

Pupil premium strategy statement 2021 - 24

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	Thornton Primary School
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	43% (230 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Cathy Grace
Pupil premium lead	Cathy Grace
Governor / Trustee lead	Sofina Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,224
Recovery premium funding allocation this academic year	£36,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£349,764

Part A: Pupil premium strategy plan

Statement of intent

Thornton Primary School aims for children to make at least good progress and achieve highly across all subject areas, regardless of background or other challenges. The cohorts of leavers from 2022 – 2024 have all been impacted on by two years of disrupted education. We intend to use our pupil premium strategy to focus on support for these children, including those who are already attaining well.

The key to ensuring our strategy has the greatest positive impact on our pupils' achievements is Quality First Teaching as this is proven to be the most effective way of closing the attainment gap between disadvantaged and non-disadvantaged children. All children, whether disadvantaged or not, benefit from strong and effective teaching. It is intended that all children will sustain and improve their attainment as part of this strategy.

Thornton Primary School's strategy is closely linked to wider school plans for education recovery, including the use of a range of carefully selected interventions, which will focus on children whose education has been worst affected, including non-disadvantaged pupils. Where disadvantaged children need most support in closing the attainment gap, we will be utilising the school-led tutoring funding to target support.

Integral to the successful implementation of this plan, is the routine and frequent analysis of data and our knowledge of our children to target support appropriately and effectively. This includes non-academic support, as well as subject specific intervention. We recognise and actively support those pupils who face additional challenges where non-academic support is in place, such as those with a social worker.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths attainment is significantly below that of non-disadvantaged pupils.

2	Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures and class bubble isolations (25 in 2020-2021), associated with the global Covid-19 pandemic, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils with SEND generally have greater difficulties with core subjects than their peers. This negatively impacts on their development.
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, including an impact on their mental health. These challenges particularly affect disadvantaged pupils' well-being and their readiness to learn, as well as their attainment. Teacher referrals for support have markedly increased during the pandemic, with over 50% of all pupils currently requiring additional support with social and emotional needs.
5	Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been between 2-4% lower than non-disadvantaged pupils. Punctuality amongst some disadvantaged pupils is also negatively impacting on disadvantaged pupils' progress.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/2025 show that disadvantaged pupils are at least in-line with national standards.
Gaps in pupils' knowledge are accurately identified and interventions successfully delivered to ensure that pupils that have fallen behind make accelerated progress to reach age related expectations, particularly disadvantaged pupils.	KS2 outcomes in 2024/25 show that disadvantaged pupils are at least in-line with national standards for Reading, Writing and Mathematics.
SEND pupils are swiftly assessed, referrals made as relevant and pupils are provided with appropriate and effective support packages, particularly disadvantaged pupils, to support accelerated progress.	SEND pupil provision is highly effective and all SEND pupils make accelerated progress from their starting points. Evidence from ongoing formative assessment, book scrutinies and pupil engagement in learning clearly shows all disadvantaged pupils with SEND make at least good progress.

Improved, and sustained, well-being for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved and sustained attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 is at least in-line with national measures for children entitled to Pupil Premium funding.

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: £19,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of meta-cognition strategies e.g. teacher models thought processes; children are given greater responsibility for their learning; children 'learn to learn' and have more independence in their learning. CPD re-visit sessions for staff	Evidence base indicates that use of meta-cognition strategies will support learning in core subjects, with a focus on maths Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2
Additional leadership time to drive forward standards in teaching and learning in maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1
Participation in 'Mastery Readiness' programme run by NCETM through the Central Maths Hub – Maths Lead and second teacher training to	Nationally recognised and fully funded by DfE – a six part-programme to train school staff in a staged approach to develop teaching for mastery in maths. https://www.ncetm.org.uk/maths-hubs-projects/mastery-readiness	1
Intervention Teachers to deliver small group teaching to close gaps and accelerate progress in core	EEF findings that small group, intensive tuition for lower attaining learners or those falling behind aids effective progress: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2

subjects, particularly Mathematics		
Curriculum subscriptions to supplement and enrich learning	Times Tables Rock Stars (ttrockstars.com) Home - MyMaths Reading Plus – Adaptive Literacy Intervention for Grades 3-12 https://fft.org.uk/phonics/	2

