

# Thurleigh Primary Pupil Premium Strategy Statement 2022-23

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	Thurleigh Primary
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£ 24,810 + £2,345 = £27,155
Recovery premium funding allocation this academic year	£ 2,030
Pupil premium (and recovery premium*)	£ 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>	£ 29,185

## 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, 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.
- 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.
- 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 targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to educational visits, residential, 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 Schools 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	Pupils entering the EYFS with language and listening skills below their developmental age and stage.
2	Phonics in EYFS/KS1 is poor compared to peers.
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 effects their literacy skills.
4	Insufficient progress in core subjects compared to peers. Pupils make good progress by the end of KS2 but fail to reach a greater depth standard.
5	Typically higher levels of social, emotional, and mental health problems Pupils unable to self-regulate and manage emotions in an age appropriate way.

## 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
Language use and understanding is improved for vulnerable and disadvantaged groups.	<ul style="list-style-type: none"> <li>• Language groups/intervention in place where needed.</li> <li>• Staff are aware of the needs of all pupils and effectively target those in need.</li> </ul>
Firmly embedded use of the Bug Club phonics shows an increase in pupils passing the Phonics Screening Test in Y1.	<ul style="list-style-type: none"> <li>• All relevant staff use Bug Club on a daily basis to teach systematic phonics and early reading.</li> <li>• eBooks are matched closely to sounds being taught</li> <li>• Improvement in parental engagement</li> <li>• Three year increase in the Y1 pass rate with more pupils achieving above national expectations by the third year of implementation.</li> </ul>

<p>Children have a wider range of vocabulary and understanding across the curriculum for all age ranges from EYFS –Y6</p>	<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>• Evidenced through our offer of clubs, visitors and visits.</li> <li>• Equal opportunities for all learning e.g. quality texts in lessons.</li> </ul>
<p>Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Effective Pupil Progress system, where identified children are targeted with appropriate intervention that is closely monitored.</li> <li>• Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.</li> </ul>
<p>All children are emotionally aware and have strategies for enjoying good mental.</p>	<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> </ul>

## Teaching

Budgeted cost: £11,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leadership Training	Ofsted Subject Reviews <a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a>	1, 2, 3, 4
Triad coaching teaching method CPD – all staff	50% of teachers are recently/newly qualified. This will build a stronger ethos of trust to improve teaching overall.	2, 3, 4
Equally Safe & Improving CPD project in 2022 - 2023 with the EEF Sandringham Research School	The project is in conjunction with Bedford Borough and the EEF	1, 2, 3, 4, 5
Bug Club Phonics EYFS/KS1/LKS2 staff	Evidence for phonics: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Ed Psych targeted CPD for all staff		4, 5

## Targeted academic support

Budgeted cost: £ 6030

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 tutoring	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3, 4
Reading Comprehension strategies	Evidence to support reading comprehension strategies: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 3, 4

EYFS language/vocabulary groups	Evidence to support oral language interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3, 4, 5
Mastery 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/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
Y1-Y6 small group and 1:1 support from additional adult	Evidence to support: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4, 5

## Wider strategies

Budgeted cost: £ 11,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bedford Blues Mentoring and Well-being coaching	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. Bedford Blues mentors have been working with our children for the past 4 years and have made a definite impact regarding well-being, particularly for the vulnerable and disadvantaged.  Mentoring evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 3, 5
Well-being sessions for identified children from Well-Being Ambassador	There has been much emphasis on the importance of mental health and well-being. <a href="https://mentallyhealthyschools.org.uk/getting-started/primary/">https://mentallyhealthyschools.org.uk/getting-started/primary/</a>	5

Policies updated after consultation and support from Sandringham Research School and EEF project	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	1, 4, 5
Musical instrument Tuition	Broadens experience that may not otherwise happen. Gives a sense of pride when performing to peers.	3, 4, 5
School residential and educational visits	Identified Pupils have limited opportunities outside school. Pupils gain confidence and life experiences that they otherwise would not have. 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.'	3, 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.'	1, 3, 5
Enrichment Pod	An additional area for children to go to join in extra curricula/alternative activities.	1,2,3,4,5

**Total budgeted cost: £ 29,185**

## **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.

<p>1. Pupils entering the EYFS with language and listening skills below their developmental age and stage.</p> <p>Following another year with some disruption from Covid19, Quality First Teaching was vital to ensure gaps in learning were assessed and targeted. Children in the EYFS were definitely arriving with poorer language and literacy skills, but also social skills. EY lead worked across the</p>
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<p>Federation to address this. Weekly team meetings have improved working relationships and shared knowledge so that all staff follow the same approach.</p>
<p>2. Phonics in EYFS/KS1 is poor compared to peers.</p> <p>Purchasing Bug Club, followed by whole staff training and implementation from YR-Y2 has ensured there is a common approach to the teaching of phonics. The Bug Club ebooks are also being widely accessed by parents/carers at home.</p>
<p>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.</p> <p>Two-tier vocabulary has been introduced. Class teacher has led staff CPD on how this should be implemented and used on a day to day basis. Observation has shown that children are beginning to use more technical vocab in each area of the EYFS.</p>
<p>4. Insufficient progress in core subjects compared to peers. Pupils make good progress by the end of KS2 but fail to reach a greater depth standard.</p> <p>Use of SATS tutor, team teaching alongside class teacher and HLTA has massively improved outcomes in an SEND heavy Y6 cohort. Children received bespoke interventions in all year groups.</p>
<p>5. Typically higher levels of social, emotional, and mental health problems Pupils unable to self-regulate and manage emotions in an age appropriate way.</p> <p>Employment of a well-being ambassador has meant that there is a process where teachers are able to refer children who need additional support with their mental health.</p>

### Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Purple Mash	2Simple Software