

# Thurleigh Pupil Premium Strategy Statement 2024-25

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	70 (+17 nursery children on roll)
Proportion (%) of pupil premium eligible pupils	27% (+ 2 nursery children entitled to EYPP)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathy Augustine
Pupil premium lead	Kathy Augustine
Governor / Trustee lead	Phil Wayles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640 + £2530 = £29,170
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,170

# Part A: Pupil premium strategy plan

## Statement of intent

We work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

With this Federation vision in mind, our aim is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We believe that with the correct support and nurture, all pupils can achieve their full potential, as long as the provision meets their needs.

Our intention is to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and those pupils who are not disadvantaged.
- Develop independence at all phases of primary school so that children are confident, motivated and resilient.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access all aspects of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience. Put in place the building blocks for positive and safe relationships - including family, friends and online.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide a whole school ethos that gives opportunities for developing independence and a pathway for lifelong learning.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding of wider activities that support well-being and cultural capital, such as educational visits, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including topic related 'wow' days and a wide variety of non-curricular clubs.
- Provide weekly Forest School lessons to encourage excellence outside of the traditional learning context.
- Provide appropriate nurture support for pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	Oracy skills are underdeveloped in many children compared to their non-disadvantaged peers.
2	Gaps in attainment of reading, writing, Maths & combined between disadvantaged and non-disadvantaged pupils.
3	Pupils' vocabulary is limited due to a lack of exposure to the wider world/life experiences, this in turn impacts on their ability to comprehend and affects their literacy skills.
4	Pupils' opportunities for wider life experiences are less than their non-disadvantaged peers.
5	Typically higher levels of social, emotional, and mental health problems. Pupils unable to self-regulate and manage emotions in an age appropriate way.
6	Levels of parental engagement are typically lower than non-disadvantaged parents.

## 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
Oracy skills improve.	<ul style="list-style-type: none"> <li>Children can speak clearly and confidently in a range of contexts.</li> <li>Children use vocabulary that is related to what is being taught. E.g. in line with the current topic.</li> <li>Oracy has the same status as reading and writing.</li> </ul>
A clear focus on closing gaps in attainment of reading, writing, maths & combined between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>Achieve outcomes in-line with or above national averages at Key Stage Two.</li> <li>Pupil Progress and data system monitored by one member of staff to ensure consistency/parity, where identified children are targeted with appropriate intervention.</li> <li>Elastik is used as a tool to identify gaps.</li> </ul>

Children have a wider range of vocabulary and understanding across the curriculum for all age ranges from EYFS –Y6	<ul style="list-style-type: none"> <li>• Language groups/intervention in place where needed.</li> <li>• High expectations and aspirations for all, monitored through half termly Pupil Progress meetings.</li> <li>• Equal opportunities for all learning e.g. quality texts in lessons.</li> </ul>
Improve pupils' opportunities for wider life experiences which improves confidence and engagement.	<ul style="list-style-type: none"> <li>• Opportunities available for wider/extra-curricular activities. E.g. clubs, visitors, visits.</li> <li>• Evidenced through our personal development offer.</li> </ul>
All children are emotionally aware and have strategies for enjoying good mental health.	<ul style="list-style-type: none"> <li>• Positive attitudes towards learning displayed by pupils.</li> <li>• Children who understand how to engage in healthy relationships with peers and adults.</li> <li>• Access to Well-being &amp; Mental Health Specialist</li> </ul>
Improved levels of positive parental engagement.	<ul style="list-style-type: none"> <li>• Practical strategies and support available to parents to support with learning. E.g. parent workshops.</li> <li>• Parents actively involved in their child's learning.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,760.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talking Time	EEF Oracy Project for nursery aged children. Two members of early years will be trained and run the project for this academic year.	1,2,3

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talking-time-2023-24-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talking-time-2023-24-trial</a>	
Voice 21	Bedford Borough is running this partnership with the charity 'Voice 21' to promote oracy, with the aim of improving learning and life chances amongst all children, but particularly the disadvantaged.  <a href="https://voice21.org/our-mission/">https://voice21.org/our-mission/</a>	1,2,3
Winning at Writing	The project is in conjunction with Bedford Borough as a Local authority priority.  <a href="https://www.hfleducation.org/school-improvement/primary/english/winning-at-writing-ks2">https://www.hfleducation.org/school-improvement/primary/english/winning-at-writing-ks2</a>	1,2,3
Reading Fluency & Reading Comprehension strategies BBC	The project is in conjunction with HfL and Bedford Borough as a Local authority priority.  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	1,2,3
NPQH & UCL	Assistant Head is undertaking NPQH and is part of Bedford Borough's joint training with UCL. Cover is in place to support his professional development, allowing release time.	
Metacognition & self-regulation (Independent learning)	Evidence to support:  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</a>	2,3,4,5
Ed Psych targeted CPD for all staff	Bedford Borough buy back delivers INSET training for all classroom based staff.	1,2,3,4,5
Staff training by SENCO (qualified in maximising support staff for pupil attainment)	Teaching assistants are involved in planning interventions that are specifically targeted to the needs of all groups of learners. As per the EEF recommendations, small group interventions are based on pre-teaching and overlearning of the content covered in whole class lessons.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1,2,3,4,5

