

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	Thringstone Primary School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	(40) 26%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Ella Roberts
Pupil premium lead	Ella Roberts
Governor / Trustee lead	Diane Bull / Jane Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,110
Recovery premium funding allocation this academic year	£ 6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 57,345

Part A: Pupil Premium Strategy Plan

Statement of intent

At Thringstone Primary School we recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. It's therefore important that we target the use of the Pupil Premium funding to ensure that our disadvantaged pupils receive high quality teaching and learning opportunities and that appropriate provision is made for pupils in the vulnerable groups.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We also allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breath of the curriculum
- Develop pupils' 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
- Ensure all pupils access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Deprivation Indices

This indices data from Summer 2021 rank schools in Leicestershire from most deprived to least deprived. Compared to 272 primary schools in Leicestershire, rankings closest to 1 are most deprived and those closest to 272 are least deprived.

Domain	Average Score	Rank
IDACI (Income Deprivation Affecting Children)	0.21	10
Education, Skills and Training	41.58	3
Employment	0.11	12
Income	0.13	18
Health, Deprivation & Disability	0.29	11
Barriers to Hosing & Services	14.10	203

Living Environment	5.33	261
Crime	0.02	48
Children/Young People	0.93	3
Adult Skills	0.40	4

Overall the average score is 21.91 which ranks the school at 16

Achieving our objectives:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure all pupils have access to trips, residentials and first hand experiences
- Provide opportunities for 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

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

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 specific intervention and support for individual pupils which will be reviewed at least termly. 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.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Foundation Stage in all areas
2	Poor speech, language and communication skills
3	Chaotic family lives and social care involvement
4	Access to wider opportunities and aspirations for the future
5	Gaps in reading, writing, maths and phonics
6	Parental engagement and need for more effective support with home learning in basic skills

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
Progress in Reading, Writing and Maths	Pupils make rapid progress by the end of the year so that the gaps closes in % of ARE and Greater Depth between PP and non-PP pupils
Reading and Writing – the children’s reading and writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to read and write at length	Achievement of expected attainment for disadvantaged children is in line with or above national averages of disadvantaged
All children in school have access to a variety of enrichment opportunities and activities to enhance the curriculum and their learning	Children’s attitude to learning, positive thinking, perseverance, resilience and aspiration are evident
Family support impacts positively on pupils’ character development	
Parents are more engaged in their children’s learning and supporting effectively at home	Evidence in homework and reading record books of parents more engaged. Increased parent attendance to workshops and parent meetings. Parents report positive experiences of working with their children on learning objectives at home

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: £ 12,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Nuffield Early Language Intervention (NELI) assessment completed with all FS children on entry and identified children place on the communication and language programme.</p> <p>Training and delivery of NELI programme by DK, MT and HG £ 1,442</p>	<p>Weak language and communication skills means children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. This in turn means that in KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p>	1,2
<p>Catch Up Teachers in: Y2 £ 1,200 Y6 £ 1,000</p>	<p>Disadvantaged pupils make less progress in identified areas – Reading, Writing or Maths.</p> <p>Small group work or 1:1 tuition with high quality feedback has proven to be effective in narrowing progression gaps between disadvantaged and non-disadvantaged pupils.</p>	5
<p>Reading and Spelling intervention programmes delivered daily to identified pupils in KS2 throughout the year and Y2 from Spring Term by ER £ 1,750</p>	<p>Implementing effective structured interventions with a consistent approach supports children who are struggling or have fallen behind.</p> <p>Nessy and Dyslexia Gold are recognised and validated intervention programmes which supports children's reading and spelling.</p>	5
<p>Cover supervisors employed to release curriculum leaders £ 1,691</p>	<p>Supports the continual improvement of the quality of the curriculum through observations, team teaching & planning, interviews and work scrutinies.</p>	4,5
<p>Staff CPD £ 5,000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Leicestershire & Rutland Teaching School Hub and Forest Way Alliance.</p> <p>In order to lead effectively staff are released each term.</p>	2,4,5

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

Budgeted cost: £ 16,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group or 1:1 sessions with experienced LSA in addition to class lessons £ 12,848</p>	<p>Small group work and 1:1 tuition with high quality feedback, both verbal and written have shown to be effective.</p> <p>Implementing effective structured interventions with a consistent approach support children who have fallen behind.</p>	<p>2,5</p>
<p>Subscriptions to effective on-line learning programmes £ 2,507</p>	<p>Effective on-line learning supports children in school and at home in practising their basic/key skills.</p>	<p>2,5</p>
<p>Ensure a consistent approach to teaching phonics using a systematic and synthetic approach £ 1,000</p>	<p>Using and applying a phonics approach consistently and effectively delivers high impact.</p> <p>The school is using the DfE validated programme, Phonics International, which is focused on the mastery of alphabetic code knowledge with clear routines and resources which support retrieval practice.</p>	<p>1,2,5</p>

