

Pupil premium strategy statement 2021-2022

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	218 (with nursery) 194 (without nursery)
Proportion (%) of pupil premium eligible pupils	25% (48/194)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Mrs Sofeena Consar
Governor / Trustee lead	Tom Winchester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64470
Recovery premium funding allocation this academic year	£6670
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	£71140

Part A: Pupil premium strategy plan

Statement of intent

School Aims:

We aim to ensure that every child leaves Thornhill Primary school excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for integrity and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

Key priorities:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address any inequalities in opportunity for pupils from low-income families and provide a wide range of experience for these pupils. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Our current pupil premium strategy plan includes:

- A tiered approach. Ensuring quality first teaching by providing CPD opportunities and ensuring there is support for early career teachers. Each teacher to receive regular updates on current pupil premium priorities within our school. Teaching and learning to be evidence informed.
- Targeted academic support. Structured one-to-one, small group interventions and whole class support are provided by employed pupil premium teacher and graduate tutor. All staff are aware of pupil premium children in class. Support is provided for all PP children, including our more able children.
- Wider strategies. We recognise that many of our PP children also fall into the SEND category, particularly SEMH. We currently are involved with the MHST team who we meet regularly with and refer children to this service. We also provide a range of trips to raise aspirations and increase cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Limited life and cultural experiences, Our observations and discussions with pupils show a lack of enrichment opportunities, especially during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The school deprivation indicator is at 0.32 percentile, this shows that the vast majority of our families fall into 10-20% most deprived category.
2	Our attendance data over the last year indicates that attendance among disadvantaged pupils is in line with their peers. Attendance for all was 96.4%. 13% of Persistent absentees (below 90%) were disadvantaged. 15% of Persistent absentees were peers. This is due to the attendance officer monitoring and working with families who were previously persistent absences.
3	Emotional Well-Being Post Covid. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Our proportion of disadvantaged pupils is at 25% which is higher than the national average.
4	Attainment for all PP children- closing the gap. Assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS2. Assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS1.
5	Assessments in phonics suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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 achieve and sustain improved cultural life experiences, particularly our disadvantaged pupils.	-A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Raised aspirations. -Identify trips, visitors, curriculum days to support the curriculum.

	-Through pupil voice and parental questionnaires to identify and provide new cultural life experiences.
To achieve and sustain improved attendance for all pupils.	-Look and monitor attendance data. -Whole school attendance to be above 97%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: -qualitative data from pupil voice, student and parent surveys and teacher observations
Improved progress in Reading, Writing and Maths made towards closing the gap, by year group, for our FSM and Ever 6 children.	KS2 Reading, Writing, Maths outcomes show that more than 60% of disadvantaged pupils met the expected standard. KS1 Maths outcomes show that more than 60% of disadvantaged pupils met the expected standard.
Improved progress in Phonics.	KS1 phonics outcomes show that more than 80% of disadvantaged pupils met the expected standard

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: £ 32,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Profession Development for Early career teachers Instructional Coaching Lesson study Teacher learning communities	According to the EEF evidence review, professional development has, on average, a positive effect on pupil attainment.	1,3,4,5,
Enhancement of our maths, reading and writing teaching and curriculum. Instructional Coaching	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us	4

<p>Lesson study Teacher learning communities</p>	<p>that high quality teaching can narrow the disadvantage gap</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routines and be supported by training of staff.</p> <ul style="list-style-type: none"> - Early Identification of children who need SEMH support. - Referral to relevant outside agencies. - Interventions to be provided that relate to children’s individual SEMH needs (provided by staff as well as outside agencies). - Membership to the PSHE Association. Survey to be reviewed and areas identified. - PSHE lead to ensure we have a varied post covid curriculum. 	<p>Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months’ progress.</p> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>3</p>

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

Budgeted cost: £ 10,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the Redbourne Graduate Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils with disadvantaged backgrounds, including those who are high attainers.</p>	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4</p>

<p>Pupil Premium Teacher to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. Tutoring is used to fill gaps and delivered hand in hand with schools current curriculum. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average,</p> <p>Quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Tuition is more likely to make an impact if it is additional to the explicitly linked with normal lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4, 5</p>
<p>Additional phonics sessions targeted at nursery aged children so that they are equipped with the skills ready for reception.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5</p>
<p>Teaching assistant's provide in class support and intervention support for all pupils including disadvantaged pupil, who are have SEND (special educational needs and disability).</p>	<p>TAs often providing the key means by which inclusion is facilitated.</p> <p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>4,5</p>

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

Budgeted cost: £ 30,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Rich meaningful experiences conducive to improved engagement and attainment.</p> <p>Development of cultural capital.</p>	<p>Structured sequence of enrichment opportunities</p> <p>Access to online and concrete resources</p> <p>Access to transport via minibus rental In class support</p> <p>Off-site trips, visitors</p> <p>Enriched learning opportunities</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education.</p> <p>https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie</p>	<p>1</p>
<p>All pupils eligible for PPG to have attendance of 97%.</p>	<p>Support provided for the families of pupils with poor attendance and punctuality. Appropriate action from the Attendance Office and EWO.</p>	<p>2</p>

Total budgeted cost: £ 72,978

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 teacher assessment during 2020/21 suggest that attainment for disadvantaged pupils was lower than their peers in KS2 Reading, writing and Maths. This data was also impacted by Covid-19, which disrupted learning and we saw a larger proportion of disadvantaged pupils had lower engagement to online learning than their peers.

As evidence suggested schools were negatively impacted across the county due to school closures, therefore disadvantaged pupils were unable to benefit from pupil premium funding to the degree we intended. Through our observations it is clear that mental wellbeing of all pupils has been significantly impacted, due to Covid-19-related issues.

We are building on the tired approach Teaching, Targeted academic support and wider approaches. We are using pupil premium funding to provide wellbeing support for all pupils, provide tutoring and other activities detailed within this plan.

Disadvantaged Pupils Phonics score for January 2021

Year 2 Phonics (all)	Year 2 Non FSM	Year 2 PP Children
23/29 79%	16/21 76%	5/8 62.5 %

Disadvantaged Pupils Reading, Writing and Maths teacher assessed scores for July 2021 (Key stage 1) 7 Pupil Premium 1 SEND

Key stage 1	All	Non FSM	PP children
Maths	12/29 ARE (41%)	10/21 48%	2/8 25%
	3/29 GD (10%)	3/21 14%	0%
	14/29 WTS/BLW (48%)	8/21 38%	6/8 75%
Reading	ARE 34%	36%	28%
	GD 14%	14%	14%
	WTS/BLW 53%	50%	58%
Writing	ARE 24%	27%	29%
	GD 14%	9%	0%
	WTS/BLW 62%	64%	71%

Disadvantaged Pupils Reading, Writing and Maths teacher assessed scores for July 2021 (Key stage 2) 11 Pupil Premium and 4 SEND

Key stage 2	All	Non FSM	PP children
Maths	ARE 50%	60%	45%
	GD 4%	67%	0%
	WTS/BLW 46%	33%	55%
Reading	ARE 50%	53%	36%
	GD 12%	20%	0%
	WTS/BLW 38%	27%	64%
Writing	ARE 46%	60%	27%
	GD 0%	0%	0%
	WTS/BLW 54%	40%	73%

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

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>