

Pupil premium strategy statement 2023-2024

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 2023	212
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	27 th July 2024
Statement authorised by	Headteacher <i>L Vose</i>
Pupil premium lead	Headteacher <i>L Vose</i>
Governor / Trustee lead	Tim Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (E6 £49,470, PLAC £5,060)	£54,530
Recovery premium funding allocation this financial year	£3,915
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	£58,445

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	Poor basic skills in reading , maths and writing
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. - Parents are able to support children at home with talk friendly approaches and environments - Parents are using our Wellcom lending library to support their children at home
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 know how to improve spoken language and understanding of key vocabulary taught at school
Children are making excellent progress in writing	<ul style="list-style-type: none"> - Children are able to hold their pencil/pen correctly and have appropriate posture when writing - Children write in a fluent and legible style - Children use their phonic knowledge to self phonetically plausible words - Children have a set of strategies to enable them to be confident spellers - Children are motivated to write with purposeful contexts - Children are given timely and accurate feedback to enable them to make immediate progress.
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. - Families are being supported to remove barriers to attendance

Children are making excellent progress with reading.	<ul style="list-style-type: none"> - Younger children know their sounds and can blend and segment independently. - Older children read with fluency and are able to comprehend a wide variety of texts. - Children have strategies to decode unfamiliar words. - Parents know how to read with their child at home and have appropriate resources in which to do this.
Children are making excellent progress with mathematics.	<ul style="list-style-type: none"> - Children are fluent and efficient mathematicians - Fundamental basic skills are known and rehearsed by children daily - Children can apply known facts to different areas of maths with success.

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: **£11,190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrative Immersion training package for whole EYFS team delivered by consultant Rebecca Bell £3,370 Overtime: £230	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 and 5
Balance bike training to improve physical development ELG	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.	3,4 and 5
Read Write Inc whole school training so all staff know the fundamentals of early teaching £4,760	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
Two visits from RWI consultant to improve teacher practice and pupil outcomes	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
Regular coaching and training sessions for RWI led by our Reading Leader. £1,500	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 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.	1,2,3,4,5.
Writing CPD from consultant Dawn Roberts regarding the writing process and scaffolding smaller and more regular writing opportunities £1,060	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
Two English leads to attend reading training with Local Authority Advisor	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
Maths Lead to continue working with 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
Teaching assistant to attend Maths Mastery 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.	1,2,5

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

Budgeted cost: **£46,391**

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. £6,145	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. £8,778	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 Fresh Start and Inference programme will be delivered to those pupils in danger of falling behind with their reading. £2,926	EEF: On average reading comprehension approaches deliver an additional six months progress.	1,4,5

IDL purchased to support children with their mathematical understanding and identify gaps in learning. £499 subscription £2926	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. £1,463	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 £3,618	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 ELSA training to gain a qualification in understanding and emotional literacy support £1,160	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, 4 and 5
Additional support staff to support disadvantaged pupils at the risk of exclusion £18,876	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2,3, 4 and 5

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

Budgeted cost: **£ 2,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Mental Health and Wellbeing Lead has been appointed and is attending Adrian Bethune Wellbeing in the Primary Classroom sessions. £200 management time	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 Emotional Coaching. To help de-escalate challenging situations. £250 overtime	Behaviour interventions seek to improve attainment by reducing challenging behaviour.	1,2,3,4,5
Robust attendance and lates 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 (96%)	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. £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. £200	Being involved in sporting activities may increase attendance, motivation and self-belief.	1,2,5

Total budgeted cost: £ 60,131