

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Thorpe Primary School
Number of pupils in school	515 (including Nursery)
Proportion (%) of pupil premium eligible pupils	22.52% (funding based on 113 pupils – 22.2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Dec 2021 (reviewed July 22)
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Trethewy Headteacher
Pupil premium lead	Paula Jeremaes & Natalie Oxer, Assistant Headteachers
Governor / Trustee lead	Colin Hammond

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,505
Recovery premium funding allocation this academic year	16,385
Recovery premium funding carried forward from previous years	17,117
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£59,363
<b>Total budget for this academic year</b>	<b>£249,370</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Thorpe Primary school we want all pupils, irrespective of their background or the challenges they face, to 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 that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and observations of disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- support disadvantaged pupils to attend school regularly and on time
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of disadvantaged children show that parental engagement (reading nights/homework & use of Seesaw) is low and not supporting learning at home. 60% of disadvantaged children

	struggle with reading at home and 63% fail to engage with homework activities consistently.
2	Assessments, observations, and discussions with pupils show that disadvantaged pupils are generally further behind (40-50% on track across EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) and 37-55% on track in KS2 (Key Stage 2)), with phonics and reading compared to non-disadvantaged which impacts their ability to access the wider curriculum.
3	Internal assessments and observations indicate that writing attainment for dis-advantaged pupils is generally lower than non-disadvantaged pupils and significantly behind national expectations with an average of almost a year behind age-related expectations in most year groups.
4	Internal assessments and observations indicate that maths attainment for disadvantaged pupils, particularly in EYFS and KS2, is lower than non-disadvantaged pupils and significantly behind national expectations with an average of almost two terms behind age-related expectations in most year groups.
5	Lower attendance of disadvantaged children of 92.8% compared to 93.8% for non-disadvantaged children 24% of all pupils during 21/22 were persistently absent. Our observations indicate that absenteeism has negatively impacted on disadvantaged children's self-esteem and progress.
6	Assessment, observation, and discussions with pupils suggest some disadvantaged pupils struggled with social, emotional development and attitudes to learning. The Barriers to Learning assessments identify 40% of disadvantaged children with low resilience and 44% having a low attention span when learning. Our assessments and observations indicate that the well-being of many disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. However, there was a decrease in behaviour incidents involving disadvantaged children, from 67% of incidents in 20/21 to 48% in the last academic year. The Barriers to Learning assessments identify 38% of disadvantaged pupils struggle with their behaviour, 37% with low social skills and 46% with low self-esteem

## 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
Reading nights/use of seesaw in line with non-disadvantaged peers	90% or more of disadvantaged children to be green for reading nights from end of year 2022/23 70% of disadvantaged pupils by the end of 2022/23 and 80% of disadvantaged pupils by the end of 2024/25 will be

	engaged with seesaw activities for homework.
Improved phonics outcomes for disadvantaged pupils in EYFS / KS1 lead to KS2 improved reading outcomes in 2024/25	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> <li>• 90%+ of disadvantaged pupils in Y1 and Y2 phonics pass the phonics screening check in 2022/23</li> <li>• KS2 reading outcomes in 2024/25 show that more than 80%+ of disadvantage pupils met the expected standard</li> </ul>
Improved writing outcomes for disadvantaged pupils in EYFS, KS1 and KS2	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> <li>• 70% of disadvantaged pupils in EYFS reach ELG in 2022/23</li> <li>• 75% of disadvantaged pupils in KS1 reach the expected standard in 2022/23</li> <li>• 80% of disadvantaged pupils in KS2 reach the expected standard in 2023/24</li> </ul>
Improved maths outcomes for disadvantaged pupils in EYFS, KS1 and KS2	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> <li>• 70% of disadvantaged pupils in EYFS reach ELG in 2022/23</li> <li>• 75% of disadvantaged pupils in KS1 reach the expected standard in 2022/23</li> <li>• 80% of disadvantaged pupils in KS2 reach the expected standard in 2023/24</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall attendance for all pupils is 98%+ with disadvantaged pupils and non-disadvantaged pupils in line</li> <li>• Persistent absenteeism for all pupils is below national average with disadvantaged pupils and non-disadvantaged pupils in line</li> </ul>
<p>To increase levels of resilience and ability to concentrate in lessons for disadvantaged children.</p> <p>A therapeutic approach across school supports disadvantaged children with low self-esteem, social skill development and emotional agency.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Barriers to Learning grid shows increased resilience and ability to concentrate over the next 3 years.</li> <li>• Pupil voice surveys refers to confidence levels and strategies to</li> </ul>

