

## 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	Thurton CE Primary
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	12% (National 21.6%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 2021-22 2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J Barber
Pupil premium lead	J Barber
Governor / Trustee lead	L Swiffen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,170
Recovery premium funding allocation this academic year	£0
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	£14,170

# Part A: Pupil premium strategy plan

## Statement of intent

To use assessment effectively to gauge the performance of our disadvantaged pupils (including comparing to national benchmarks) and implement appropriate strategies to support their progress and need.

Our current strategy prioritises improving literacy and numeracy skills, including focussing on early phonics and communication in reception to prepare children for Key Stage One and then on to Key Stage 2.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills (phonics, speech and language, spelling, handwriting, vocabulary) and wider reading (particularly at home) are lower for some learners eligible for PP when compared to other learners.
2	Number fluency and application in numeracy are lower for some learners eligible for PP when compared to other learners.
3	Potential social and emotional barriers to learning for children. Evidence has supported the positive association between personal well-being and students' internal learning engagement.
4	Some learners eligible for PP are not able to access, due to financial limiting factors, enrichment opportunities that are provided for other children inside and outside school hours.

## 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
By the end of Reception, the majority of children can use their knowledge of phonics to read accurately and with increasing speed and fluency. By the end of Year 6, all children <b>achieve well</b> in reading, particularly the most disadvantaged, those with SEND and those with lower starting points.	<ul style="list-style-type: none"><li>• Age appropriate assessment raw scores improve over time or pupil's reports show an increase in key performance indicators being met over time.</li><li>• The average progress gap between pupil premium pupils compared to non-pupil premium pupils from similar starting points continues to close.</li></ul>

<p>To <b>promote</b> a love of reading so all children read widely and often, with fluency and comprehension appropriate to their age.</p>	<ul style="list-style-type: none"> <li>• Reading Journals show an increase in sessions read at home and a range of age-appropriate texts.</li> </ul>
<p>Improved confidence in number fluency and application when working independently By the end of Year 6, the most disadvantaged children, including those with SEND, achieve the best possible outcomes in mathematics.</p>	<ul style="list-style-type: none"> <li>• Age appropriate assessment raw scores improve over time or pupil's reports show an increase in key performance indicators being met over time.</li> <li>• The average progress gap between pupil premium pupils compared to non-pupil premium pupils from similar starting points continues to close.</li> </ul>
<p>Promote resilience and wellbeing in children who have been affected by mental health issues</p>	<ul style="list-style-type: none"> <li>• Webpage with resources and advice on school website</li> <li>• Children are provided with regular feedback and regular contact with their class teacher</li> <li>• Children have access to a Wellbeing Coach for support when required</li> <li>• Children may attend school for support when required</li> <li>• A high proportion of children are presenting well in school due to the support put in place. This will be evidenced on the school reports.</li> <li>• Attendance above 96%</li> </ul>
<p>Almost all Pupil Premium children participating in enrichment activities provided for other children e.g. residential visits or music tuition.</p>	<ul style="list-style-type: none"> <li>• At least 80% of Pupil Premium pupils participate in school residential visits during the summer term.</li> <li>• 100% of Pupil Premium pupils participate in school enrichment activities.</li> </ul>

## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff receive training in delivering the maths mastery Maths No Problem programme</i>	<p>Mastery Learning</p> <p>Progress: +5 months</p> <p>Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.</p>	2
<i>School Leaders VNET Assessment Project</i>	<p>Progress: +8 months</p> <p>Feedback is information given to the pupil or teacher about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.</p>	1 and 2

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specifically target children to develop reading skills (fluency or comprehension) through additional 1-1 or small group regular reading sessions</i>	<p>Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>Progress: +5 months</p> <p>These strategies aim to improve reading by focusing on the understanding of text and</p>	1

