



Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium 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	Thorpe CofE Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	15% (33 chn – Autumn 2023) National average 25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Helen Southgate
Pupil premium lead	Laura White
Governor / Trustee lead	Linda Gillham

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£58, 025
Recovery premium funding allocation this financial year	£4785 (Paid in 4 instalments) Sept, Dec, April, June
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,810



Part A: Pupil premium strategy plan

Statement of intent

The objectives for our Pupil Premium strategy are to fulfil our vision:

‘Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence.*

This academic year we will support our disadvantaged children to ensure all:

- Make good academic progress
- Are happy and safe at our school and attend school regularly
- Are provided with opportunities to experience a broad and balanced curriculum
- Families within the school community are supported through social, emotional or financial circumstances affecting families.

This will be achieved through excellent partnerships with parents, careful analysis of assessment data and effective deployment of pupil premium and catch up funding.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap for disadvantaged children and their peers.
2	Social and Emotional needs/Adverse Childhood Experiences impact on our disadvantaged pupils.
3	Attendance for disadvantaged pupils is low.
4	Disadvantaged pupil with SEND require direct work to ensure they reach their potential.



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
Good progress for all children. Readiness to learn for all children.	All children will make good progress from their starting points. (As measured by end of previous year's data GLD in Reception, Phonics Screening in Year 1, KS2 SATS)
All children will be supported with their social and emotional needs. Additional provision for ELSA, social skills, circle time, nurture groups and PSHE scheme. Additional Teaching Assistant time to support with social and emotional needs in a specific year group.	Reports from parents, children and staff will demonstrate effective use of Early Help Assessments, ELSA sessions and SEND provision. Behaviour plans and ABC charts for individual children will show a decrease in the % of incidents after intervention. Attendance for children experiencing social and emotional needs will be above 90%.
Attendance for all children will be above 90%	Persistent absence for disadvantaged pupils (Previously 37%).
All disadvantaged pupils with SEND will make good progress.	Effective SEND targets implemented with plan, do, review cycle and monitored using the provision map. Progress will be good from starting points for all children. Parents report good level of communication about their children's needs.



Activity in this academic year September 2023 - August 2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INSET CPD for Staff</p> <ul style="list-style-type: none"> ✓ Ambition for All (Surrey Alliance for Excellence CPD - Underserved children, Times tables, Writing CPD) ✓ Curriculum development to create teaching and learning that is highly engaging and motivational for disadvantaged pupils. Highlighting and celebrating a range of life stories. ✓ Mastering Numbers (EYFS and KS1) Maths Hub Teacher CPD – Refining Mastery Group Number Sense Times Tables Programme (KS2) 	<p>Quality First Teaching provides the most effective support for disadvantaged pupils (EEF)</p> <p>Providing excellent CPD supports teachers to deliver effective teaching sequences to support all learners. Focus on GRT and EAL children.</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:</p>	<p>1, 2, 3 and 4</p>
<ul style="list-style-type: none"> ✓ English Hub support <ul style="list-style-type: none"> - Year 1 phonics score at or above national - Reading Lead to deliver coaching sessions - High quality interventions for spotlight children. ✓ Embed Synthetic phonics scheme (Rocket Phonics) into KS2 with a focus on closing the gap for DP children. 		<p>1 and 4</p>
<p>Recruitment of experienced staff</p>	<p>Use of experienced staff will ensure a high level of expertise and quality first teaching.</p>	<p>1 and 4</p>



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily intervention for Spotlight Phonics	EEF recommends 1:1 or small group teaching as a key component of a Pupil Premium Strategy. 1:1 or small group teaching allows personalised targets to be focussed on and learning progressed.	1 and 4
Target DP children for 1:1 intervention with class teacher or teaching assistant.		1
Booster groups for Year 6 children		1, 2 and 4
KS2 Phonics Programme (4 x 45min sessions a week)		1 and 4

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

Budgeted cost: £14,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Assessments led by Headteacher	Targeted support for families to help remove barriers to learning. Attendance, housing, financial support and support of children's learning are all areas impacted by Early Help Assessments and ongoing support.	1, 2, 3, 4
Attendance Lead	Ensuring all children attend school so they can access their learning.	3
ELSA (5 afternoons)	Developing strong attachments, promoting self-esteem, confidence and emotional awareness and regulation supports children to access their learning effectively.	1, 2, 3, 4
Targeted financial support with residential trips, educational visits and clubs where possible	Academic support and social and emotional wellbeing will be prioritised as the main use of funding. Ambition for all children to have access to an enriched curriculum will support their wellbeing.	1, 2, 3, 4

Total budgeted cost: £62,810



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 2022 to 2023 academic year. Total expenditure: £66,484.86

Intended outcome	Success criteria	Impact
<p>Good progress for all children.</p> <p>Readiness to learn for all children.</p>	<p>All children will make good progress from their starting points. (As measured by end of previous year's data GLD in Reception, Phonics Screening in Year 1, KS2 SATS)</p>	<p>0% DP reception children achieved GLD</p> <p>66% DP Year 1 children achieved Phonics Screening</p> <p>29% DP children achieved KS1 SATs</p> <p><u>Year 6 SATS</u></p> <p>Reading – 50%</p> <p>Writing - 14%</p> <p>Maths - 0%</p>
<p>All children will be supported with their social and emotional needs.</p> <p>Additional provision for ELSA, social skills, circle time, nurture groups and PSHE SOW.</p> <p>Additional Teaching Assistant time to support with social and emotional needs in a specific year group.</p>	<p>Reports from parents, children and staff will demonstrate effective use of Early Help Assessments, ELSA sessions and SEND provision.</p> <p>Behaviour plans for individual children will show a decrease in the % of incidents after intervention. Attendance for children experiencing social and emotional needs will be above 90%.</p>	<p>Children are well supported by ELSA, our Primary Mental Health Worker and additional interventions in school.</p> <p>A parent commented that 'Early Help had significantly supported their mental health'</p> <p>Another parent said 'Early help, has supported them to put the child first with their attendance'</p> <p>Elsa - 'Given my child more confidence'</p> <p>This is continuing, with support from additional EHCP provision and has had a positive impact of behaviour and wellbeing.</p> <p>Attendance remains a key issue for the school to address for all children.</p>
<p>Attendance for all children will be above 90%</p>	<p>Persistent absence for disadvantaged pupils will be reduced from the current figure of 37%.</p>	<p>Persistence attendance 35% of DP children are persistently absent.</p> <p>School are working closely with IO to implement strategies to raise attendance.</p> <p>Ambition for All (Safe Attendance CPD November 2023)</p>
<p>All disadvantaged pupils with SEND will make good progress.</p>	<p>Effective SEND targets implemented with plan, do, review cycle and monitored using the provision map.</p> <p>Progress will be good from starting points for all children.</p> <p>Parents report good level of communication about their children's needs.</p>	<p><u>DP and EHCP combined</u></p> <p>All children making expected progress from starting points.</p> <p><u>Children DP and SEN support</u></p> <p>50% making expected progress. SALT intervention and EHCP request for assessment in place to support other 50%</p>



Thorpe Church of England Primary School

Faith, Love and Excellence