

Thurleigh Primary Pupil Premium Strategy Statement 2021-22

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	Thurleigh Primary
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
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	£ 19,830
Recovery premium funding allocation this academic year	£ 2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 7077
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	£ 28,937

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to 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"> • Language groups/intervention in place where needed. • Staff are aware of the needs of all pupils and effectively target those in need.
Implementation of the Bug Club phonics shows an increase in pupils passing the Phonics Screening Test in Y1.	<ul style="list-style-type: none"> • All staff teaching phonics receive high quality CPD • eBooks are matched closely to sounds being taught • Improvement in parental engagement • Three year increase in the Y1 pass rate with more pupils achieving above national expectations by the third year of implementation.
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"> • Language groups/intervention in place where needed.

	<ul style="list-style-type: none"> • High expectations and aspirations for all, monitored through half termly Pupil Progress meetings. • Evidenced through our offer of clubs, visitors and visits. • Equal opportunities for all learning e.g. quality texts in lessons.
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	<ul style="list-style-type: none"> • Effective Pupil Progress system, where identified children are targeted with appropriate intervention that is closely monitored. • Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
All children are emotionally aware and have strategies for enjoying good mental.	<ul style="list-style-type: none"> • Positive attitudes towards learning displayed by pupils. • Children who understand how to engage in healthy relationships with peers and adults.

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

Budgeted cost: £ 1,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years CPD in new curriculum	Evidence for early literacy and numeracy: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	1, 3
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.	4
Project in 2022 with the EEF - Making the Difference for Disadvantaged Pupils	The project is in conjunction with Bedford Borough and the EEF	1, 3, 4
Dr Michelle Balach-Ali (Educate...Stimulate) Diversity and Inclusion in the Curriculum whole school approach	The school is rural and although there is a high percentage of white British pupils, there are also several other nationalities/cultures represented. There is a need for some staff and children to be more aware of cultural identity.	3, 4
Bug Club Phonics CPD for EYFS/KS1/LKS2 staff	Evidence for phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Ed Psych Cognitive Skills CPD for all staff	EEF – metacognition, self-awareness in the classroom is recognised as having a major impact on pupil progress.	1, 3, 4, 5

Targeted academic support

Budgeted cost: £22,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 tutoring	Evidence to support: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 4
Reading Comprehension strategies	Evidence to support reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3, 4
EYFS language/vocabulary groups	Evidence to support oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Y1-Y6 small group and 1:1 support from additional adult	Evidence to support: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5

Wider strategies

Budgeted cost: £2,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bedford Blues Mentoring and Well-being coaching	<p>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.. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse</p> <p>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.</p> <p>Mentoring evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 3, 5
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	1, 4, 5
Spirals of Inquiry programme	<p>Spirals of Enquiry takes a learner centred and evidence-based approach to professional learning. Colleagues involved propel change and foster innovation by developing and sustaining a process of curious enquiry.</p> <p>Re-engages disengaged learners by improving the giving of feedback and introducing coaching</p> <p>Improves the quality of relationships between students and staff</p>	3, 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	<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</p>	3, 5

	attendance at school, behaviour and relationships with peers.'	
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

Total budgeted cost: £ 26, 033

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.

1. Following Covid19, to re-establish personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6. Curriculum areas of particular focus: reading and writing

Interventions continued throughout the year, children highlighted during pupil progress meetings. All PP made at least good progress in reading, writing and Maths. 100% PP in Y6 attained EXS in reading.

2. Following Covid19, to audit mental health and well-being to give targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school.

PP children monitored closely through lockdown. Mental Health audit for pupils conducted in all year groups – children requested more clubs and outdoor learning to make them feel better. Forest School staff trained and FS implemented, which has boosted mental health.

3. Ensure all PP pupils have the opportunity to enhance their learning by having access to high quality, subject specific resources.

Devices bought and issued to PP families. More engagement for homework and remote learning. Parents more engaged in their children's learning.

4. To focus on enrichment by providing opportunities to access learning opportunities beyond the curriculum, with an emphasis on enrichment and home skills from lockdown. E.g. cooking, gardening etc.

Free clubs/enrichment opportunities for PP children, boosts confidence and provides additional skills. Children are ready to learn after lunchtime enrichment clubs.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Pobble	Pobble Education Ltd