

**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	Thornhill Primary School
Number of pupils in school	67 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Wendy Figes
Pupil premium lead	Claire Murray
Governor / Trustee lead	Fiona L'Estrange

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36315
Recovery premium funding allocation this academic year	£ 5040 (Covid – 19 Catch up_ £4695 WELL funding
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,050

# Part A: Pupil premium strategy plan

## Statement of intent

We focus on the whole child and aim to ensure our disadvantaged pupils leave primary school physically, socially, emotionally and academically ready to succeed at Secondary school. From an academic perspective we aim to ensure our disadvantage pupils perform as well as our non disadvantage pupils in statutory testing throughout their Primary school years.

We aim to ensure our disadvantaged pupils have also been exposed to a language-rich environment and a variety of experiences that increases their knowledge of the world and their aspirations. We aim to teach ensuring children will “know more and remember more” in terms of the complexity and critical and pivotal knowledge they need for success. We strive to equip them with skills (including metacognitive ones) and knowledge that will ensure they are resilient, independent learners who can overcome challenges, solve problems and have a thirst for learning.

## Challenges

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

Challenge number	Detail of challenge
1	Parental support in terms of: Understanding the importance of high attendance Having high aspirations for their children Supporting the completion of homework and reading at home Broadening horizons of their children
2	An inconsistent approach to metacognition, self-regulated learning, low stakes testing and the importance of consistency, structure and order in terms of teaching and learning. Lack of funding to allow teachers time to address these issues and undertake CPD is required
3	Lack of classroom resources to support a concrete, pictorial and abstract approach to numeracy teaching
4	Lack of classroom resources to support vocabulary development which is a huge barrier to learning for PP pupils
5	Lack of training in phonics/reading
6	Lack of funding to allow 1:1 and/or small group support work to take place on a weekly basis

7	Lack of funding to access speech and language training (The Nuffield Early Language Intervention and ELKLAN speech and language training)
8	Funding to have emotional literacy support on a regular basis
9	Lack of funding to keep class sizes below 30 and ensure TA support for maths and English lessons
10	Lack of funding to allow disadvantage lead time out of class to mentor, monitor and implement strategy effectively and complete relevant CPD

## 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
To improve the progress of disadvantaged pupils by the end of Key Stage Two so that percentages of pupils achieving the Expected grade is at national averages or better.	<p><u>Progress in Reading</u></p> <p>Achieve national average progress scores in KS2 Reading (at 0 or above )</p> <p><u>Progress in Writing</u></p> <p>Achieve national average progress scores in KS2 Writing (at 0 or above)</p> <p><u>Progress in Mathematics</u></p> <p>Achieve average KS2 Mathematics progress score (at 0 or above)</p>
To improve the progress of disadvantaged pupils by the end of year 1 when they complete their phonics test so that percentages of pupils achieving the Expected grade is at national averages or better	<p><u>Phonics</u></p> <p>Achieve national average expected standard in PSC</p>
<p>To improve attendance and engagement of PP pupils and develop parental engagement across school</p> <p>To communicate with parents the importance of: being school-ready every day, punctuality and attendance, self-regulation and independence, a positive mindset, homework and experiences which broaden horizons</p>	<ul style="list-style-type: none"> <li>• Attendance improved on last year figures for PP pupils (96% or above)</li> <li>• Parental surveys show parents views are positive</li> <li>• To monitor attendance of PP children at breakfast and after school clubs</li> <li>• Children and families have high expectations of themselves and know the importance of school</li> </ul>
<p>To ensure pupils remember more powerful knowledge and develop metacognition and self-regulation techniques to help them throughout their education.</p> <p>1. Re-visit foundation subjects to ensure: coverage of essential elements,</p>	<p>Changes to our curriculum are unlikely to have a revolutionary impact on pupil outcomes in statutory testing. Nor will it necessarily be obvious initially in qualitative data captures. However, this project, will over time, have an impact on learners in countless</p>

