

# Pupil Premium Strategy Statement

*This statement details how we plan to spend our Pupil Premium funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.*

*This document also outlines the impact this funding had during the last academic year (2021 to 2022).*

## School overview

Detail	Data
School name	THORNS PRIMARY
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	45.2%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	20.12.22
Date on which it will be reviewed	DECEMBER 2023
Statement authorised by	MRS R JORDAN
Pupil premium lead	MR HINKLEY
Governor / Trustee lead	MRS R DALGLEISH

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,000
Recovery premium funding allocation this academic year	See separate plan
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£118, 000</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

*Our school Vision and values state:*

**Our aim is for every child to:**

- feel safe and secure at all times, and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

**Our commitment is to provide every child with:**

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the 'powers' for lifelong learning and success.

*As is clear from our statement above, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.*

*The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their best, which will include those pupils who are already high attainers.*

*We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity outlined in this report is intended to support their needs, regardless of whether they are classed as disadvantaged or not.*

*High quality teaching for all pupils is at the heart of all that we do. Our main focus will be on those disadvantaged pupils who require the most support. This is proven to have the most impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The attainment of non-disadvantaged pupils will be sustained and improved alongside disadvantaged pupils as a result of the planned strategy.*

*Staff take time to identify the barriers individual children face so that we are well-equipped to meet their needs and to provide the right support. We analyse the data provided for each cohort and this helps to shape the provision planned. Teachers are at the heart of the planning process, ensuring that lessons are of the highest quality.*

## Challenges

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

Number	Detail of challenge
1	Lower rate of attainment in Reading, Writing and Mathematics for many pupils eligible for pupil premium (compared to others in school and others nationally)
2	Pastoral needs of many eligible pupils impacting on their ability to learn effectively within school
3	Low standards in language development (language deficit) hinder the overall ability of many of pupils in receipt of Pupil Premium Funding
4	Low parental engagement in learning for many pupils eligible for pupil premium
5	Poor attendance rates and regular lateness
6	Limited range of life experiences

## 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																
To develop Oracy skills of disadvantaged pupils to increase attainment of pupils achieving expected level in speaking area of EYFS curriculum.	<ul style="list-style-type: none"> <li>• Increase in current attainment figure of 75% of pupils who achieved expected level in reception.</li> </ul>																
Continue the upward trend in the increase of the number of pupils (eligible for pupil premium) at the expected level in reading, writing and maths across school.	<ul style="list-style-type: none"> <li>• Increase in KS2 attainment figures of 38% (currently 28% and 35% in reading, writing and maths respectively)</li> <li>• Increase in disadvantaged children achieving ARE in every class from start to end of year (accelerated progress for identified children)</li> </ul>																
Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at expected and/or higher standard.	<ul style="list-style-type: none"> <li>• To reduce the current 'difference' in the percentage of disadvantaged to non-disadvantaged achieving expected standard.</li> </ul> <table border="1" data-bbox="799 1106 1407 1301"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>79%</td> <td>-43%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>47%</td> <td>-11%</td> </tr> <tr> <td>Maths</td> <td>45%</td> <td>58%</td> <td>-13%</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Difference	Reading	36%	79%	-43%	Writing	36%	47%	-11%	Maths	45%	58%	-13%
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	<ul style="list-style-type: none"> <li>• Attendance improves due to support from Family and Pastoral Support Worker</li> <li>• Early Help Referrals made where appropriate (successes celebrated, action plans and referral to ESS team made where required)</li> </ul>																
Focus on early language development in Reception	<ul style="list-style-type: none"> <li>• Wellcomm Screening used to identify gaps, provide support and show progress in Speech and Language Development</li> <li>• Intervention time with Teaching Assistant for individual children with identified needs.</li> <li>• New approach to phonics launched and all staff trained to ensure quality delivery of daily phonics sessions and interventions.</li> </ul>																

<p>To increase parental engagement through the offer of parental workshops and other opportunities for parents to come into school.</p>	<ul style="list-style-type: none"> <li>• Implementation of workshop to support children’s speaking and listening skills</li> <li>• Reading workshop provided to show parents how to support reading at home</li> <li>• Learning Showcase events</li> <li>• Community events e.g., Bonfire, Community Carols, summer picnic etc. to build positive relationships</li> </ul>
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## Activity in this academic year (2022-2023)

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund teaching assistants within classrooms.	The EEF states that TAs can add value to the role of teachers within the classroom and can be used to deliver high quality one-to-one or small group interventions (if used appropriately)	1,2,3,5
CPD for Inclusion Lead (AHT) <b>£1000</b>  Inclusion Lead’s time for monitoring, evaluation and planning of provision etc. for PP	An effective Inclusion Lead will oversee PP funding and its impact on pupil progress (including ensuring that provision is facilitated well; raising awareness amongst staff; monitoring classroom provision; tracking ‘disadvantaged’ children’s progress thoroughly, taking subsequent action as necessary).  The Inclusion Lead needs to be appropriately knowledgeable and skilled, requiring access to training and support.	1,2,3,4,5,6
Implementation of a school Speech and Language Therapist to support children and staff on a weekly basis.	Communication and Interaction Needs is our highest area of SEN need, of which some pupils are also entitled to PP. With decreasing support from an overstretched NHS service, we feel implementing our own SALT will enable us to improve identification of speech and communication needs, but	1,2,3

