

## Pupil premium strategy statement

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	Thursfield Primary
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs E Bradbury Head teacher
Pupil premium lead	Mr Reddish
Governor / Trustee lead	Mrs Page

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,615
Recovery premium funding allocation this academic year	£3,770
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	£48,385

## Part A: Pupil premium strategy plan

### Statement of intent

Our Trust vision is 'Come as you are and leave as a Champion'

Here at Thursfield we strive to have a school full of Champions. We aim to nurture and cherish the uniqueness of individual pupils and encourage them to become Champions, so that they have the power to take control of their lives and create their own future and dare to believe that they can. This is supporting our pupils so that they live champion lives. We strive to provide champion moments for all children, which are positive moments and connections that they will remember in their lifetime. These moments can happen at any point in any day within our children's lives.

Our intention is to provide inspirational and inclusive teaching and a learning environment with outstanding teaching and learning. Our goal is that no child is left behind socially or academically because of disadvantage. We strive to raise expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium strategy is designed using research, guidance, and individual circumstances within our setting. Using the tiered approach recommended by the EEF, in line with the DFE's 'Menu of Approaches,' enables us to create research backed strategy and aims to address the main barriers our children face. Through rigorous tracking, careful planning and targeted support and intervention we aim to provide all children the access and opportunities to enjoy academic success.

### Challenges

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

Challenge number	Detail of challenge
1	Social emotional and mental health needs. We have recognised that a growing proportion of children require support to be ready and engage within the school day and to maintain this positive engagement. A swiftly growing number of children are accessing wellbeing support sessions throughout the day.
2	Gaps in reading, writing, mathematics and phonics. Some disadvantaged pupils also have a SEND need.

	In 2022-23 the attainment of disadvantaged children was slightly below non-disadvantaged. There were strategies in place that gained positive results, these must be continued.
3	Attendance and punctuality In 2022-23 the average attendance for disadvantaged children was 92% which is below non-disadvantaged 95%.
4	Access to wider opportunities Through feedback from parent and pupil voice and the impact of cost-of-living crisis in general, we understand that enrichment opportunities and experiences which improve cultural capital are lessened for all children, especially for disadvantaged children and families.
5	Parental engagement Through general observations of parental engagement throughout the school (communication in diaries, parents evening, parent workshops etc) it is noted that there is less engagement with the school from disadvantaged families.

## 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
Provide meaningful support to pupils who need Social Emotional and wellbeing provision.	All identified pupils have consistent and meaningful support from Pupil Mentor (New role beginning September 23). Due to consistent support being provided attendance and behaviour in the classroom will be positively impacted. Pupils and parents report positive influence of pupil mentor. Feedback through arranged meetings.
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.  Gaps in learning are identified and progress is ensured by teacher led quality first teaching and interventions.  <b><u>Interventions</u></b> - Use of Little Wandle to support those in KS2 who continue to need phonics. Big Cat Book for those in KS2 who need reading support. Catch up for KS1 who require catch up scheme. - Quality first interventions being led for pupils who require them- link to ADPR's/ learning passports. - Upper KS2 tutor sessions during afternoon and before school to aid with progress.

	Application of Trust teaching and Learning policy incorporating Rosenshine’s Principles- small manageable steps to aid high success rate and develop knowledge.
Phonics	At least 90% of pupils in Y1 and Y2 pass the Phonics screening check – Little Wandle to aid teaching of phonics.
Attendance	<p>Ensure attendance of Pupil premium pupils is in line with Non-pupil premium or as close as possible.</p> <p>Increased parental engagement demonstrated with attendance at parent consultations and parent workshops.</p> <p>School support worker to build close links and trusting relationships with pupil premium families and those families who require further assistance.</p>
Access to wider opportunities	All pupils will experience wider opportunities as part of our ‘Champion Moments.’ Each year group has a selection of activities/experiences that they will meet. A ‘Champion Moments’ Pupil Book will show the activities. A wide range of school clubs are on offer and Pupil Premium pupils were asked for suggestions for those clubs – a register of pupils who attend clubs will be checked to ensure that our pupils are accessing extra-curricular activities. Opportunities for participation in extra-curricular sports activities will also be made for our Pupil Premium pupils and a record kept. Young Voices provides the opportunity to perform in a large mass choir at The Manchester Arena. We have kept the participation free to enable/encourage our Pupil Premium pupils to experience this event.
Parental engagement	<p>Increased parental engagement with opportunities within school by ensuring clear communication and following up any lack of communication from families.</p> <p>Monitor parental events such as parents evening, parent workshops and school events for engagement and ensure disadvantaged families have been contacted with clear and concise messages.</p> <p>Parents will be guided to expectation documents; these will be discussed with families to ensure clarity.</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, recruitment and retention)

Budgeted cost: £22,790

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</p> <p>Implementation of Thursfield's broad curriculum</p> <p>Creation of new role within the school – Pupil mentor to ensure consistent support for those pupils who require it most.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p>	<p>EEF guidance report on social and emotional learning (+4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>1 and 2</p>
<p>Implementation of a synthetic phonic approach (Little Wandle)</p> <p>Resources and training</p> <p>Continue to embed and develop into KS2 for those who need it.</p>	<p>EEF toolkit- Phonics has a positive impact overall (+5 months) with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2 and 4</p>
<p>Teacher led first quality teaching to teach reading fluency and comprehension explicitly and consistently and then to provide opportunities for pupils to apply their skills across the curriculum.</p>	<p>EEF toolkit- Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>2 and 4</p>
<p>Adapted timetable to ensure a consistent time for children to read,</p>	<p>EEF toolkit - improving literacy in KS2 report.</p>	

promoting reading fluency and teaching of explicit comprehension skills.		
Focusing on the quality of teaching. Excellent maths teaching requires relevant content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Application of Trust Teaching and Learning policy	EEF guidance reports for improving mathematics in Early Years, KS1 and KS2	2 and 4