	<p>problem solve. Pupils can identify how they feel and have an expanded emotional vocabulary</p> <ul style="list-style-type: none"> <li>• Reduction of incidents on the Incident log shows children have an increased ability to emotionally regulate, identify how they feel and use strategies to problem solve</li> </ul>
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## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT support programme - we want to ensure that our pupils at Thorpe receive the best possible learning experience. We will fund teacher release time to meet with mentors, observe other teachers and undertake professional development activities.	<p>Research from the Sutton Trust identifies two factors with the strongest evidence of improving pupil attainment:</p> <ul style="list-style-type: none"> <li>• teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</li> <li>• quality of instruction, which includes using strategies like effective questioning and the use of assessment</li> </ul> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	2, 3 and 6
Nellie CPD and continuation of programme. This 20-week programme aims to help young children overcome language difficulties.	<p>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:</p> <p><a href="#">Oral language interventions   EEF</a></p>	2 and 3

	<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">EEF Teaching Assistant Interventions</a>	
Phonics lead monitoring and support of a <a href="#">DfE (Department for Education) validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a robust evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Roots groups - small group tuition targeted at pupil's specific needs.	This approach has moderate impact for low cost. Pupil's benefit from the small groups in both reading and maths. Learning is targeted and monitored. Evidence from the EEF supports this. <a href="#">EEF Small group tuition</a>	2 and 3
Talk for writing CPD for teachers, leadership time to form, facilitate and deliver a 2-year action plan.	A three-stage pedagogy of imitation, innovation and invention aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. There is not enough evidence to support this approach. Although, during initial trials in 2014 most headteachers and teachers reported a positive impact on pupil attitudes, progress, and attainment. However, the evaluation was not able to securely estimate the impact of the programme on academic attainment, and prior research evidence provides a mixed amount of support for the principles underlying the approach. <a href="#">EEF Talk for Writing</a>	3
Mastery approach of Power Maths is supported through CPD for new teachers to the school and ongoing support of teachers and TAs (Teaching Assistants)	Following the disruption of two partial school closures teachers and support staff will be supported to deliver the mastery approach of Power Maths. Teaching for mastery is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. <a href="#">Mastery Learning EEF</a> The EEF guidance is based on a range	4

	of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support (including D&T / Lego therapy / 1:1 support / mentoring). The whole school will begin to embed a therapeutic approach to behaviour and ethos, which interlinks with the current Behaviour and Ethos policy.	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): <a href="#">EEF Social and Emotional Learning Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	All
Targeted intervention delivered out of class: Reading Interventions, such as AMR and Inference 1 <sup>st</sup> Class at Writing 1 <sup>st</sup> Class at Number	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. <a href="#">EEF Teaching Assistant Interventions</a>	2 and 3
Targeted support for low attending disadvantaged children – phone calls weekly and follow-up support	The use of clear and consistently applied systems to improve and incentivise attendance and address absences are essential to improve the attendance of disadvantaged children.  <a href="#">Government guidance re attendance</a>	5
Small group teaching in Y6 & RWI enables targeted support and increased quality of feedback. Positive impact on self-confidence and resilience of pupils is	According to the EEF reducing class size has a small positive impact of +2 month, on average. The gains from smaller class sizes in years 2 and 6 increases flexibility for organising learners and the quality and quantity of feedback the pupils receive.	2, 3 and 6



