



Pupil premium strategy statement

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	Thorp Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	50 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£66,480
Recovery premium funding allocation this academic year	£6960
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	£73,440
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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 intention is that children, regardless of their circumstances and backgrounds, make good progress and achieve the best grades that they can across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged children, including the progress of those Pupil Premium children who are already high attainers. We will also have an acute focus on those children who are identified as vulnerable (such as those who have a social worker or whose families have accessed EHA) or who are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is integral to our approach. It is at the heart of everything we do to support the needs of all learners, not just those who are identified as disadvantaged. Implicit in the intended outcomes detailed in our plan, is the intention that non-disadvantaged children attainment will be sustained and improved alongside progress for their disadvantaged children. This will ensure that all children will achieve their personal best. Our strategy will be fundamental to the success of our wider school plans for supporting children's educational recovery for all children whose education has been disrupted and worst affected by the ongoing Covid-19 pandemic. This includes non-disadvantaged children as all children, irrespective of home background or circumstance, were, and are, affected by the pandemic. The interventions in place will be based on careful examination of children's level data and will focus on those children that have the greatest need. We will monitor the overall progress each half term, however, we will intervene rapidly where need is identified by teachers.



Challenges

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

Challenge number	Detail of challenge
1	Assessments show that, at the end of Key Stage 1 and Key Stage 2, disadvantage children do not perform as well as their peers in maths and reading.
2	Assessments show that children's stamina for writing and spellings in Key Stage 1 is behind where they should be, both of which inhibits the children's ability to write for pleasure.
3	Improve the attendance of Pupil Premium children ensuring they are in line when compared to non-Pupil Premium children.
4	Provide enrichment opportunities to enhance the learning experiences for Pupil Premium and non- Pupil Premium children.

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
The attainment of Pupil Premium children will match non- Pupil Premium across all year groups in maths and reading.	Key Stage 1 & 2 outcomes show that the attainment of Pupil Premium pupils at expected level and greater depth is in line with non – Pupil Premium children and above national average.
Improved writing attainment among disadvantaged children.	Key Stage 1 outcomes show that the attainment of Pupil Premium pupils at expected level and greater depth is in line with non – Pupil Premium children and above national average.
The attendance of Pupil Premium children will match non-Pupil Premium.	The attendance of the Pupil Premium students will be similar to the attendance of non- Pupil Premium students and the attendance of all pupils will improve to at least 97%.
The well-being for all pupils, including those who are disadvantaged, engagement in lessons and school life will	There will be no significant difference between engagement of Pupil Premium students and non – Pupil Premium students This will be evidenced through



<p>be good and children will be confident learners.</p>	<p>qualitative data from pupil voice, teacher surveys, teacher observations and parent surveys.</p> <p>An increase in participation in enrichment activities.</p>
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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: £14,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing training and CPD through The National College to ensure children receive quality first teaching.</p>	<p>Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</p> <p>EEF-Guide-to-the-Pupil-Premium Autumn-2021.pdf</p>	<p>1,2</p>
<p>Enhancement of our Maths and English curriculum planning in line with the EEF guidance. We will fund professional development and for each teachers subject area.</p>	<p>Planning effectively for Literacy and Maths across Ks1 and 2 is key for children’s attainment.</p> <p>Guidance will be taken from:</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>



<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Purchase of high quality resources to support with teaching (Little Wandle, Bug Club, Times tables Rockstars and Spelling Shed Shed)</p> <p>Purchase individual accounts for children to enable them to access resources further at home.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Purchase of standardised diagnostic assessments: NTS and GL Assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents</p> <p>Financial support for enrichment activities to include educational visits and music lessons</p>	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>



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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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 more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Teaching Assistants will be used to support all children in class with identified gaps. This will allow all children to remain in class and access quality first teaching but with support. A proportion of our Pupil Premium funding is spent on teaching assistants to support in class teaching and a full time teaching assistant in EYFS to support not only academics but social and emotional and speech and language, vocab support. All teaching assistants will have phonics training and time to train and improve phonics group interventions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF Small groups work has proven to support children in class: Small group tuition Toolkit Strand Education Endowment Foundation EEF Keeping children in class is proven to support addressing educational disadvantage and is supported by Marc Rowland and the National College (course linked below) https://www.google.co.uk/books/edition/Addressing Educational Disadvantage in S/ZC97zqEACAAJ?hl=en https://thenationalcollege.co.uk/hub/view/webinar/maximising-your-pupil-premium-andunderstanding-your-ofsted-accountability</p>	<p>1,2</p>



<p>To provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1-4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residentials, clubs, uniforms etc.</p>	<p>The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning. Life skills and enrichment EEF Toolkit</p>	<p>4</p>
<p>To ensure attendance for children in receipt of Pupil Premium to be in line with non-Pupil Premium.</p> <p>To provide release time for the attendance lead to meet with local authority to support families.</p>	<p>The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance</p>	<p>3</p>

Total budgeted cost: £ 73,440



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.

Our external assessments during 2021-2022 showed that, in Key Stage 1, disadvantage children achieved broadly in line with non-disadvantage. In Key Stage 1 attainment for all children was lower than expected in writing as the pandemic has had wider impact. In Key Stage 1, disadvantage children did not perform in line with non-disadvantage in maths and reading. In Key Stage 2, disadvantage children performed in line with non-disadvantaged children in writing, however, writing for all children was lower than expected. In Key Stage 2, disadvantage children did not perform in line with non-disadvantage in maths and reading. As a result, maths and English will form part of our SDP priorities for 2022-23. Attendance for disadvantaged children has improved, however, there remains a significant percentage of persistent absences among disadvantage children compared to non-disadvantaged.

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



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.