



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium for the 2024 to 2025 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	157
Proportion (%) of pupil premium eligible pupils	(51) 33.5%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	David Chapple
Pupil Premium Lead	Jo Hallam
Governor / Trustee Lead	Diane Bull / Amy Bowers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74,000
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 74,000</b>

# 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 breadth 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 2024 rank schools in Leicestershire from most deprived to least deprived. Compared to 275 primary schools in Leicestershire, rankings closest to 1 are most deprived and those closest to 275 are least deprived.

Domain	Average Score	Rank
IDACI (Income Deprivation Affecting Children)	0.22	8
Education, Skills and Training	42.49	3
Employment	0.11	11
Income	0.13	15
Health, Deprivation & Disability	0.32	10

Barriers to Housing & Services	13.83	214
Living Environment	5.06	268
Crime	0.04	42
Children/Young People	0.96	2
Adult Skills	0.40	3

**Overall the average score is 22.29 which ranks the school at 14**

**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
- Target funding to ensure all pupils have access to trips, residential 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 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 is regularly updated by Class Teachers and will be reviewed and monitored termly by the Pupil Premium Lead. 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. This support is regularly reviewed by the Senior Mental Health Lead.

## 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	Unstructured family life 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 of parental support and engagement through the various forms of communication. Increased parent attendance to school events 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: **£ 25,685**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Spelling intervention programmes delivered daily to identified pupils in KS2 throughout the year <b>£440</b>	<p>Implementing effective structured interventions with a consistent approach supports children who are struggling or have fallen behind.</p> <p>Nessy is a recognised and validated intervention programme which supports children’s reading and spelling.</p>	5
Reading groups delivered in EYFS and KS1 3 times a week. 14 different groups across the week <b>£1000</b>	<p>Implementing effective reading provision for children in EYFS and KS1 so they can make accelerated progress due to low starting point.</p> <p>Little Wandle is a recognised Synthetic Phonics and reading scheme that supports children’s reading through high quality provision and a robust assessment system.</p>	2, 5, 6
Cover supervisors employed to release curriculum leaders <b>£23,245</b>	Supports the continual improvement of the quality of the curriculum through observations, team teaching & planning, interviews and work scrutinies.	4,5
Staff CPD <b>£1000</b>	<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 &amp; Rutland Teaching School Hub, Forest Way Alliance and the Coalville Partnership Charitable Trust.</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: £ 20,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group sessions with experienced LSA during class lessons with QFT	Small group work with high quality feedback, both verbal and written have shown to be effective.	2,5
Rapid Catch Up reading interventions, precision teaching, daily readers £ 11,924	Implementing effective structured interventions with a consistent approach to support children who have fallen behind.	1, 2, 5
Subscriptions to effective on-line learning programmes £ 6,750	Effective on-line learning supports children in school and at home in practising their basic / key skills. TTRS, Curriculum Visions, White Rose, Classroom Secrets & Picture News	2,5
Ensure a consistent approach to teaching phonics using a systematic and synthetic approach £ 2,100	<p>Using and applying a phonics approach consistently and effectively delivers high impact.</p> <p>The school is using the Little Wandle programme which has clear routines and resources which support retrieval practice.</p> <p>Effective use of books to support the teaching of Little Wandle.</p> <p>CPD content available in the form of videos and how to resources</p>	1,2,5

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

Budgeted cost: £ 27,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral, Family Support Worker and School Counsellor will work with pupils identified as needing emotional wellbeing or behaviour support to address their needs and reduce the barriers for learning</p> <p>Pastoral £ 3,692 FSW £ 8770 School Counsellor £3,582</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 – ‘Place 2 Be’ approach supports mental health, self-esteem and wellbeing.</p>	3.4.5,6
<p>Music tuition in KS2 Leicestershire Music Service</p> <p>£4,140</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</p> <p>£2230</p>	<p>Subsidising visits and activities enables all children to be able to participate with their peers in all educational visits and activities.</p>	4
<p>Access to all educational visits and activities</p> <p>£3,462</p>	<p>Some of our pupils need support to engage with activities that promote health and wellbeing through collaborative learning.</p>	2, 4, 1
<p>Funded milk, cooking club and access to Breakfast Club aimed at disadvantaged and identified vulnerable pupils including children with social and emotional needs</p> <p>£ 850</p>	<p>Disadvantaged and vulnerable pupils engage in school life, 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>Coalville Partnership Charitable Trust events for each year group <b>£815</b></p>	<p>Each year group are provided with an enrichment opportunity with a group of local schools to create links and support the transition to high school.</p> <p>This helps develop a sense of belonging and provides children with experiences they otherwise wouldn't get.</p>	<p>1, 2, 4</p>
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**Total budgeted cost: £74,000**

## 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 2023 to 2024 academic year.

The pastoral support provided through the school counsellor, family liaison worker and family behaviour support gives the children and families in school social and emotional support in and outside of school which helps ensure they are ready to learn.

The establishment of classroom intervention in English and Maths for targeted disadvantaged/EAL/SEND pupils had a significant impact on pupil progress. The impact of intervention in class was closely monitored by English & Maths Subject Leads including liaison and moderation with the Class Teacher and SENDCO .

The school used a range of evidence to support with their analysis of the needs and progress of the children. This included: learning walks, books, prior attainment, pupil progress meetings and pupil interviews. Teachers use this data to identify and monitor vulnerable pupils, especially those with dual vulnerabilities.

Additional support in classes 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 this benefited all children.

Last year, our support provided additional in class intervention in EYFS, KS1 and KS2 and as a result we saw a greater impact following early identification and the ability to monitor progress over time.

The use of specialist services increased confidence in staff providing an effective learning experience and in identifying when support and targeted intervention was required. We continued to share good practice in staff meetings and provide opportunities to work collaboratively through shared planning as well as the opportunities to seek support from external agencies such as Autism Outreach.

School has identified that children have very different learning needs that need supporting through specific intervention and resourcing. Children have made good small steps progress and we want to continue to reshape some of our interventions so they involve less withdrawal from the classroom and those children have a real sense of belonging.

More able disadvantaged pupils had the opportunity to demonstrate and develop their understanding and learning. Staff used assessments effectively to identify the learning trajectory

of more able pupils over time and break down pupils' strengths and abilities extending the opportunities for more pupils rather than take an overall approach.

All children were offered a range of wider opportunities, 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*

<b>Programme</b>	<b>Provider</b>
MyMaths	Oxford University Press
Time Tables Rock Stars	Maths Circle
Little Wandle: Letters and Sounds	Little Wandle
Oxford Owls	Oxford University Press
Nessy	Nessy Learning Ltd
Classroom Secrets	Classroom Secrets
Picture News	Picture News
Curriculum Visions	Atlantic Europe Publishing co. Ltd.