

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	Thurgoland CE Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	9.3% (19/204)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22.09.2021
Date on which it will be reviewed	September 2022 September 2023 September 2024.
Statement authorised by	Dale Jordan (Headteacher)
Pupil premium lead	Dale Jordan
Governor / Trustee lead	Sarah Wareing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£2,755
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	£29,070

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have taken a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice and approaches to address the barriers that many of our pupils face. These include:

- Attendance and punctuality
- Social and economic factors, including readiness to learn
- Poor emotional and social skills on entry to school
- Poor language and communication skills of pupil
- Safeguarding and emotional barriers to learning
- Gaps in skills and knowledge, including those due to the impact of COVID-19
- SEND (including SEMH) or other learning difficulties

By committing to a longer-term plan, we are ensuring that our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) are effectively implemented, sustained and embedded in our provision. Our tiered approach targets spending across 3 keys areas:

1. Teaching
2. Academic Support
3. Wider Approaches

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All staff fully understand the concept of the teacher and TA working as a 'teaching team' so that they have a wider impact on more pupils within lessons.
- The impact of teaching is maximised by using quality and effective of strategies to support learning, especially for lower ability pupils and those with additional needs.
- To allocate a 'Catch Up' Enhanced Teachers to each specific year groups - providing small group work focussed on overcoming gaps in learning
- 1-1 and small group interventions
- Additional learning support through interactive software –Nessy, Dynamo maths, Spelling Shed and TT Rockstars.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, health and well-being support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science including at a greater depth level Multiplication Tables Check.
2	Poor parental engagement in reading.
3	Attendance and Punctuality issues.
4	Raising the aspiration of disadvantaged students so that they access aspirational destinations and achieve highly in studies beyond their time at Thurgoland CE Primary School.
5	Offering students individualised guidance and support where there are emotional, social or behavioural issues resulting in difficulty in accessing the curriculum fully.

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
Raise the overall attainment of disadvantaged students	<p>Achieve at least national average progress and attainment scores in KS2 Reading, Writing, Maths (including Y4 MTC) and Science.</p> <p>Narrow the in school 2021/22 gap between disadvantaged students and non-disadvantaged students.</p> <p>Narrow the attainment gap in children achieving greater depth particularly in writing</p>
Improved parental attitudes and skills to support reading at home	<p>Parental knowledge is improved as is the quality of the home environment to promote a love of reading, which, in turn, is will be associated with an improvement in children's outcomes at attitudes to reading.</p>

Improve the attendance of disadvantaged students	Disadvantaged student attendance to reach and sustain 96% from the academic year 2021/22.
Improve the careers provision to ensure that disadvantaged students' access sustained and individualised careers provision throughout their time at Thurgoland CE School.	Individualised careers advice and guidance to be offered to ensure that all students, particularly disadvantaged, can access high quality advice.
All children to access the curriculum fully.	<p>Feedback from pupils. Pupils accessing lessons as well as access to support / intervention.</p> <p>Pastoral team monitor and review individuals and liaise with class teachers.</p> <p>Reduced behaviour incidents.</p> <p>Rates of progress in core subjects.</p>

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: £9,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher appointed to work within Year 5 and Year 6 cohort to allow classes to be taught in smaller sizes for core subjects. £7,800	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5/6 cohort and have identified that 2 smaller groups for literacy and numeracy under 20 children would allow teachers to increase the amount of attention each child will receive.	1
Embed, monitor, and develop a shared approach to teaching and learning across the school through ongoing CPD, intensive support in place for all staff.	The EEF state that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. All staff are supported to keep improving and this is the priority for Pupil Premium spending.	1
Continued purchase of a DfE validated Systematic Synthetic Phonics online support portal to embed and enrich stronger phonics teaching for all pupils. £1,500	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:	1
Enhancement of our Multiplication Facts teaching and curriculum planning in line with DfE and EEF guidance. Use structured interventions to provide additional support	EEF recommendations for Improving Mathematics include: Ensure that pupils develop fluent recall of facts	1,2

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

Budgeted cost: £14,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme – WRM £1,500</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1</p>
<p>Reading, Writing (including English for EAL pupils) and Maths (including multiplication facts) interventions;</p> <ul style="list-style-type: none"> • Pre/post teach • Same day <p>Specific skill-based intervention.</p> <p>Same day interventions in literacy and numeracy lessons offered to small groups, focussing on disadvantaged students where support is required for them to fully access the curriculum.</p> <p>£13,270</p>	<p>Evidence shows that ‘small group tuition is effective and, as a rule of thumb, the smaller the group the better’ (EEF).</p> <p>Guided Reading is specifically identified as being effectively taught through small groups.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>SENDCo to support the implementation of interventions, train staff and support groups of children.</p>	<p>1</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family champion appointed to work with vulnerable families and improve parental engagement (community events, family learning projects etc.</p> <p>Family champion to analyse attendance and contact low attenders. Family champion to complete First Day Call and support families to raise attendance / punctuality.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>1, 2, 3</p>
<p>WRAP project worker to support children who are having difficulty accessing learning through behavioural issues, developing resilience so that they can thrive.</p> <p><i>Engage with Compass Be to improve MHWB of the whole school community.</i></p> <p><i>Purchase resources to support teachers in delivering the emotional and mental health programme</i></p> <p>£2,500</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1, 5</p>
<p>Funding for enrichment activities, including sports clubs, music tuition and funding of trips and educational visits.</p> <p>£500</p>	<p>‘Adventure Learning’ such as sports and Arts Participation is said to have a positive impact on disadvantaged pupils.</p>	<p>1, 4</p>

<p>Increased awareness of accountability amongst all staff to increase the life experiences of our disadvantaged children.</p> <p>Children who are vulnerable will be discussed regularly and a programme or targeted interventions will be reviewed.</p>	<p>A safe, supportive and secure learning environment is developed through the school's behaviour policy.</p> <p>Vulnerable pupils are targeted with a package of support alongside QFT.</p> <p>Interventions to support EHWB to be reviewed – Flower 125, Forest School, Lego Therapy, Six Bricks (pre Lego therapy), SCI packages)</p> <p>Music teaching – First quality music teaching by Barnsley Music Services provides expert tuition.</p>	<p>1, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Contingency fund for acute issues e.g. supporting Ukrainian refugees £2,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £29,070

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 2021 / 22 academic year:

- Internal and external assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum.
- 66% (2/3) of PP children passed Y1 phonics screening.
- In the MTC the groups who performed least well were SEND and disadvantaged pupils. This will be addressed in the academic year 2022/23 with additional spend on staff CPD and targeted intervention.
- KS2 Reading – 50% (3/6) achieved ARE
- KS2 Writing - 50% (3/6) achieved ARE
- KS2 Maths - 50% (3/6) achieved ARE
- Parent support sessions were run and well attended. Use of SEESAW to capture non-attendees. Our observations suggest that engagement in home reading has improved.
- Attendance of PP children in the academic Year 2021/22 was 94.1%
- The Parent Champion Role is already having a positive impact on attendance and behaviour of our most vulnerable pupils.