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

Budgeted cost: £ 29,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA, Pastoral, Family Support Worker and Sports Coaches will work with pupils identified as needing emotional wellbeing or behaviour support to address their needs and reduce the barriers for learning</p> <p>ELSA £ 1,140 Pastoral £ 15,610 FSW £ 3,059 Sports Coach £2,190</p>	<p>Timely and early intervention ensures children who have additional needs associated with social, emotional or mental health are able to access the curriculum. The support creates opportunities for social, emotional and behaviour strategies, collaborative learning and small group work.</p> <p>Continued work on character development – ‘Route to Resilience’ and ‘Place 2 Be’ approach supports mental health, self-esteem and wellbeing.</p>	3.4.5,6
<p>Music tuition in KS2 Leicestershire Music Service £2,010</p>	<p>All pupils have the opportunity to play a music instrument. Being engaged and physically and mentally active encourages children to have good levels of confidence and self-esteem.</p> <p>Participation in artistic, imaginative and creative activities can support improved outcomes in core curriculum subjects.</p>	4
<p>Subsidised and funded residential visits, trips and swimming giving disadvantaged pupils access to all educational visits and activities £ 3,250</p>	<p>Subsidising visits and activities enables all children to be able to participate with their peers in all educational visits and activities. Some of our pupils needs support to engage with activities that promote health and wellbeing through collaborative learning</p>	4
<p>Funded milk and cooking club aimed at disadvantaged and identified vulnerable pupils including children with social and emotional needs £ 540</p>	<p>Disadvantaged and vulnerable pupils engage in school life and feel healthy and well during the school day.</p> <p>Some of our pupils needs support to engage with activities that promote health and wellbeing through collaborative learning</p>	3
<p>Magic breakfast provides free breakfast bagels for all children to start the school day £ 500</p>	<p>Research shows that hungry children do not perform as well.</p> <p>Food deprivation is a concern at Thringstone and during the lockdowns of last year the food donated through Magic Breakfast was gratefully received and welcome.</p>	3
<p>Support with home learning through consistent and effective communication,</p>	<p>During the pandemic, parents have played a key part in supporting children to learn at home and it's essential that schools and families</p>	6

resources and parent workshops £ 1,000	continue to work together and ensure greater consistency of learning for children.	
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Total budgeted cost: £ 57,737

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.

During 2021-21, lockdown and periods of isolation impacted on our pupil premium activity and it is recognised that some of the desired impact and outcomes have not been met.

Some year groups with low numbers of disadvantaged pupils carry significant % figures, however we also use evidence from learning walks, books, prior attainment, pupil progress meetings and pupil interviews. Teachers have improved their ability to clearly identify and monitor vulnerable pupils and dual vulnerabilities.

Additional support in classes overall worked well as early intervention, effective feedback, scaffolding and modelling were evidenced. Children's improvements in other areas of the curriculum were transferred to the core subjects. The support allowed for needs-based intervention through-out the day and benefited all children

Last year our support staff timetabling has allowed for additional intervention work in KS1 as we see a greater impact following early identification of support and intervention.

The use of specialist services increased confidence in staff providing effective stimulus and identifying when support and target intervention was required. We continue to share good practice and provide opportunities for peer observations and team teaching to further develop staff confidence and effective approaches.

School has identified that children have very different learning needs that need addressing through specific intervention and resourcing. Children have made good small steps progress, though it is recognised that lockdown and isolation periods have slowed progress from some children. We want to continue to reshape some of our interventions so they involve less withdrawal from the classroom

More able disadvantaged pupils had the opportunity to demonstrate and develop their understanding and learning. Children were encouraged to take a lead in class discussions and projects. Staff used assessments effectively to identify the learning trajectory of more able pupils over time and break down pupil strengths and abilities extending the opportunities for more pupils rather than take an overall approach.

The impact of small group work and 1:1 tuition was more closely monitored by English & Maths subject leads including liaison and moderation with Intervention teacher and class teacher

All children offered extra-curriculum clubs and given a range of experiences both in and out of school. We will continue with this as impact is positive and transferred to other areas of the curriculum. These activities have a clear impact on personal development,

behaviour and welfare; it also supports our positive engagement with parents. We also want to ensure all disadvantaged pupils have access to all opportunities offered.

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
MyMaths	Oxford University Press
Time Tables Rock Stars	Maths Circle
Espresso	Discovery Education
Curriculum Visions	Atlantic Europe Publishing Co. Ltd
Oxford Owls	Oxford University Press
Nessy	Nessy Learning Ltd
Dyslexia Gold	Engaging Eyes Ltd
Classroom Secrets	Classroom Secrets