<p>progression of key knowledge and skills, key learning themes, focus questions and language specific vocabulary</p> <ol style="list-style-type: none"> <li>2. Ensure curriculum is adventurous and empowering, allowing for students to develop their knowledge and language as a firm foundation for the future.</li> <li>3. Ensure teaching enables children to, 'know more and remember more' in terms of the complexity and critical and pivotal knowledge they need for success</li> <li>4. To ensure consistency of expectation in terms of lesson content which will impact on progress and attainment.</li> </ol>	<p>ways, some of which will be evidenced from the start:</p> <ul style="list-style-type: none"> <li>• All Pupils will have had experiences they wouldn't previously have had. They will be able to speak about these positively and the impact these have had on learning</li> <li>• All Pupils will be able to demonstrate a wider vocabulary</li> <li>• All pupils will have been exposed to book genres they have not had access to previously</li> <li>• All pupils will have the chance to regularly revisit learning and recall key knowledge and apply it in different contexts</li> <li>• All pupils will be able to speak about their learning, in all subjects, in terms of the progress they have made</li> <li>• Outcomes in statutory testing will improve for all learners but particularly vulnerable learners</li> <li>• Parents and the wider community will be able to talk about the school curriculum with increased confidence</li> </ul> <p>Progress is good across all year groups and in-line with primaries across the MAT as measured in NFER tests.</p>
<p>To ensure all PP pupils have an individual IEP with a wellbeing target as well as academic and/or social and emotional targets</p>	<p>IEP's monitored regularly and individual targets are relevant to the individual child</p>
<p>To ensure timetabling of TA's is effective and 1:1 and/or small group interventions run regularly and are of a high standard</p>	<p>Timetabling is monitored to ensure staff are used effectively. 1:1's and/or small group interventions run regularly and can be evidenced in child's 1:1 book and elsewhere.</p> <p>Case studies created showing the impact of 1:1's</p>
<p>To ensure a variety of evidence-based interventions including the Nuffield Early Language Intervention and One billion maths programme are implemented regularly with targeted children and an improvement in performance is captured</p>	<p>Performance criteria captured before and after interventions in order to see what progress has been made and if the programme is having a positive impact on pupils' learning</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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to promote Quality First Teaching, metacognition and self-regulation</i>	EEF – metacognition and self-regulation Marc Rowland Book - Addressing Educational Disadvantage the Essex way	2
<i>CPD for individual teachers/support staff to address individual needs</i>	Daniel Sobel Book - Narrowing the attainment gap Marc Rowland Book - Addressing Educational Disadvantage the Essex way	2
<i>Release time for PP lead to monitor and oversee PP strategy</i>	EEF Toolkit - mentoring	10
<i>Speech and language training for staff (The Nuffield Early Language Intervention and ELKLAN speech and language training)</i>	EEF Toolkit – Oral language interventions	7
<i>Read write ink training for staff in KS1 and Reciprocal Reading training in KS2</i>	EEF Toolkit – Oral language interventions EEF Toolkit – Reading comprehension strategies Marc Rowland Book - Addressing Educational Disadvantage the Essex way	5
<i>Staff to keep class sizes throughout all key stages below 30</i>	Daniel Sobel Book - Narrowing the attainment gap Marc Rowland Book - Addressing Educational Disadvantage the Essex way	9
<i>Variety of books to promote focus in ADP on vocabulary -rich environment</i>	EEF Toolkit – Oral language interventions	4
<i>Variety of hands on resources to promote concrete, pictorial,</i>	Marc Rowland Book - Addressing Educational Disadvantage the Essex way	3

<i>visual approach to teaching numeracy</i>	White Rose maths approach to numeracy	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support interventions</i>	EEF Toolkit – Aspiration interventions Marc Rowland Book - Addressing Educational Disadvantage the Essex way ELSA founder - Sheila Burton, Educational Psychologist. EEF Toolkit – Social and emotional learning	8
<i>Nurture groups support</i>	EEF Toolkit – Oral language interventions	8
<i>TA in class support throughout school</i>	EEF Toolkit – small group tuition	9
<i>TA support for structured 1:1 interventions</i>	EEF Toolkit – One to one tuition	9

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school termly trips</i>	EEF Toolkit – Outdoor adventure learning EEF Toolkit - Physical activity	1
<i>SMART behaviour resources and rewards</i>	Paul Dix Book – When the adults change everything changes	1
<i>2 free afterschool clubs for PP pupils (one must be physical)</i>	EEF Toolkit – extending school time EEF Toolkit – Physical activity	1

**Total budgeted cost: £ 46,000**

## 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.

Although year 6 children sat the 2019 SATs tests in the Summer of 2021 none of these pupils were disadvantaged. Other year groups sat NFER tests 3 times in the 2020-21 academic year and disadvantage children's results were collated, analysed and compared to those who were not disadvantaged. Reports were created and presented to governors at regular intervals throughout the year. Case studies of disadvantaged and non-disadvantaged children were also created and again presented to governors at regular intervals throughout the year. Scores from half-termly Accelerated Reader star readers were collated, analysed and compared to those who were not disadvantaged and again presented to governors.

### Externally provided programmes

Programme	Provider
Termly reading, maths and SPaG tests undertaken throughout school	NFER
Half termly star reader tests undertaken to show reading age and NRSS (Normed Reference Standardised Score)	Accelerated Reader

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

