



Pupil premium strategy statement

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 | Thorp Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 49 (24%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2023 |
| Date this statement was published | 1 September 2021 |
| Date on which it will be reviewed | 20 July 2022 |
| Statement authorised by | Emma Dunn |
| Pupil premium lead | Emma Dunn |
| Governor / Trustee lead | Dr Paul Nutter |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £64,215 |
| Recovery premium funding allocation this academic year | £6,815 |
| 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 | £71,030 |



Part A: Pupil premium strategy plan

Statement of intent

At Thorp Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Thorp, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum by;

- *Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.*
- *Promote personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are of exceptional quality.*
- *Further enhance pupil leadership, through our Character Education curriculum, so that pupils make a highly positive, tangible contribution to the life of the school and / or the wider community.*
- *Further increase the rates of progress, where there is a low prior attainment and gaps in learning due to school closure during the pandemic.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <i>Lower prior attainment (gap between peers is evident)</i> |
| 2 | Lower attendance rates compared to non-PP children |
| 3 | Low self – esteem/ self-confidence/ resilience |
| 4 | Limited enrichment opportunities |



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 |
|---|---|
| <i>To close the gap between disadvantaged pupils and other pupils across school</i> | <ul style="list-style-type: none"> Accelerated progress of disadvantage pupils Gap between peers are closed across the school Attainment of age-related expectations |
| To enhance children's resilience, independence and self-esteem | <ul style="list-style-type: none"> Improved self – confidence, leading to accelerated progress and gap between peers narrowed/ closed |
| To develop a love of reading for all children, including those most disadvantaged | <ul style="list-style-type: none"> Progress is evident and consistently strong |
| To enhance equality of opportunity for all pupils | <ul style="list-style-type: none"> All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge |

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: £44,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |



| | | |
|---|---|------------|
| <p>Little Wandle Letters and Sounds Training</p> <ul style="list-style-type: none"> • Training for 4 teachers and 5 Teaching assistants • Tailored intervention strategies • Assessment support • Purchase Little Wandle resources including books | <p>EEF identifies good evidence for improving teaching quality through CPD</p> <p>EEF indicated moderate impact for phonics teaching (+4 months)</p> | <p>1,3</p> |
| <p><i>Reading support for Teachers, parents and pupils</i></p> <ul style="list-style-type: none"> • <i>Parent workshops for reading from Nursery – Year 6</i> • <i>Produce information leaflets for Early Reading</i> • <i>Teaching Assistant training in Rapid Read</i> | <p>EEF identifies good evidence for improving teaching quality through CPD</p> <p>EEF indicates high impact for Reading comprehension strategies (+6months)</p> | <p>1,3</p> |
| <ul style="list-style-type: none"> • <i>Development of library books – increased challenge and variety</i> • <i>Purchase of new books for children to borrow</i> • <i>Online subscription to Active Learn/ Bug Club</i> | | |



| | | |
|---|--|------------|
| <p>Ensure all staff are trained in foundation subjects to increase subject knowledge and quality of delivery, including supporting subject leaders <i>Writing CPD</i></p> <ul style="list-style-type: none"> • <i>Math's CPD</i> • <i>Foundation subjects CPD</i> • <i>Use of INSET days</i> | <p>EEF identifies good evidence for improving teaching quality through CPD</p> | <p>1,3</p> |
|---|--|------------|

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

Budgeted cost: £ 18,814

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>In class TA2 support (5xhalf days focus on PPG children weekly)</p> | <p>EEF indicates moderate impact for Teaching Assistant interventions (+4month)</p> | <p>1,3</p> |
| <p><i>Out of class TA3 intervention and resources</i></p> <ul style="list-style-type: none"> • <i>Phonics small group Reception – Year 2</i> | <p>Interventions follows format similar to school teaching. EEF indicate high impact.</p> <p>EEF indicate moderate impact for phonics teaching (+4months) and high impact for Reading comprehension strategies (+6 months)</p> | <p>1,3</p> |
| <ul style="list-style-type: none"> • <i>Reading interventions Ks2</i> • <i>Maths basic skills (small group) Year 1- Year 6</i> | | |



| | | |
|---|---|------------|
| <p><i>Year 6 Teacher intervention</i></p> <ul style="list-style-type: none"> • <i>Small group intervention with targeted pupils after school</i> • <i>Groups based on ongoing assessments throughout the year</i> | <p>EEF indicates moderate impact for small group tuition (+4months)</p> | <p>1,3</p> |
|---|---|------------|

