

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | THORNS PRIMARY           |
| Number of pupils in school  | 195                      |
| Proportion (%) of pupil premium eligible pupils   | 42%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2026<br>2024 - 2025 |
| Date this statement was published   | 31.12.2024               |
| Date on which it will be reviewed   | DECEMBER 2025            |
| Statement authorised by   | MRS R JORDAN             |
| Pupil premium lead  | MR HINKLEY               |
| Governor / Trustee lead   | MRS D TILLEY             |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £127,780 |
| 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><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £127,780 |

# 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 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.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Increase attainment in Reading, Writing and Mathematics for all pupils and pupils eligible for pupil premium.          |
| 2                | Pastoral Needs of many eligible pupils impacting on their ability to learn effectively within school                   |
| 3                | Low standards in language development 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, including experiences prior to starting school.                                     |

## 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  |
|---|---|
| <p>1. To develop Oracy skills of disadvantaged pupils to increase attainment of pupils achieving expected level in speaking area of EYFS curriculum and listening, attention and understanding.</p> | <ul style="list-style-type: none"> <li>• Increase in current (2023-24) attainment figure of 63% of pupils who achieved expected level in reception.</li> <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> <li>• Support from own school SALT Therapist</li> </ul> |
| <p>2. 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.</p>                         | <ul style="list-style-type: none"> <li>• Increase in current (2023-24) attainment figures of 44%, 30% and 40% 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> <li>• Ambitious target set of 90% for all pupils to achieve ARE.</li> </ul>  |
| <p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.</p>  | <ul style="list-style-type: none"> <li>• Attendance improves due to support from Attendance Lead.</li> <li>• Early Help Referrals made where appropriate (successes celebrated, action plans and referral to ESS team made where required)</li> <li>• Target of 96% attendance for PP learners.</li> </ul>  |
| <p>4. To increase parental engagement through the offer of parental workshops.</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> </ul>   |

|  |  |
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|  | <ul style="list-style-type: none"> <li>Community events e.g., Bonfire, Community Carols, summer picnic etc. to build positive relationships</li> </ul> |
|--|--|

## 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: £99,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Partially fund the use of 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.  | 1,2,3,5                       |
| CPD for Inclusion Lead (AHT) <b>£1000</b><br><br>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 fortnightly basis.<br><b>£4500 (50% approx. from SEN funding).</b> | 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 also improve the delivery of interventions and support programs on a more regular basis.   | 1,2,3                         |
| Implement Oracy training for staff and   | The EEF states communication and language approaches emphasise the importance of spoken language and verbal interaction for children.  | 1,3                           |

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|--|---|---|
| feed it into the curriculum. £1000   | 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. |   |
| Implement Maths No Problem across school and deliver CPD to support staff. | EEF states excellent maths teaching requires good content knowledge and excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.  | 2 |

### 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<br>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                     |
| Utilise Precision Teaching across school and monitor impact.<br>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                         |
| Utilise Lego Therapy training and deliver to pupils who will benefit from social skills intervention.<br>From SEND budget. | 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                     |
| Utilise evidenced base reading   | The EEF states that research shows that targeted interventions show a  | 1,4,5                         |

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| intervention (BRSP) across school and monitor impact.<br><b>From SEND budget.</b> | consistent impact on attainment of approximately three to four additional months' progress.                                     |       |
| Utilise Play Therapy for identified pupils<br><b>£1000</b>                        | Play Therapy UK research indicates that between 77% and 84% of children show a positive change through the use of play therapy. | 1,2,5 |

