

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	286
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs E Bradbury Head teacher
Pupil premium lead	Mrs L Rhead
Governor / Trustee lead	Mr P Waring-

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,324
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</i>	
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	£41,659

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 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
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.	<p>Boxall profile interventions show impact through engagement in learning.</p> <p>All identified pupils have support from school nurture or external Trailblazer MHST.</p> <p>Pupils and parents report positive influence of wellbeing support. (Feedback at coffee morning)</p>
Reading, Writing and Maths	<p>Achieve outcomes in-line with, or above, national average by the end of KS2.</p> <p>Gaps in learning are identified and progress is ensured by teacher led quality first teaching and intervention.</p> <p>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.</p> <p>Application of Trust teaching and Learning policy incorporating Rosenshine's Principles- small manageable steps to develop knowledge.</p>
Phonics	At least 90% of pupils in Y1 and Y2 pass the Phonics screening check
Attendance	<p>Ensure attendance of disadvantaged pupils is at least 96%.</p> <p>Increased parental engagement demonstrated with attendance at parent consultations and parent workshops.</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. We will check we have a good PP pupil attendance.

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: £ 24,939

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>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 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 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>Focusing on the quality of teaching. Excellent maths teaching requires good content knowledge, but</p>	<p>EEF guidance reports for improving mathematics in Early Years, KS1 and KS2</p>	<p>2,3 and 6</p>

<p>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</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

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
The Nuffield Early Language Intervention (NELI)- structured intervention.	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: £4,720

Activity	Evidence that supports this approach	Challenge number(s) addressed									
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 and slow-cooker programmes.		5 and 6									
To ensure attendance of disadvantaged pupils is at least 96%. Support from VIPeducation	<table border="1"> <thead> <tr> <th>2021-2022</th> <th>Overall absence</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>PP national</td> <td>9.7%</td> <td>90.3%</td> </tr> <tr> <td>PP school</td> <td>8.8%</td> <td>91.2%</td> </tr> </tbody> </table>	2021-2022	Overall absence	Attendance	PP national	9.7%	90.3%	PP school	8.8%	91.2%	4
2021-2022	Overall absence	Attendance									
PP national	9.7%	90.3%									
PP school	8.8%	91.2%									
Access to technology- Google classroom and availability of laptops or chrome books for PP children if needed. (Updated)	EEF- Covid19- support guide for schools	2 and 5									
Parent workshops	EEF- communicating with parents at home regarding supporting their child with their learning	1,2,3,4,5 and 6									
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.	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	1,3 and 6									

Total budgeted cost: £41,659

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupils faced challenges in relation to wellbeing and mental health. This remains significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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 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.
- 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.