

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	280
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	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs E Bradbury Head teacher
Pupil premium lead	Mr Reddish
Governor / Trustee lead	Mr Spinks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	38,480
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	38,480

Part A: Pupil premium strategy plan

Statement of intent

Here at Thursfield we strive to provide children with 'a ticket to anywhere'. 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 do anything they wish with their 'ticket'. 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 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 strive to raise expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, 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
2	Gaps in reading, writing, maths and phonics (link with SEND)
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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. Pupils and parents report positive influence of wellbeing support. (end of year survey completed by pupil mentor)
Close gaps in 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. Interventions-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. Application of Trust conception of quality documents and incorporating Rosenshine’s Principles- small manageable steps to help develop knowledge.
Close gaps in phonics	At least 90% of pupils in Y1 and Y2 pass the Phonics screening check
Close gaps in attendance	Ensure attendance of Pupil premium pupils is in line with Non-pupil premium or as close as possible. Increased parental engagement demonstrated with attendance at parent consultations and parent workshops.
Provide 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.

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: £18,124.08

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>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>1,3 and 6</p>
<p>Implementation of Thursfield's broad curriculum supported by the development of the new subject COQ's.</p> <p>Implementation of adaptative teaching across the school in all subjects to: <i>reduce, anticipate and support memory demands and ultimately strengthen memory.</i></p>	<p>Clare Sealy adaptive teaching</p> <p>EEF adaptive teaching</p> <p>National college</p>	<p>2,4 and 5</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. (catch up and keep up)</p>	<p>EEF toolkit- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2 and 3 and 6</p>

<p>Teacher led first quality teaching to explicitly and consistently teach reading comprehension 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>2,3 and 6</p>
<p>Adapted time table to ensure a consistent time for children to read promoting reading fluency.</p>		<p>1 and 2</p>
<p>Focusing on the quality of teaching. Excellent maths teaching requires good 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 COQ.</p>	<p>EEF guidance reports for improving mathematics in Early Years, KS1 and KS2</p>	<p>2,3 and 6</p>
<p>Vocabulary development</p> <ol style="list-style-type: none"> 1. Select and then teach particularly useful words- Tier 2 2. Teach children some of the essential etymology and morphology of the English language so that they can easily discern word meanings for themselves 3. Teach unfamiliar words at the moment that they are encountered in texts 4. Teach tier 3 words that are specific to individual subjects 	<p>‘The Art and science of teaching primary reading’- Chris such</p> <p>Ofsted English Research Review</p> <p>EEF reports- Improving Literacy in KS1 and KS</p>	<p>2,3 and 5</p>

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

Budgeted cost: £ 13,187.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition targeted at pupils' specific needs. Tuition by School lead tutors who completed training.	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	2
Children have access to personalised speech and language programs.	EEF toolkit- The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.	3 and 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

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

Budgeted cost: £7,168.82

Activity	Evidence that supports this approach			Challenge number(s) addressed
<p>Providing 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, access to outside support agencies, in school food bank, subsidised trips, residentials and after school clubs, access to extra-curricular activities of their particular interest.</p>				5 and 6
<p>To ensure attendance of disadvantaged pupils is at least 96%. Support from VIP education</p>	2023-2024	Overall absence	Attendance	4
	PP national	7.2%	92.8%	
	PP school	4%	94%	
<p>Parent workshops</p>	EEF- communicating with parents at home regarding supporting their child with their learning			1,2,3,4,5 and 6
<p>Introduction 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) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p>			1,3 and 6
<p>Continued pupil mentor role – SEMH, pupil and family support.</p>				1,4 and 6

Representation within key groups around school (school/reading council/job roles).		4,5 and 6
Use of new assessment tools to closer track PP children and progress (DCPRO)		2
School wide focus on adaptive teaching and Rosenshine principles (RASS)	Rosenshine principles of instruction combined with the thinking of Clare Sealy on adaptive teaching.	2,3 and 5
Thursfield to start their journey to become a Restorative and relational practice aware school. HT and pupil mentor to complete 6-day training provided by Staffordshire virtual school, then create action plan to aid implementation of school wide approach.		1,3 and 4

Total budgeted cost: £38,480

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 data, phonics check results and our own internal assessments.

Schools do not have national KS1 data to compare progress for the current year to the impact of COVID, however the school does have internal data to track progress from.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at an internal and national level (although these comparisons are to be considered with caution due to low numbers of Pupil premium children and therefore differences in %). We also track internal data throughout the year on an individual basis.

Data from tests and assessments suggest that, there were some very strong individual performances, and broadly the progress and attainment of the school's disadvantaged pupils in 2023/2024 was in line with our expectations. Our analysis suggests that the reason for this is primarily the continued application of quality first teaching, our re-design of our reading curriculum and focused interventions.

Disadvantaged Pupils:

Attainment of Staffordshire disadvantaged pupils is

- **below** national disadvantaged averages in **all areas** except phonics.
- **below** West Midlands disadvantaged average **in all areas**.
- **above** Statistical Neighbours in **all areas**.

Disadvantaged	GLD	Phonics	Key Stage 2			
			Reading	Writing	Mathematics	RWM Combined
Staffordshire	50.7%	69.1%	61.2%	57.8%	57.4%	43.2%
National	52.0%	68.3%	62.5%	58.6%	59.1%	45.5%
WM	54.1%	70.7%	63.5%	61.0%	60.8%	47.5%
SN	47.7%	65.2%	60.2%	55.8%	56.3%	42.1%

Also, when comparing to regional or national KS2 end data our results are broadly in line or above. (Reading 60%, Writing 60%, Maths 80% and Combined, 60%). However, again % should be used with caution due to low numbers within our setting.)

However, although our pupil premium children are making significant progress individually, when the data set is combined there is a significant % of our pupil premium children working below age related expectations. When analysed further, a significant % of the pupil premium children working below are also SEND. This is an area that is being closely monitored by the Pupil premium champion and the SEND co-ordinator this year.

Writing	Reading	Maths
46.9% EM(15/32)	46.9% EM (15/32)	37.5%EM(12/32)
8/15SEND	8/15SEND	8/12SEND

Our Y1 Phonics pass % as a school were above national average 23/24 (80%) compared to Thursfield (93%) Cumulative (Y2) is 91%.

Our observations and assessments demonstrated that pupils faced challenges in relation to wellbeing and mental health. This remains significantly higher than previous years and the impact of having a pupil mentor in school full time has been significantly positive across the school.

Externally provided programmes

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

Ensure attendance of disadvantaged pupils is at least 96%.

Attendance	Non-Pupil Premium	Pupil Premium
Thursfield	95%	94%

As can be seen, PP attendance is below the rest of the school population. Support from VIPeducation 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.
- offering a wide range of high-quality extracurricular activities to boost personal development, 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 the effectiveness of the activities undertaken in previous years.

We triangulated evidence from multiple sources of data including assessments, engagement in class book studies, 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.