

Pupil premium strategy statement 2022-2023

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 | Thorn Grove Primary |
| Number of pupils in school – Sept 2022 | 216 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 <ul style="list-style-type: none">To be reviewed after 1 year (New Headteacher) |
| Date this statement was published | March 2023 |
| Date on which it will be reviewed | 27 th July 2023 |
| Statement authorised by | Headteacher L Vose |
| Pupil premium lead | Headteacher L Vose |
| Governor / Trustee lead | Clair Alcock |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this financial year (E6 £44,320, PLAC £4,820, EY £1,695) | £50,835 |
| Recovery premium funding allocation this financial year | £4,930 |
| 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 | £55,765 |

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: £3,168

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Year 6 teacher to attend Greater Depth Writing from Dawn Roberts £100 | 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 via coaching from writing lead £1,140 cover | 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 |
| Whole school training on Speech and Language Development £200 £468 overtime | 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 |
| New EYFS Leader to attend training on teaching RWI Phonics. This will allow for a whole school consistent approach to teaching phonics. £320 £400 cover | 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. | 1,2,5 |
| New EYFS Lead and Nursery teacher to attend EYFS DEAL £270 cover | 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. | 1,2,4,5 |
| Whole school training on using DEAL strategies to support strong oracy and understanding of complex vocabulary | 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. | 1,2,4,5 |
| Headteacher and SENDCO to attend EEF Adaptive Teaching Training | 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. | 1,2,3,4,5. |
| Maths Lead to join the NCETM Journey to Mastery Training £270 cover | 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 |

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

Budgeted cost: £ 51,763

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| The Wellcom Programme will be delivered in Nursery and Reception. It is designed to improve listening, narrative and vocabulary skills. £6,021 | 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 help children to make five additional months progress over the course of a year. | 1,2,5 |
| RWI 1:1 tutoring will be provided for targeted pupil's falling behind with their reading. £16,052 | EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. | 1,2,5 |
| 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. £5,052 | EEF: On average reading comprehension approaches deliver an additional six months progress. | 1,4,5 |
| Maths Lead to deliver CPD to teaching assistants to support their understanding of a mastery approach and maths teaching tools such as bar modelling and tens frames. | 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. | 1,5 |
| Training for TAs on Benchmarking and miscue analysis to support development of reading £100 £351 overtime | EEF: On average reading comprehension approaches deliver an additional six months progress. | 1,2,5 |
| IDL purchased to support children with their mathematical understanding and identify gaps in learning. £499 | 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. | 1,4,5 |
| Daily pre and post teach sessions in Maths/ English for all pupils. £14,820 | 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. | 1,2,4,5 |

| | | |
|--|---|-----------|
| Speech Leap to target children with specific language and communication needs £5100 | 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 help children to make five additional months progress over the course of a year. | 1,2,3,5 |
| Two teachers to attend the ELKLAN training to gain a qualification in understanding and developing speech and language | 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 help children to make five additional months progress over the course of a year. | 1,2,5 |
| One member of staff to attend ELSA training to provide support from emotionally vulnerable children. £600 | 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. | 1,2,3,4,5 |

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

Budgeted cost: £ 4,201

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A Mental Health and Wellbeing Lead has been appointed and is attending the Senior Mental Health Lead training £1196 cover | 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. | 1,2,3,4,5 |
| Parent information sharing sessions/workshops in reading and phonics. £200 prep cover | 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 |
| EYFS to develop Stay and Play sessions to model practice for early talk, early reading, early play. £200 prep cover | 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. | 1,2,3,4,5 |
| Whole school training on Team Teach. To help de-escalate challenging situations. £300 course £1,080 overtime | Behaviour interventions seek to improve attainment by reducing challenging behaviour. | 1,2,3,4,5 |

| | | |
|---|---|---------|
| Robust attendance and lateness processes established, regular meetings with Education Welfare. | 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%) | 3,4,5 |
| Medical clinics delivered by the school nurse to be established | 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%) | 3,4,5 |
| Pupils have a breadth of experiences that enable them to contextualize their learning. £1025 | 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. £200 | Being involved in sporting activities may increase attendance, motivation and self-belief. | 1,2,5 |

Total budgeted cost: £ 59,132