947.50	EEF: On average reading comprehension approaches deliver an additional six months progress.	1,4,5
Daily catch up sessions in Maths/ English for all pupils.	It builds on the mastery approach which will enable children to secure basic skills. This is particularly important because of the negative impact of COVID 19.	
Small group tuition in maths by a teacher or teaching assistant.	EEF: Overall, evidence shows that small group tuition is effective. +4 months progress can be made.	1,2,5
25% of School led tutoring cost £1,147.50	EEF: On average reading comprehension approaches deliver an additional six months progress.	1,4,5

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support for children who need social, emotional, or behaviour support through 1:1 or small group interventions.	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	1,4,5

Purchase relevant resources to deliver the appropriate activities. £500		
Parent information sharing sessions/workshops in reading, writing and maths.	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	3
First day response provision - administration staff follow up quickly on absences Monitoring of attendance by Head Teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.	All disadvantaged pupils will meet national expectations for attendance/persistent absence. Learning is maximised and progress is increased, if attendance is in line with the desired level (97%)	4
Whole school training on Team Teach. To help de-escalate challenging situations. £400	Behaviour interventions seek to improve attainment by reducing challenging behaviour.	5
Pupils have a breadth of experiences that enable them to contextualize their learning. £1500	Enrichment opportunities support all children's learning in school. And no child should be disadvantaged at not being able to attend school trips, residential. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1,2,4,5
The curriculum is enhanced by the provision of after school clubs. £100	Being involved in sporting activities may increase attendance, motivation and self-belief.	1,2,5

Total budgeted cost: £ 55,090