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

Budgeted cost: £ 9,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <p><i>Health and Well-being Training, support and resources</i></p> <ul style="list-style-type: none"> • RSE training • RSE resources • Life Ed Bus • EHMW Lead Training – Mental Health First Aid for children | <p>EEF indicates moderate impact for social and emotional interventions (+4month)</p> | <p>3</p> |
| <p><i>Residential and other educational visits and financial support</i></p> | <p>EEF indicates moderate impact for social and emotional interventions (+4month) Inclusion in whole class/ school events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place – an inclusive curriculum.</p> | <p>1,2,3,4</p> |



| | | |
|--|---|-----|
| <i>Afterschool paid clubs</i> | EEF indicates moderate impact for social and emotional interventions (+4months) Inclusion in extra-curricular events promotes a love of learning and ensures a lack of funding does not result in disadvantaged pupils not taking part – an inclusive curriculum | 3 |
| <i>Music Provision</i> | EEF indicates moderate impact for small group tuition (+4 months) | 3,4 |
| <i>Topic Launch Days</i> • <i>Experience days</i> | Improving attendance and readiness to learn for the most disadvantaged pupils Inclusion in extra-curricular events promotes a love of learning and ensures a lack of funding does not result in disadvantaged pupils not taking part – an inclusive curriculum | 2,4 |
| <i>Monitoring of persistent absence</i> <ul style="list-style-type: none"> • <i>Regular and rigorous monitoring</i> • <i>Liaising with attendance services</i> • <i>Collecting and dropping off children</i> • <i>Regular check in conversations with parents</i> | EEF indicate a moderate impact for parental involvement (+4month) | 2 |

Total budgeted cost: £44,000 + £18,814+£9200 = £72,014

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 2020 to 2021 academic year.

| Aim | Outcome |
|-----|---------|
|-----|---------|



| | |
|---|--|
| <p>Strong social and emotional support is provided to remove barriers to learning caused by difficulty to self-regulate emotions through any Covid-19 isolating.</p> | <p>The EHMW lead has supported teachers, pupils and families to support pupils, which will include a range of 1:1, small group and whole class support. This is because of their effective triage system and identification of the provision map through close work with teachers, pupils, and parents. Parents have built stronger links with the school and wider community as a result of the ongoing pastoral support during the unprecedented time of the pandemic. Children are now expressing a positive mindset to their learning.</p> |
| <p>Increased attendance rates of PP children</p> | <p>The pandemic has affected attendance rates generally. However, these are being addressed with the attendance lead rigorously monitoring and supporting families and will continue in 2021-2022.</p> |
| <p>Improved attainment for PP children in reading, writing and maths.</p> <p>Remote learning provides access to an effective curriculum during any school or 'bubble' closures.</p> <p>Any gaps identified between PP and nonPP due to Covid-19 school closures will be closed.</p> | <p>The Recovery Curriculum has enabled the school to provide additional work with Pupil Premium pupils to bridge gaps in their learning due to the time missed during remote learning. Whilst Pupil Premium pupils were prioritised for devices, door stop teaching and additional welfare calls, the engagement of this vulnerable group meant that there were gaps upon the return to school, particularly in writing. As we now transition to the full curriculum offer in</p> |
| | <p>September 2021, the progress and attainment of all pupil premium pupils will need to be closely monitored.</p> |



| | |
|---|---|
| <p>Pupil Premium children’s language and experiential vocabulary will be developed and enhanced in line with their peers.</p> | <p>The early identification of pupils in the nursery and reception setting has proved essential in accessing the correct support for pupils.</p> <p>Staff have worked collaboratively with external local authority advisors to gain knowledge of any early identification of need for EYFS pupils. This early identification has been beneficial of quickly accessing the bespoke support needed for individual pupils and whole class.</p> <p>The teaching and acquisition of explicit vocabulary is planned within the curriculum so that the teaching and learning of vocabulary is explicit. Vocabulary rich environments has contributed to the development of language and children use to apply vocabulary.</p> <p>Story time has proven highly effective in developing listening and attention skills and this will continue to be timetabled for 2021/2022.</p> |
|---|---|

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | |



| | |
|--|--|
| What was the impact of that spending on service pupil premium eligible pupils? | |
|--|--|

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