	<p>may involve a number of techniques. These include inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; using questioning strategies; and learners monitoring their own comprehension and identifying difficulties themselves. Research has found it is particularly effective with children aged 8+ who are lagging behind with their reading</p>	
<p><i>Specifically target children to develop decoding/blending skills through additional 1-1 or small group regular phonic sessions</i></p>	<p>Education Endowment Foundation: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Progress: +4 months Phonics is an approach to the teaching of reading which develops learners' phonemic awareness. It aims to teach learners the relationship between sounds and the spelling patterns (or graphemes) which represent them and to sound them out by combining or blending. It is particularly beneficial to 4-7-year-olds and requires highly qualified teachers. Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling.</p>	1
<p><i>Specifically target children to develop number fluency skills through small group sessions using the Maths No Problem programme and materials</i></p>	<p>Progress: +5 months Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.</p> <p>Progress: +4 months Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	2
<p><i>Specifically target children to have access to quality interactive online</i></p>	<p>Progress: +4 months This is the use of computer and technology-assisted strategies to support learning. Some of this is aimed at pupils, for instance applications for problem solving, while some</p>	1

<i>maths using Education City materials</i>	is for teachers, including interactive whiteboards. Evidence is mixed for its effectiveness, but these approaches are most beneficial for writing and maths practice and with young learners. What is important is the teaching and learning goals rather than a specific technology and teachers need support and time to learn to use it.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Specifically target children to have access to a Wellbeing Coach for support when required</i>	<p>Progress: +4 months Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal wellbeing programmes in the classroom, specialised programmes targeted at particular students or school-level approaches. They have been found to be effective across all stages, although not all interventions are equally good at raising attainment.</p> <p>Progress: +3 months These seek to improve outcomes by reducing challenging behaviour, from low-level interruption right through to aggression, violence and general anti-social activities. They can be a whole-school ethos, programmes that seek to improve behaviour in the classroom or specialised programmes for individual pupils with specific behavioural issues.</p>	3
<i>Offer parents access to a Parent Coach or other resources for support when required</i>	<p>Progress: +3 months Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis. Although parental engagement is associated with pupil success, evidence on methods of encouraging it is inconclusive although studies suggest that it is often easier with parents of very young children.</p>	3
<i>Provide children in reception with opportunities which promote speaking and listening at home using Boromi Resources</i>	<p>Progress: +5 months Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches</p>	1

	include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.	
<i>Provide children with opportunities which promote a love of reading using a range of resources such as M&amp;M productions</i>	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.	1
<i>Provide financial support to enable Pupil Premium children to participate in outdoor enrichment activities provided for other children e.g. residential visits</i>	Progress: +4 months Adventure learning typically involves outdoor experiences such as climbing and assault courses, or outdoor sports such as sailing and canoeing. They usually do not include a formal academic element although studies show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such a week. They can have positive impacts on self-confidence, self-efficacy and motivation.	4
<i>Provide financial support to enable Pupil Premium children to participate in music enrichment activities accessed by other children e.g. peripatetic lessons</i>	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness.	4

**Total budgeted cost: £ 14,000**

## 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 2021 to 2022 academic year.

Please note that we have small numbers of pupils eligible for Pupil Premium funding compared to other schools nationally. This can have a disproportionate impact on percentages for each cohort so we group the children together for comparison purposes and so it is not possible to identify individual children.

2022 (Teacher Assessments)

	Percentage of E6 FSM pupils achieving the expected standard: school teacher assessment data			National (2022)
	Mid-Year	Year's End	Difference	
Reading	40%	53%	+ 13%	64%
Writing	50%	67%	+ 17%	47%
Maths	60%	50%	- 10%	56%
<b>Combined</b> (Reading/Writing & Maths)	40%	38%	+/- 2%	41%

Average progress point score at the end of the Summer Term 2022: Pupil Asset school data (expected 100)			
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	Difference
Reading	101.9	101.3	+0.6
Writing	101.9	100.9	+1.0
Maths	101.6	100.7	+0.9



Our school teacher assessment data shows that pupils eligible for Pupil Premium have, on average, made strong progress (above the school expected measure) over the year across all subjects and, when compared to those who are not eligible. The proportion of children achieving the expected standard in reading, writing and maths combined was in line with national averages.

End of school data for reception children showed 93% of children were secure in knowing at least 80% of sounds taught. (13% increase from mid-year)

All children were able to participate in enrichment activities, including residentials. 33% of children engaged successfully with our Well-being Coach. 33% of children engaged with our peripatetic music teachers and had lessons in drumming, guitar and keyboards. Parent feedback was very positive regarding the Boromi resources and the productions the children were able to watch.

## 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)**

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