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

Budgeted cost: £ 4,946.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency  Reading Comprehension strategies BBC	Evidence to support reading comprehension strategies: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a>	1,2,3
Language/vocabulary groups for all ages	Evidence to support oral language interventions: <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	1,2,3,4,5
Mastery learning linked to Metacognition & self-regulation training (Independent learning)	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)  Evidence to support mastery: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a>	1,2,3,4,5
Y1-Y6 small group and 1:1 support from additional adult	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1,2,3,4,5

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

Budgeted cost: £6,463.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being sessions for identified children from Well-Being Ambassador	<p>There has been much emphasis on the importance of mental health and well-being.</p> <p><a href="https://mentallyhealthyschools.org.uk/gettingstarted/pri mary/">https://mentallyhealthyschools.org.uk/gettingstarted/pri mary/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p>	4,5
Robotics workshop - Coding & STEM	Broadens experience that may not otherwise happen. Provides opportunity to build, programme (code) and control robots with a professional run workshop. Children building on prior knowledge.	4,5
Musical instrument Tuition	Broadens experience that may not otherwise happen. Gives a sense of pride when performing to peers.	2,4,5
Art Therapy	Broaden experiences and supports mental health and well-being.	2,4,5
Lego Therapy	Member of staff trained to deliver Lego Therapy to support mental health and well-being.	4,5
Educational visits and visitors	<p>Identified Pupils have limited opportunities outside school. Pupils gain confidence and life experiences that they otherwise would not have.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states 'Evidence indicates that attending extracurricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'</p>	1,2,3,4,5
Access to sports and enrichment clubs	Sutton Trust - Education Endowment Foundation (EEF) research states 'Evidence indicates that attending extracurricular activities has a positive impact on attendance at school, behaviour and relationships with peers.' Staff run multiple free clubs for all pupils.	2,4,5
Parent/carer forum	Governor/parent group to support with parental engagement and relationships.	6

**Total budgeted cost: £ £29,170**

Part B: Review of the previous academic year

## **Outcomes for disadvantaged pupils**

**Early reading is impeded (EYFS & KS1) due to pupils beginning their education, with language and listening skills below their developmental age and stage.**

EYFS Lead has implemented Greg Bottrill 'Drawing Club' in EYFS unit – this approach immerses the child into the world of story. KS1 has been a part of the Helicopter Stories. Both approaches have supported the development of early reading and writing. There has continued to be an emphasis on the use of high quality texts and tasks within the unit are linked to the weekly texts. Early Years Lead has worked closely with his team to ensure all are continually focused on tiered vocabulary within the unit. Weekly meetings held to discuss identified children needing additional support and strategies to be used have impacted outcomes with all PP children achieving GLD.

**Phonics in EYFS/KS1 is poor compared to peers.**

Bug Club has continued to be used to improve the teaching of phonics. Early Reading Lead has supported KS1 class teacher and monitored the KS1 staff's delivery of phonics and administering of the phonic screener. Children with additional needs have received wider support and 1:1/small group intervention which has positively impacted on outcomes.

**Gaps in attainment of reading, writing, maths & combined between disadvantaged and non-disadvantaged pupils**

All Pupil Progress meetings have been carried out by the Assistant Head with all class teachers to ensure continuity, regarding the discussions taking place and gap analysis of assessments, for all children. Clear focus on necessary interventions and SENDCo advice sort where appropriate. All children have made good progress from their starting points.

Use of Elastik for assessing Maths has started and has had an impact on fine tuning interventions needed for individuals.



**Pupils' vocabulary is limited due to a lack of exposure to the wider world/life experiences, this in turn impacts on their ability to comprehend and affects their literacy skills.**

Early Years Lead has worked closely with his team to ensure all are continually focused on tiered vocabulary within the unit. Weekly meetings held to discuss identified children needing additional support and strategies to be used have impacted outcomes with all PP children achieving GLD.

Personal Development offer from the school and creative curriculum has exposed all children to a range of opportunities to develop life experiences.

Use of high quality texts, daily readers/class reader has increased exposure to vocabulary.

Winning for writing has been introduced by the Assistant Head of Kymbrook. All teachers have implemented this approach and 'Watch Our Writing Grow' boards in each classroom evidence progress made.

**Typically higher levels of social, emotional, and mental health problems. Pupils unable to self-regulate and manage emotions in an age appropriate way.**

PSHE curriculum has strong emphasis on healthy relationships. Staff have reviewed curriculum and assessment processes to ensure it is adequate for the needs of the children. Mental Health and Well-Being Lead has been employed one day a week for individualised support which has had a very positive impact on well-being.

#### **Attendance & punctuality**

Attendance Lead has been able to oversee attendance issues and act quickly. Free BASC has been offered to any PP family needing support and the impact of this has seen improved attendance.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Elastik – Maths assessment	Elastik
Purple Mash	2Simple Software

## Service pupil premium funding -NA

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**