£9,000 p.a. (approx. 50% from SEND funding)	also improve the delivery of interventions and support programs on a more regular basis.	
Implement Oracy training for staff and feed it into the curriculum £1000	The EEF states communication and language approaches emphasise the importance of spoken language and verbal interaction for children. Studies of communication and language approaches show positive benefits for young children's learning, including their expressive language and early reading skills. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds.	1,3
Buy in support from a local MAT's Oracy Lead £1000	Ensure that Oracy is high-profile and planned part of the curriculum (see above)	1, 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals made to the Reflexions Team (DUDLEY CAMHS) for targeted children Currently free	There is no recorded evaluation of the use of Reflexions across Dudley schools, however, from staff, pupil and parent discussions, we can see a positive effect on all children who have taken part in the Reflexions process.	1,2,3,4,5
Implement Precision Teaching across school and monitor impact. From SEND budget	Precision Teaching follows the principles of The Instructional Hierarchy and is an evidence-based intervention with proven success across the country.	1,2,4
Undertake Lego Therapy training and deliver to pupils who will benefit from social skills intervention. £400	Research from UCL indicates that Lego Therapy can result in improved social competence and fewer inappropriate behaviours and that the effects can be long term (LeGoff, 2004).	1,2,3,4,5

Identify an evidenced-base reading intervention and deliver training to staff; begin implementation by summer term. <b>£600</b>	The EEF states that research shows that targeted interventions show a consistent impact on attainment of approximately three to four additional months' progress.	1,4,5
Additional tutoring provided by Third-Space Learning <b>Funded by School-led Tutoring grant and Covid Recovery fund</b>	EEF indicates that Covid Catch up funding can help pupils to make significant gains. The impact of Third Space Learning will be carefully monitored within school.	1,2,5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Family and Pastoral Support Worker role in school  As Attendance Lead, FPSW to embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  <ul style="list-style-type: none"> <li>Attendance closely monitored and analysed (identifying patterns, risk factors etc.)</li> <li>Families contacted about attendance concerns (action plans in place, referrals made to ESS team as required)</li> <li>FPSW identified Mental Health Lead</li> </ul>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence and is being used in school to improve our progress towards improving our absence rates.	4,5
Whole school CPD to develop understanding of metacognition and	The report below has helped to shape the programme being implemented in school <a href="https://educationendowmentfoundation.o">https://educationendowmentfoundation.o</a>	1,2,3

<p>metacognitive approaches to teaching. TAs to attend Professional Development Meetings. (additional cost)</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">rg.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> CPD is planned using Rosenshine's Principles and Tom Sheringham's work books.</p>	
<p>Provide bespoke support for children with identified SEMH needs as required (costs vary)  Currently Child A: EP support; 1:1 TA lunchtimes; AHT time; other agency involvement <b>£2500 approx.</b></p>	<p>The EEF guidance report detailed below has helped us to make an informed decision about the type of SEMH provision needed in school: <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Whilst we acknowledge that the impact of such interventions may not have an 'academic' value to them we identify that many of our disadvantaged pupils lack the ability to regulate their emotions and therefore are not ready to learn, the report states; <i>"The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."</i></p>	<p>2,3,4,6</p>
<p>Support for children with anxiety-based concerns through 'Reflexions' (including parent workshops) <b>Currently free</b></p>	<p>See above</p>	
<p>Providing opportunities to invite parents into school to develop new ways to support their children at home</p>	<p>Based on the EEF guidance report, it is essential that we engage parents to provide sustainable support for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4,6</p>

**Total budgeted cost: £118,000**



## 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.

The number of pupils reaching the expected level in reading, writing and maths at KS2 has increased from the last academic year:

	% reaching expected level in 2020-21	% reaching expected level in 2021-22
Reading	29%	38%
Writing	22%	28%
Maths	25%	35%

Pupil progress remained at similar levels from 2020-21 to 2021-22, however in maths, more pupils made better than expected progress (21% in 2020-21 to 28% in 2021-22). These figures indicate that investment in quality first teaching and enhancing our maths curriculum has had a positive impact on both attainment across the curriculum and particularly progress in maths.

As a school, we use a range of interventions including daily readers and phonics booster groups. We also have now trained staff in Precision Teaching, an evidenced-based intervention used to boost attainment and progress. It is too early to measure the impact of this particular intervention but more data will be available for analysis as we move through the 2022/23 academic year.

Progress is monitored using Insight with pupil progress reviews held termly to help identify any children that may be falling behind. These reviews also help identify children who would benefit from additional tutoring outside of school hours.

Attendance and punctuality of pupils is closely monitored by the Pastoral Lead. Pupils with attendance below 90% are monitored regularly and attendance plans are put in place where necessary.

Work to develop early language development skills will remain a priority. WellComm is now in place as is our phonics scheme. The percentage of disadvantaged children

who reached the expected standard in the speaking area of the EYFS in 2021-22 was 75% compared to 52% in 2020-21, which indicates a positive trend.

## 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>
Reflexions Programme	Dudley CAMHS
Get Moving	Dudley Occupational Therapy
Wellcom Speech and Language Screening	
REST – Resilience and Self-esteem Screening Tool	Jigsaw PSHE

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A