



Thorplands Primary School Pupil Premium Strategy statement

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	Thorplands Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Mawer Headteacher
Pupil premium lead	Paul Stewart
Governor / Trustee lead	Sally Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,156
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	£118 416



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 levels of 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 have worked as a staff to look at the challenges facing vulnerable pupils within our school, for example, those with a social worker or previously had access to a social worker, 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. 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. The pandemic has significantly impacted on many of our learners and our strategy is integral to wider school plans to address these gaps as part of the recovery plan.

We seek to identify underlying causes of the barriers to learning and the strategy seeks to address these at the earliest opportunity. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The principles we have embedded to ensure our strategy is effective are to:

- ensure all disadvantaged pupils are appropriately 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	Baselining when children arrive in Reception as well as evidence from assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for many disadvantaged pupils. This is evident from Nursery through Key Stage 2
2	Assessments evidence that disadvantaged children have greater difficulties with phonological awareness compared to their peers and this impacts on reading fluency and comprehension .
3	Internal assessment indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged peers. In reception, a greater proportion of disadvantaged pupils arrive well below expected levels in Number compared to non-disadvantaged. This impacts on both fluency in calculation and the ability to reason in Maths which continues throughout KS2.

4	Internal assessment data evidence lower attainment levels in writing which has been exacerbated by the lockdowns. Handwriting automaticity, spelling and grammar have all been impacted.
5	A greater proportion of our disadvantaged children also have other additional educational needs .
6	Poor general knowledge/limited life experiences which impacts on knowledge & understanding of the world and therefore, prior knowledge and vocabulary acquisition.
7	Attendance for the whole school is an area of focus in order to raise it to consistently over 96% particularly following the impact of the pandemic. Persistent absence amongst disadvantaged children impacts on their progress and this gap must close.
8	For a variety of reasons, as well as the documented impact of school closures, there has been an impact on the social, emotional and mental health of some pupils. Children in the early stages of their schooling have development gaps which have impacted on their PSED and therefore, their readiness to learn.

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
Improved oral language skills & vocabulary amongst disadvantaged children.	Assessments and observations indicates significantly improved oral language amongst disadvantaged children. This is evident in lessons, books and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024/2025 shows that at least 70% of disadvantaged children meet the expected standard in reading.
Improved maths attainment for disadvantaged children.	KS2 maths outcomes in 2024/2025 shows that at least 70% of disadvantaged children meet the expected standard in maths.
Improved writing attainment for disadvantaged children.	KS2 writing outcomes in 2024/2025 shows that at least 70% of disadvantaged children meet the expected standard in writing.
Good progress for disadvantaged children with additional learning needs.	Disadvantaged pupils with additional educational needs meet their termly targets detailed in their EHCPs and children without EHCP achieve their targets detailed in their IEPs.
Disadvantaged children enjoy a wide range of enrichment activities.	All disadvantaged children: <ul style="list-style-type: none"> • access an extracurricular club; • access a leadership opportunity by the time they leave in Y6 • attend all trips and residential which make up a rich broad and balanced curriculum; • have access to learning a musical instrument.
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.	Sustained attendance from 2024/2025 evidenced by: <ul style="list-style-type: none"> • All children are at 96%+ attendance. • The gap between disadvantaged children who are persistently absent and non-disadvantaged children has closed.



<p>Disadvantaged children have a positive attitude to school and show good learning behaviours.</p>	<p>Pupil Voice says they are happy and enjoy school. Pastoral interventions have clear criteria for success which are monitored.(Boxall) Children are ready for learning and demonstrate a good attitude towards it as evidenced by books, observations and conversations with staff and children.</p>
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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: £51 572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce dialogic activities across the school to develop children’s articulation of key ideas and extend vocabulary. Purchase resources and professional development time. SIP 2.1 & 4.6</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 5 6</p>
<p>Work alongside the English Hub to ensure the implementation of the phonics scheme, RWInc, meets the needs of all pupils, particularly the bottom 20%. Phonics lead is freed to monitor and develop teaching practice. Scheme resources to be purchased. SIP 4.1 & 4.2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Release time for the Maths lead & KS1 practitioner will engage with the maths hub to develop the quality of maths teaching through CPD. SIP 4.4</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Writing leader and HT to attend Talk for Writing leadership course to ensure external scrutiny and support for the</p>	<p>The approach complements the EEF guidance as follows: Improving Literacy in Key Stage 1/Key Stage 2 and Preparing for Literacy</p>	<p>4</p>

