

**Pupil premium strategy statement** This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Thornhill Primary School
Number of pupils in school	63 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 22
Date on which it will be reviewed	September 23
Statement authorised by	Sophie McCabe
Pupil premium lead	Claire Murray
Governor / Trustee lead	Fiona L'Estrange

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31855
Recovery premium funding allocation this academic year	£4500 WELL funding
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,355

# Part A: Pupil premium strategy plan

## Statement of intent

We focus on the whole child and aim to ensure our disadvantaged pupils leave primary school physically, socially, emotionally and academically ready to succeed at Secondary school. From an academic perspective we aim to ensure our disadvantage pupils perform as well as our non-disadvantage pupils in statutory testing throughout their Primary school years.

We aim to ensure our disadvantaged pupils have also been exposed to a language-rich environment and a variety of experiences that increases their knowledge of the world and their aspirations. We aim to teach ensuring children will “know more and remember more” in terms of the complexity and critical and pivotal knowledge they need for success. We strive to equip them with skills (including metacognitive ones) and knowledge that will ensure they are resilient, independent learners who can overcome challenges, solve problems and have a thirst for learning.

## Challenges

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

Challenge number	Detail of challenge
1	Low progress in core areas of phonics, reading, writing and maths
2	Underdeveloped speech and language skills on entry
3	Mental health issues / SEND
4	Parent recognition of the importance and value of education and the role they play
5	Lack of wider life/cultural experiences due to socio-economic deprivation

## 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 ensure children make good progress and learn from a well sequenced and progressive curriculum	Quality First teaching delivers an ambitious curriculum accessible to all which has clearly sequenced small steps and shows progression of key knowledge and skills.

To diminish the difference between disadvantaged pupils and their peers by improving the teaching and outcomes in phonics	All staff delivering phonics are confident and deliver high quality lessons. Pupils make good progress and assessment is accurate and feeds back into lesson delivery
To diminish the difference in attainment of disadvantaged pupils and their peers in reading, writing and mathematics	Pupils are working within their age-related expectations and make good to accelerated progress. The gap between disadvantaged and their peers diminishes and statutory assessments results show this across all years
To ensure the spoken language of Early Years pupils is good and allows them to effective access all areas of the Early Years Framework	Pupils make good progress and achieve Early Learning Goals
To ensure the mental and physical health of pupils and their families is such that it supports children's learning	Pupils are happy, healthy and ready to learn. Parents promote a healthy lifestyle and recognise the importance of their part in their child's education
To ensure parents play an active role in their child's education and value the importance of attendance and homework and in particular reading at home	Attendance is improved, more pupils are completing weekly homework and attendance at school events is improved
To provide a range of opportunities to broaden the minds and cultural life experiences of the pupils	Pupils partake in a variety of experiences "above and beyond" curriculum expectations

## 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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths:</p> <ul style="list-style-type: none"> <li>• Relevant staff to undertake maths Mastery Number course through the NECTM</li> <li>• Training to introduce SMART maths for all teachers and TA's</li> <li>• Embed a structured consistent approach to all maths lessons ensuring time for retention and revisiting of key facts</li> </ul>	<p>EEF +5 months (Mastery learning) +7 months (Metacognition and self Regulation)</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic.</p> <p>Quality First Teaching is widely evidenced as having the biggest difference to outcome of pupils of all abilities – having effective, well-trained teachers delivering a structured progressive curriculum is the most effective tool for all of our children</p>	<p>1</p>
<p>Writing:</p> <ul style="list-style-type: none"> <li>• All staff to receive "Write Stuff" training</li> <li>• Delivery of spelling approach by subject lead to all staff and TA's</li> <li>• Embed systematic approach to marking ensuring pupils are challenged and given time to do corrections and answer questions posed</li> </ul>	<p>EEF +6 months (Oral language Interventions) +6 months (Feedback)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Quality First Teaching is widely evidenced as having the biggest difference to outcome of pupils of all abilities – having effective, well-trained teachers delivering a structured progressive curriculum is the most effective tool for all of our children</p>	<p>1</p>
<p>Subject leaders:</p> <ul style="list-style-type: none"> <li>• Time out of class to complete Curriculum,</li> </ul>	<p>Quality First Teaching is widely evidenced as having the biggest difference to outcome of pupils of all abilities – having effective, well-trained teachers</p>	<p>1</p>

