

# Thorndon CoE Primary School

## Premium strategy statement 2023/24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Thorndon CoE Primary
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	29%
Academic year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D Jones, Exec Headteacher
Pupil premium lead	H Meadowcroft, HoS
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,368
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£22,368</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Limited speech and language skills and vocabulary which impacts on learning.
2	Emotional wellbeing and pupils' being ready to learn.
3	Gaps in key literacy skills - To address identified gaps in learning to improve and develop pupils' writing skills.

4	Access to resources, such as books and have life experiences, which other pupils experience
5	Parental engagement with school and perceptions of education, including a lack of regular routines including, home reading and homework

## 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.

Challenge	Intended outcome	Success criteria
1	<p>Pupils develop and use language effectively and widely to express themselves.</p> <p>Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given.</p>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.</p> <p><b>Measure:</b> EYFS Baseline assessments and pre and post intervention data.</p>
2	<p>Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> <li>• Pupils are more willing to learn.</li> <li>• Pupils listen attentively in class and follow instructions well.</li> <li>• Pupils adhere to the school's behaviour expectations.</li> <li>• Pupils have excellent social skills.</li> </ul> <p>Pupils are self-confident, able to face challenges and can work independently.</p>	<p>Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> <li>• Fewer behaviour-related incidents are reported.</li> <li>• Pupils have increased self-esteem, improved listening skills and expressive language abilities.</li> <li>• Pupils are willing to undertake challenges with minimal or no adult support.</li> </ul> <p><b>Measure:</b> Pastoral records, termly progress data and end of year data. Work in pupil books.</p>

<p>3</p>	<p>Improved writing attainment among disadvantaged pupils.</p> <p>To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> <li>• Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing.</li> <li>• Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation.</li> <li>• Pupils can proofread and edit their work effectively</li> <li>• Pupils can manipulate simple tools and demonstrate improved pencil control.</li> <li>• Pupils demonstrate the correct formation, orientation, and size of letters.</li> <li>• Pupils demonstrate legible, joined handwriting.</li> </ul>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly.</p> <p>Pupils are reaching the expected standard or above for their year group and meeting the end of KS1 and KS2 Writing expectations.</p> <p>Attainment of PPP is raised in English Writing because of targeted interventions.</p> <p><b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.</p>
<p>4</p>	<p>Enable pupils to experience similar opportunities to other pupils</p>	<p>The personal circumstances of pupils that the school can influence have improved and pupils experience similar opportunities to other pupils.</p>
<p>5</p>	<p>Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<p>Parents feel comfortable approaching school for help with their child at home.</p> <p>Parents are confident to assist their child at home with their learning.</p>

## 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)

Budgeted cost: £1,500

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
1	CPD for Staff	High quality CPD from the National College.	£1000
3	CPD for staff in teaching and delivering The Write Stuff approach to develop pupils writing, vocabulary, sentence construction and editing skills.	The Write Stuff approach is proven to support and develop children's vocabulary and writing skills.	£500

### Targeted academic support (for example structured interventions)

Budgeted cost: £11,300

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
1	Use Neli in EYFS to identify pupils who have issues.	Recommend by Speech Therapists	£800
3	Use NFER Grammar, punctuation, and spelling assessments, and interventions to target those in needs to improve the writing skills of PPP children.  Extra support in class for writing skills, including SPaG, provided by TA support.	NFER is an established system of assessment and identification of gaps in learning used nationally with proven results in raising attainment and pupil progress.  Extra adult support in class is proven to raise standards	£2000  £8000
3	Provide interventions in school to include disadvantaged, including those who are high attainers.	EEF research - Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	£500

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

Budgeted cost: £9,568

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
2	<p>Provide emotional and well-being support to PPP:</p> <ul style="list-style-type: none"> <li>to develop confidence and self-esteem</li> <li>run nurture groups and social groups</li> <li>provide behaviour support to individuals.</li> </ul>	<p>Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.</p>	£2000
4	<p>Provide funding for disadvantaged pupils who may not be able to attend school clubs or extra-curricular activities outside of school due to affordability. PPP and those currently claiming FSM are offered part funded trips and visits, clubs.</p> <p>Provide active play at lunchtimes to promote healthy living and positive mental health</p>	<p>Records indicate that only a small percentage of PPP take up clubs.</p> <p>The benefits of pupils attending residential visits/ trips and visits is educationally proven and improves self-esteem and well-being.</p> <p>The benefits of pupils being active promotes positive play and behaviours in school.</p>	<p>£1000</p> <p>£2000</p> <p>£2368</p>
5	<p>Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.</p>	<p>There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.</p>	£0
5	<p>Ensure reading books that are going home are at the pupil's reading level and ability.</p> <p>Provide dyslexia friendly novels in the library.</p> <p>Provide phonics support to parents to help them with hearing their child read via the Ruth Miskin website and flash cards.</p>	<p>Parents are more likely to engage with and support home learning if they feel confident and able to do so.</p>	£2000

5	Purchase revision guides for all PPP in Year 6.	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	£200
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**Total budgeted cost: £22,368**