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

Budgeted cost: £16,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition targeted at pupils' specific needs. Tuition by School led tutors who completed training and teaching staff.	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	2
Before and after school booster classes	EEF toolkit- The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision	2
Catch up and keep up phonics	Little Wandle catch up and keep up scheme of phonics delivery.	2

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

Budgeted cost: £9,013

Activity	Evidence that supports this approach			Challenge number(s) addressed
<p>Providing meaningful support to families as there will be an increased likelihood of financial/emotional and social difficulties due to the legacy of covid-19 and the cost-of-living crisis. Pre-loved-uniforms, slow-cooker programmes, food bank and access to support agencies.</p>				1, 4 and 5
<p>To ensure attendance of disadvantaged pupils is at least 96%.</p> <p>Support from VIP Education and new pupil mentor role.</p>	2022-2023	Overall absence	Attendance	3
	Disadvantaged	7.21	92.79	
	Non disadvantaged	4.783	95.217%	
<p>Parent workshops- twice for each class throughout the year.</p>	EEF- communicating with parents at home regarding supporting their child with their learning			1,2,3,4 and 5
<p>Embedding of Jigsaw PSHE scheme which provides a time-tabled slot every week for children and young people to receive personal, social, emotional and health education for a big focus on emotional literacy and mental health. The aim is to build happy, healthy children and young people who are in charge of their emotional states which increases their capacity to learn.</p>	<p>EEF guidance report on social and emotional learning (+4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p>			2 and 4
<p>Creation of new role within the school – Pupil mentor to ensure consistent support for those pupils who require it most.</p>	<p>Social and emotional learning EEF +4 months.</p> <p>EEF guide to pupil premium (wider strategies)</p>			1
<p>Subsidised music provision</p>	EEF guide to pupil premium (wider strategies)			4 and 5

<p>Purchase OPAL and become an OPAL school</p>	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Increased physical activity</li> <li>- Stress reduction</li> <li>- Social connectedness and a sense of belong and friendship</li> <li>- Emotional regulation, healthy stress response</li> <li>- Increase Vitamin D levels, healthy development of vestibular and proprioception systems.</li> </ul> <p>Cognitive and academic benefits:</p> <ul style="list-style-type: none"> <li>- Increased attention</li> <li>- Focused behaviour after break times</li> <li>- Heightened concentration</li> </ul> <p>Social and emotional benefits:</p> <ul style="list-style-type: none"> <li>- Increase in problem solving skills</li> <li>- Increased skills in self-regulation and social situations</li> <li>- Deal with fear and risk</li> <li>- Learn how to communicate</li> <li>- Learn how to compromise</li> </ul> <p>Physical benefits:</p> <ul style="list-style-type: none"> <li>- Playtimes can contribute to 40% of recommended daily moderate exercise, children can be more active during these times.</li> <li>- Children engage in a wider range of often unpredictable and non-routine movements developing balance and co-ordination.</li> </ul>	<p>1, 3, 4 and 5</p>
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**Total budgeted cost: £48,385**

## **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 2022 to 2023 academic year.



We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given Data collected across the school in 2022-23 evidences that the attainment gap between disadvantaged and non-disadvantaged groups has narrowed slightly as a result of our targeted support and relentless commitment to removing barriers to learning; however, the gap is still evident.

When analysing the data we compare to the data for disadvantaged to non disadvantaged but with caution because of the number of children and circumstances of the children. The data has show that disadvantaged children are closer than before to achieving the expected and greater depth standard, with scores moving much closer to the boundaries and there has been some school wide successes. The strategy this year has been evaluated against the successes and areas for development of last year and adjusted accordingly to reflect the priorities and lessons learned.

In 2022-2023 the average disadvantaged attendance was 92.79% compared to non-disadvantaged attendance of 95.79%. Within this, we have seen that some disadvantaged families have moved onto the persistent absence list.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been impacted significantly over the past few years, primarily due issues that stem from COVID-19. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and have continued this further this year.

Through offering wider support strategies such as support such as financial support regarding uniform, trip and opportunities subsidies and emotional support through workshops, interventions and the food bank, the school has become a well utilised and trusted source of support for families to ensure that children have all they need to access school. This offer will continue to grow to meet the needs of our community this year, during the ongoing cost of living crisis.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
White Rose Maths	
Jigsaw	Jigsaw Education Group
Charanga	

Ensure attendance of disadvantaged pupils is at least 96%.

Attendance	Non-Pupil Premium	Pupil Premium
Thursfield	94.5%	91.4%

As can be seen, PP attendance is below the rest of the school population. Support from VIP Education is available and our EWO has been into school to introduce herself to parents and offer help and support. Again, the disadvantaged groups are very small and this makes a statistical comparison difficult.

## **Further information (optional) Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.