

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	THORNS PRIMARY
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	45.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	5.12.2021
Date on which it will be reviewed	DECEMBER 2022
Statement authorised by	MRS R JORDAN
Pupil premium lead	MRS K PARKES
Governor / Trustee lead	MRS R DALGLEISH

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910
Recovery premium funding allocation this academic year	£10,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,820

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.

Challenge number	Detail of challenge
1	Lower rate of attainment in Reading, Writing and Mathematics for many pupils eligible for pupil premium. The proportion of pupils eligible for funding who also have other identified barriers are 26% SEN, 19% SEMH and/ or Pastoral needs, 19% attendance
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

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 progress for pupils eligible for pupil premium through	Identified needs, focused intervention work, outside agency support as required, regular measurable impact gathered
More effective interventions following targeted discussions at Pupil Progress Meetings	Identified pupils receive targeted intervention work that provides measurable impact.
Increase the number of pupils (eligible for pupil premium) at the expected level.	Pupils make good progress in relation to English and Maths – measured through INSIGHT and effective use of measurable data to ensure that progress can be mapped across the school year.
On-going progress is measured more accurately – teaching matched to needs of pupils and intervention work directly linked to assessment analysis	Clearly measured impact of interventions. Interventions provide value for money. Targeted interventions matched to identified need of barriers to learning.
Attendance and punctuality of pupils is closely monitored and targets put in place to show improvement in attendance of individual pupils	Attendance improves as a result of support from newly appointed Family and Pastoral Support Worker, Early Help Referrals made where appropriate, successes celebrated, referral to EIS team made where required
Children come to school every day feeling safe and secure and are happy and ready to learn	Newly appointed Family and Pastoral Support Worker meeting regularly with identified pupils and their parents, Early Help Referrals made where required, Family Support workshops offered in school.
Early Language Development skills improved in Reception	Foundation stage Lead and Reception class teacher attend training on Early Language Acquisition, Reception classroom resourced to reflect Language Development, Wellcomm Screening used to show progress in Speech and Language Development, Intervention time with Teaching Assistant for individual children with identified needs. New approach to phonics launched and all staff trained to ensure quality delivery of daily phonics sessions and interventions.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Targeted support identified and in place • Interventions planned and delivered by teaching and Teaching Assistants 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
Additional TA to support identified children with pastoral needs	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3
CPD sessions to develop teacher understanding of attachment and pastoral needs.	As below	1,2,3,
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Referrals made to the Reflexions Team (DUDLEY CAMHS) for targeted children</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
<i>TA/Teachers hearing Daily Readers in place for targeted children during lunchtimes Wellcomm support sessions for targeted children with Language and Communication needs.</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. <ul style="list-style-type: none"> • Attendance closely scrutinised • Families contacted about attendance concerns, action plans in place, referrals made to 	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

<p>EIS team as required</p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>		
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Whole school CPD programme to develop understanding of metacognition and metacognitive approaches to teaching. TAs to attend Professional Development Meetings. (Additional cost)</p>	<p>The report below has helped to shape the programme being implemented in school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation CPD is planned using Rosenshine's Principles and Tom Sheringham's work books.</p>	<p>1,2,3</p>
<p>Referrals made to the Reflexions Team (DUDLEY CAMHS) for targeted children to attend small group sessions about self esteem</p>	<p>See above</p>	<p>2,3,6</p>

<p>Supporting children’s SEMH needs through:</p> <p>Pastoral ‘Nurture’ style base developed and in place for targeted pupils to access. Staff deployed to provide bespoke support to children in need of this provision</p> <p>Sensory Garden used to provide a gardening club for targeted pupils to access and tend.</p> <p>Pantomime booked for all pupils to attend – subsidised with PP funding</p> <p>Cooking area created within new ‘Nurture’ base for targeted children to cook.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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;</p> <p><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>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Progress for all children is unfortunately limited this year due to the turbulent year the children experienced. Across school the progress is at a low level.

Pupil progress meetings show a divide between the children who engaged with home learning and those who did not. Targeted, TA supported, work is in-place to support the children to make up the time lost. Pupil progress meetings show a mixed picture of progress for children eligible for Pupil Premium. Those with other identified barriers to learning continue to struggle to make the expected progress. Our reading program of daily readers is impacting on the children's ability to read fluently and is improving their comprehension skills. Data shows a steady increase in all readers.

Assessment data is now in place for Reading, Writing and Maths and has been used effectively to judge progress. Judgements are moderated by SLT and evidence is shared to ensure judgements are accurate during Pupil Progress meetings. Intervention support is planned following these meetings to ensure children receive the right diet of support. This intervention success is evaluated at the next PPM meeting. Termly reports are compiled and sent out to parents to show the progress children are making. Parents Evenings are subsequently held to discuss any support needed at home or in school. Appointments are made for all pupils.

Our family and Pastoral Support worker makes contact with parents daily when children are absent. Attendance rates are tracked and analysed to ensure families are targeted for support where required. Early Help Assessments are made as required. Referrals to EIS Team are made as required.

TAF meetings are attended by FAP Worker and support required in classes is shared and agreed with her.

FAP worker is also our DSL and oversees all safeguarding concerns. This is a useful link to her other work to ensure vulnerable children remain high priority.

Get Moving programme in place for targeted children – this is run by FAP worker and supported by two Y6 pupils. Lunchtime Playground Pals in place, run by FAP worker, targeted pupils are given a specific roles to support younger children . This has been a very successful programme for vulnerable children.

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
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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:

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.