teaching and learning reviews and report back to Headteacher	<p>delivering a structured progressive curriculum is the most effective tool for all of our children</p> <p>Subject leaders need time to monitor delivery of their subject, do book scrutinies, speak to pupils, address misconceptions and help build the confidence of those delivering their subject.</p>	
<p>Reading:</p> <ul style="list-style-type: none"> <li>• Train all relevant staff in the teaching of high-quality phonics</li> <li>• Embed regular use of Accelerated Reader and Reading Plus</li> </ul>	<p>EEF +5 months (Phonics) +6 months (Reading comprehension strategies)</p> <p>There is extensive evidence to show that high quality phonics delivery is an important component in the development of early reading and skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Studies show some disadvantaged pupils do not develop phonological awareness at the same rate as their more advantaged peers as they have been exposed to fewer words spoken and books read at home. Daily phonics teaching and interventions help improve decoding and reduce the gap.</p> <p>Some disadvantaged pupils have less access to books than their counterparts and reading at home may not be a priority. Reading at school for 30 minutes a day helps reduce this gap, develop a love of reading and reduce the gap in the number of words read by disadvantaged and their peers</p>	1,2

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

Budgeted cost: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA's to ensure delivery of phonics takes place in small same ability groups on a daily basis</p> <p>TA's to listen to readers daily and take small comprehension groups</p>	<p>EEF +4 months (Individualised Instruction) +5 months (Phonics)</p> <p>Evidence indicates that individualised instruction in small groups is effective and reduces gaps between disadvantaged and their peers particularly in the area of Phonics and reading</p>	1,2
TA staff for 1:1 and/or small group interventions to address learning gaps	<p>EEF +4 months (Small group tuition) +4 months (Teaching Assistant interventions)</p>	1,2

in core subjects on a regular basis	1:1 and small group interventions allow teaching to focus exclusively on a small number of learners. This can be to provide support to lower attaining learners or those falling behind but can also be used as a more general approach to ensure effective progress or to revisit challenging skills. Studies in England have shown that pupils eligible for free school meals receive benefits from small group tuition	
2 x TA's delivering ELSA support interventions on a weekly basis	EEF +4 months (Social and emotional learning) Studies show social and emotional learning approaches can have a positive impact in academic outcomes but do not always. Nevertheless, studies show there are other benefits to the interventions such as being able to effectively manage emotions which will be beneficial to pupils in their daily life. The approach can also raise pupil's self-esteem, provide them with approaches to help them become more resilient and as such help them improve their approach to learning in class	3

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

Budgeted cost: £ 6355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards: Forest school termly trips, outdoor and adventurous residential and day trips, Geography fieldtrips, Primary Business Partnerships activities and other trips linked to the curriculum	EEF (Outdoor adventure learning) EEF +1month (Physical activity) Participation in wider life/cultural experiences may not have a huge impact on academic learning but they can lead to improved engagement back in the classroom and give children the chance to experience things that they would otherwise not be able to. Broadening pupil's minds and life experiences helps make pupils have higher aspirations and as such work harder to achieve the career and goals they set themselves	3, 5
Funding for transport to participation in STEM Summer School at a local Independent school	EEF +3 months (Summer schools) Participation in activities to stimulate the mind during long periods of absence from school in the Summer holidays can help keep children stimulated, give them access to things they would otherwise not experience and prevent	3,5

	them becoming disengaged and find it hard to settle back into the routine of school a 6 week break	
Engagement with parents through: Phunky foods, Pupil showcase events, Pupils shows, parental surveys	EEF +4 months (Parental engagement) +5 months (Homework) Improving parental engagement in school can raise the profile of education and the role in which parents can help their child achieve their potential and help promote high aspirations	3,4
2 free afterschool extra curricular clubs for disadvantaged pupils (one which must active)	EEF +3 months (Extending school time) +1 month (Physical activity) Giving access to extra-curricular clubs helps reduce the gap of what children experience due to their socioeconomic status. Active clubs promote wellbeing and all clubs help promote problems solving skills and improve teamwork and collaboration. Wellbeing is improved as children are stimulated in a safe fun environment.	3,5

**Total budgeted cost: £ 36,355**

## 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.

Year 2 Data 2022 (45% of cohort PP)

	All	PP	Non-PP
Reading	63%	40%	67%
Writing	63%	40%	50%
Maths	54%	40%	50%
SPaG	54%	40%	33%

Year 6 Data 2022 (81% of cohort PP)

	All	PP	Non-PP
Reading	63%	44%	100%
Writing	63%	44%	100%
Maths	72%	67%	100%
SPaG	81%	78%	100%

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Reading Plus	Reading Solutions



LBQ	LBQ
TTRS	Maths Circle
Spelling Shed	Edshed

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