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

Budgeted cost: £242,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring: use of data analysis to identify PP children to receive additional support (separate funding for 75% of cost – remaining 25% covered by PP funding for this year) via structured interventions	There is a moderate evidence base which suggests that one-to-one or small group tutoring has impact of upto +5 months over the course of a year: Small group tuition EEF educationendowmentfoundation.org.uk	1, 2
Teaching Assistants to support quality first teaching and interventions to close gaps	Evidence from EEF details findings relating to making the best use of Teaching Assistants to improve outcomes for pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2
Full-time, non-class based SENDCO and two non-class based SEND TAs to fully support effective whole school SEND provision, including 1:1 and small group interventions	Special Educational Needs in Mainstream Schools EEF educationendowmentfoundation.org.uk	3
WellComm speech and language toolkit introduced via Consortium, including comprehensive staff training, to identify and fully support speech and language development	Delayed language skills lead to under-performance in later life: WellComm - GL Assessment (gl-assessment.co.uk)	1, 2, 3
FFT Success for All phonics programme introduced (in-	There is a strong evidence base that explicit teaching of phonics in a systematic way impacts +5 months	2, 3

line with feeder infant school)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Apportionment of salaries for key staff to provide support and Early Help intervention for individual children or small groups (Pastoral Manager, School Nurse, Sports Coach, Breakfast and After-School Club)	EEF evidence base suggest that mentoring, physical activity and social and emotional learning all have a positive impact on more than just academic achievement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Use of pastoral manager to provide support for individual children, 1:1 support or small group work	EEF evidence base for mentoring reports +4 months for behaviour interventions: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Early Help to support parents with their child's attendance	EEF evidence base +4 months when parental engagement is encouraged through positive dialogue, regular interaction with supportive staff, signposting to appropriate services Parental engagement EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £349,764

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.

Due to the impact of the Covid 19 pandemic, the government cancelled all exams in England in summer 2021. This included SATs at Y6 and Y2. The Y4 times tables check was also cancelled. Therefore, there are no external data to measure progress against.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in reading, writing and mathematics. Our maths data falls in line with the national picture which shows that maths and writing achievement was most affected by the school closures.

The underperformance of disadvantaged pupils reflected in our data has been significantly impacted by the global Covid-19 pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and in targeted interventions to the degree we had intended. The impact for the disadvantaged children who did not attend an offered place in school was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. This was aided by use of online resources, such as Google Classroom and regular contact to help with routine and to get children onto their remote learning.

We ensured that DfE laptops were claimed and, together with additional school laptops, 117 loaned devices were issued to support pupils with accessing their remote learning during school closures. Our aim to remove the barrier to learning caused by lack of access to technology was achieved and was enhanced by our offer of technical support to families during this time.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

During school closures, some of our capacity in terms of adult resource was spent supporting the emotional well-being and mental health of the adults in the family. Adult

capacity also had to manage the increased referral to early help provision and signposting to local authority support.

Attendance for the first full academic year 2019-2020, was greatly affected by the global Covid-19 pandemic, as it was for all schools. Similarly, during the second year, 2020 – 2021, attendance was also significantly affected by unexpected school closure. For example, during 2019-2020, the attendance available for Year 6 non-PP children was 95.3% and for children entitled to PP, it was 93.6%, a gap of 1.7%. However, during 2020-2021, the attendance available for Year 6 non-PP children was 93.6% and for children entitled to PP, it was 87.3%, a widened gap of 6.3%.

The data does, however, follow the national pattern. FFT Education Data Lab research shows that nationally disadvantaged children missed more school sessions than their peers: the disadvantaged attendance gap since September 2021 ranges weekly upto 4% with attendance for disadvantaged pupils being lower.

As attendance of disadvantaged children is still lower than that of their peers, attendance remains a focus on our current plan.

Further information (optional)

We continue to support disadvantaged children to fully access school visits and visitors.