

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	Thorpe Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	13 th October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	P.Mennell
Pupil premium lead	P.Mennell / M.Fletcher
Governor / Trustee lead	G. Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,600
Recovery premium funding allocation this academic year	£5,916
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	£102,516

Part A: Pupil premium strategy plan

Statement of intent

At Thorpe Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. By using this funding, our aim is to:

- Support the health and wellbeing of the children
- Remove barriers to learning created by poverty or family circumstance
- Improve levels of progress for disadvantaged and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world and increase their cultural literacy

Achieving our objectives:

In order to achieve our objectives and overcome the identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted personalised intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Implement interventions in all year groups to close the attainment gap between disadvantaged children and non-disadvantaged children
- Offer a breakfast club for all disadvantaged children to attend

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed in termly pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

School Context

Number of children on roll: 196 (EYFS: R, KS1: Y1, Y2 KS2: Y3, Y4, Y5, Y6)

Ages: 3-11 years

Children eligible for FSM: 43%

Ethnic minority groups: 29%

English as an additional language (EAL): 6%

SEN Support: 19%

EHC Plan: 2 Children

The Head of School has been in post since September 2022.

Thorpe Primary has an experienced, full time pastoral worker who has good relationships with families and children.

Thorpe Primary School has achieved the Positive Parental Engagement Mark of Excellence by the Exceed Institute.

Thorpe Primary has 2 designated members of staff who offer Youth Mental Health First Aid training.

The headteacher is fully focused on ensuring rapid improvement at Thorpe Primary School.

The Head of School is ably supported by a highly effective SLT team, which also includes support from the Director of Primary & Director of Early Years for Carlton Academy Trust.

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 85% of pupils in Y1 pass the PSC.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc.	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: £ £ £ £ £ Impact (months): +5 months</p>	1, 2, 3 & 5
Accelerated Learning Interventions	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: £ £ £ £ £ Impact (months): +4 months</p>	1, 2, 3, 4, 5 & 6
Class resources inc reading – £450 per class.	<p><i>'It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.'</i></p> <p><i>'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.'</i></p> <p>EEF - IMPROVING LITERACY IN KEY STAGE 1 recommendations – October 2021</p>	2, 3, 5
EYFS Outdoor Provision	<p>Early literacy approaches Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: £ £ £ £ £ Impact (months): +4 months</p> <p>Early numeracy approaches Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: £ £ £ £ £ Impact (months): +6 months</p>	1, 2, 3, 4, 5 & 6

	<div> <h3>Play-based learning</h3> <p>High impact for very low cost based on very limited evidence</p> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+5 months</div> </div> <p><i>‘The evidence base for play-based learning...does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.’</i></p> <p><i>‘Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy.’</i></p> <p>EEF – Reviewed September 2021</p> </div>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery/Booster Groups, Read Write Inc (Fresh Start)	<div> <div>Small group tuition</div> <div>Moderate impact for low cost based on moderate evidence</div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> </div> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+4 months</div> </div>	2, 3 & 5
WellComm – language intervention programme	<div> <div>Oral language interventions</div> <div>Very high impact for very low cost based on extensive evidence</div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> </div> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+6 months</div> </div> <div> <div>Teaching Assistant Interventions</div> <div>Moderate impact for moderate cost based on moderate evidence</div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> </div> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+4 months</div> </div>	1, 2 & 3
Shine Interventions	<div> <div>Reading comprehension strategies</div> <div>Very high impact for very low cost based on extensive evidence</div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> </div> <div> <div>Implementation cost</div> <div>Evidence strength</div> <div>Impact (months)</div> </div> <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+6 months</div> </div>	1, 2 & 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS (Pupil Attitudes to Self and School)	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ +4 months</p>	1, 2, 3, 4 & 5
CONNECT Curriculum	<p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ +7 months</p> <p><i>'Teach SEL skills explicitly'</i> <i>'Integrate and model SEL skills through everyday teaching'</i> <i>EEF - Improving social and emotional learning in primary schools – October 2021</i> <i>'Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment' (Clarke et al., 2015**).</i></p>	1, 2, 3, 4 & 5
Travel to School	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ +4 months</p>	2, 4, 5 & 6
Purchase of glockenspiels to enhance music curriculum (£500)	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ £ £ £ +3 months</p> <p><i>'Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.'</i> <i>'Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.'</i></p>	1, 3, 4 & 5

	EEF - The impact of non-cognitive skills on outcomes for young people - Literature review 21 November 2013	
Breakfast Club	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p><i>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</i></p> <p>EEF – November 2016</p>	1, 3, 4, 5 & 6
Learning Goals and Attendance Rewards	<p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p><i>'Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.'</i></p> <p><i>'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.'</i></p> <p>EEF - Improving behaviour in schools – October 2021</p>	1, 2, 3, 4, 5 & 6
Wider Curriculum Opportunities	<p>Physical activity Low impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +1 months</p> <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural literacy.</p>	1, 2, 3, 4, 5 & 6

Total budgeted cost: £ 102,000

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.

Key areas of impact

- 2022 Summer Term Phonics screening test results 71% all pupils.
- PP attendance figures for end of 2021-2022: 91%
- End of KS1 results Expected + R- 68% W- 57% M- 68%
- Higher Standard R- 14% W- 14% M- 18%
- End of KS2 results Expected + R- 76% W- 66% M- 83%
- Higher Standard R- 17% W- 3% M- 14% Comb- 3%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
WellComm	GL Assessments
PASS	GL Assessments
TTRS	Maths Circle