effective implementation of the writing strategy. SIP 4.3		
SEN EYs project which assesses children developmental gaps and ensures the provision in Nursery, Reception and Year 1 to address these gaps in early development. CPD for practitioners in preschool, Reception & Year 1. SIP 7	Addressing barriers to learning early has been found to have a strong evidence base: https://educationendowmentfoundation.org.uk	1 2 5 8
SENCo & PP Lead to identify the training needs of staff and organise CPD & its effective implementation to address the identified needs of children with specific learning needs. Purchase resources to support this. SIP 5 & 6	The EEF guidance for SEN in Mainstream schools uses evidence to outline the key principles behind effectively meeting the needs of SEN pupils, most of whom are also disadvantaged. https://educationendowmentfoundation.org.uk	5
Time for professional development for the teacher who will lead teacher development (NPQLTD) & AHTs to develop instructional coaching skills. SIP 5 & 6	Research shows that the quality of the teacher in front of the class has the most impact on all pupils. Quality professional development will ensure practice meets all the needs of the children and will enable us to implement quality strategies such as metacognition. https://educationendowmentfoundation.org.uk/	5 6

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

Budgeted cost: £34 902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Access to SALT specialists within school. Time for trained TA to deliver targeted interventions including NELI. SIP 4.6 & 6	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. SIP 4.1	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2



<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This includes training & resources as well as Senior Leadership release time to ensure all barriers are met and interventions take place.</p> <p>SIP 1.1 & 4.2 & 4.3 & 4.4 & 4.6</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning: metacognition.</p> <p>Universal programmes which generally take place in the classroom with the whole class: zones of regulation.</p> <p>SIP 4.5, 4.7, 1.3,</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>SIP 2.2, 2.3, 3</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf</p>	<p>6 7 8</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for FSW & attendance officer to improve attendance.</p> <p>SIP 2.4</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7 8</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 118 749



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.

Our internal data using standardised scores shows that over time the impact of the strategy is in its early days. The general trend is a slight reduction in the gaps between PP and non-PP children in Key Stage 2. In Key Stage 1, the gaps are greater and this is because a larger proportion of the PP children are SEN or EAL and so they will need longer initially to catch up.

The chart below shows the increase in standardised score from Spring 2021 to Summer 2021.



Generally, every child made progress with their standardised scores and this has been as a result of the new reading strategy, National Tutoring Partnership interventions and Herts 4 Learning intervention which addressed the specific needs of the children identified to take part. In maths, fluency has been a focus. Maths in Year 5 shows a real gap in reasoning and a lack of coverage as a result of remote learning.

The chart below shows the improvement in test score PP vs NPP and shows that children in receipt of PPG made generally similar progress to non-pupil premium children in their tests from spring to summer. It is early days of the strategy and the progress made suggests we should continue to use our pupil premium/catch up strategy.

Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Year 6	PP	NPP	Difference
Reading	70%	89%	-19%
Writing	65%	89%	-24%
Maths	60%	78%	-18%

Our assessments show that the impact of Covid 19 has been greatest on our younger children with their PSED, communication & language and phonics. The gap has widened compared to previous years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact on older children was mitigated to some extent with children able to better access online small group interventions and online teaching. Maths has also been particularly impacted by the need to resort to online learning.

Although overall attendance in 2020/21 was below 96%. It improved on 2019/2020 but has not yet reached pre pandemic levels. Persistent absence amongst disadvantaged children was higher than non-disadvantaged and this is why it is a focus on our plan this year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach. The family support worker kept links with children who were vulnerable, supporting families throughout the pandemic.