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

Budgeted cost: £ 27,780

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop role of Assistant Head Teacher (AHT) Inclusion Lead role.</p> <p>As Attendance Lead, AHT to embed principles of good practice set out in the DfE's <i>Working Together to Improve School Attendance</i> advice.</p> <ul style="list-style-type: none"> <li>• Attendance closely scrutinised</li> <li>• Families contacted about attendance concerns, action plans in place, referrals made to EIS team as required</li> </ul> | <p>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.</p>                     | 4,5                           |
| <p>Whole school CPD programme to develop understanding of</p>  | <p>The report below has helped to shape the programme being implemented in school<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p> | 1,2,3                         |

|  |  |     |
|--|--|-----|
| <p>metacognition and metacognitive approaches to teaching.</p> <p>TAs to attend Professional Development Meetings. (cost vary)</p>   | <p><a href="#">learning-toolkit/metacognition-and-self-regulation</a></p> <p>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)</p> <p>Currently Child A: EP support; 1:1 TA lunchtimes; AHT time; other agency involvement<br/><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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning</a></p> <p>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; "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."</p> | 4,6 |
| <p>Support for children with anxiety-based concerns through 'Reflexions' (including parent workshops)<br/><b>Currently free</b></p>  | <p>See above</p>   |     |

**Total budgeted cost: £132,892**



## 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.

1. To develop Oracy skills of disadvantaged pupils to increase attainment of pupils achieving expected level in speaking area of EYFS curriculum.

60% of pupil premium pupils achieved the expected level for speaking in the EYFS curriculum for 2023-24. This is a slight increase on the previous year, however progress has been made compared to the start of the academic year, when only 8% of pupil-premium pupils were at the expected level for speaking.

2. 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.

The number of pupil premium pupils reaching the expected level in reading, writing and maths has continued to increase:

|         | % reaching expected level in 2020-21 | % reaching expected level in 2021-22 | % reaching expected level in 2022-23 | % reaching expected level in 2023-24 |
|---------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Reading | 29%                                  | 38%                                  | 44%                                  | 49%                                  |
| Writing | 22%                                  | 28%                                  | 30%                                  | 43%                                  |
| Maths   | 25%                                  | 35%                                  | 40%                                  | 47%                                  |

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.

The introduction of interventions such as Precision Teaching and Better Reading Support Partners (BRSP), evidenced-based interventions used to boost attainment and progress, also appear to have had a positive impact on a number of pupils and adding to the overall picture of increased attainment figures.

3. 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.

After an eradication of the gap between disadvantaged and non-disadvantaged in reading and writing in 2022-23, unfortunately 2023-24 data demonstrates there is now a negative difference in the number of pupils who achieve age-related expectations when comparing disadvantaged to non-disadvantaged pupils.

|         | Disadvantaged | Non-disadvantaged | Difference |
|---------|---------------|-------------------|------------|
| Reading | 57%           | 71%               | -14%       |
| Writing | 57%           | 77%               | -20%       |
| Maths   | 35%           | 65%               | -30%       |

However, there were gains made from the beginning of the academic year (writing 36% to 57% and maths 21% to 35%) from disadvantaged pupils, so the gap did close for this particular cohort in writing and maths.

4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.

Attendance and punctuality of pupils has been closely monitored by the Pastoral Lead. Pupils with attendance below 90% are monitored regularly and attendance plans are put in place where necessary. There is a slight overall increase in attendance from 2021-22, where it stood at 90.52%, to 2022-23, which stood at 90.72%. There is a continued upward trend for pupils in receipt of Pupil Premium for the 2023-24 academic year where attendance stood at 91.7%.

5. Focus on early language development in Reception.

There has been a focus on early language development in reception. WellComm data shows a positive impact on the work implemented by our speech and language therapist and staff in EYFS: 37% of pupils required additional intervention at the start of the 2023-24. However by the end of the academic year this figure had decreased to 7% of pupils.

6. To increase parental engagement through the offer of parental workshops.

We have continued to run a number of workshops in the last academic year, including a 'Reflexions' workshop to support with behaviour and mental health and Personal Development meetings, but attendance still remains low (approximately 3% for one). However, parental engagement in community events remains strong.

## 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 (free)            | Dudley CAMHS                |
| Get Moving (free)                      | Dudley Occupational Therapy |
| WellComm Speech and Language Screening |                             |
| BRSP – Better Reading Support Partners | Primary Support Team        |
| Play Therapy                           | Lighthouse Centre           |