also achieved.	<a href="#">EEF Reduced class sizes</a> <a href="#">Feedback   Toolkit   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform support available for disadvantaged families	We want all pupils at Thorpe to feel proud of being part of the 'Thorpe Family' and school uniform plays an important part of this ethos and impacts on positive behaviour. <a href="#">School Uniform EEF</a>	3 and 6
Trips (including residential trips) are accessible to all through 50% financial support.  In school experiences are fully funded.	All pupils at Thorpe can take part in trips which enhance the broad and balanced curriculum. To ensure disadvantage pupils fully participate we support the cost by 50% <a href="#">Outdoor Adventure Learning   Toolkit   Education Endowment Foundation   EEF</a>	6
Breakfast provision helps ensure that no child has to learn when they are hungry. We offer free breakfast club to all disadvantaged pupils at Thorpe.	In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. However, a review of this report means it no longer meets the EEF's Promising Projects criteria. The EEF remains interested in school breakfast clubs and will look for ways to add to the evidence base about them in the	All

	<p>future.</p> <p><a href="#">EEF information on Breakfast clubs</a></p>	
<p>Forest schools with Pupil Premium children in Year 3</p>	<p>Children's confidence, communication and motivation have been shown to improve through their engagement in outdoor activities. Forest Research has measured the impact on pupils' self-confidence and self-esteem and Cambridge Forest Schools identify positive impact on children's resilience.</p> <p><a href="http://Forestresearch.gov.uk">Forestresearch.gov.uk</a></p> <p><a href="http://www.cambridgeforestschoools.co.uk">www.cambridgeforestschoools.co.uk</a></p>	5 and 6
<p>Learning resources to support metacognition, self-regulation, and resilience: <i>You are Awesome / Breaking to Mould</i></p> <p>Academic support including catch-up books, parental support books and classroom secrets.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="#">EEF Metacognition and Self-regulation</a></p> <p><a href="#">EEF Parental engagement</a></p>	1, 2, 3 and 6
<p>Improve parental engagement through workshops around phonics, reading, homework, how to support your child during the primary school years book and a survey to identify any additional needs</p> <p>Engage parents through an improved the use of Seesaw through careful monitoring of usage then supporting families where needed. Training for</p>	<p>Parental engagement strategies are low cost and have a robust evidence base that indicates a positive impact, particularly in EYFS (+5 months) and across the rest of school (+4 months)</p> <p><a href="#">Parental Engagement   Toolkit   Education Endowment Foundation   EEF</a></p> <p>Homework is shown to be most effective when it is integral to the learning process within school and is low cost and has a positive impact.</p> <p><a href="#">Homework   Toolkit   Education</a></p>	1

identified staff. Develop the use of Seesaw to ensure we are providing homework that is related to the classwork and has clear expectations.	<a href="#">Endowment Foundation   EEF</a>	
Contingency fund for acute issues.	Based on experience 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.	All

**Total budgeted cost: £246,000**

## 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.

Prior to the spring term of 2019/20 data showed disadvantaged pupils were on average 1 term behind non-disadvantaged pupils. However internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum with pupils on average 2 terms behind in reading and maths and three terms behind in writing. During 2021/22 assessment data showed that gains have been made in each subject:

- Good progress was made in reading by disadvantaged children and in most year groups progress was stronger than non-disadvantaged. On average disadvantaged children are now 1.5 terms behind in reading and the number of children on track in each year group has increased.
- Disadvantaged children, in most year groups, made good progress in maths. Where progress was not as strong this was due to a variety of contributing factors: such as SEMH needs. On average disadvantaged children are now 1.5 terms behind in maths and the number of children on track in each year group has increased.
- Good progress was made in writing by disadvantaged children and stronger than non-disadvantaged in many year groups. On average disadvantaged children are now 2.5 terms behind in writing and the number of children on track in each year group has increased.

Statutory assessments restarted in 21/22 across all areas. Within the Early Learning Goals in EYFS, disadvantaged children make good progress in all areas with 57-86% of this group meeting the ELG in most areas, apart from writing and maths which impacted the GLD. The PSC results of disadvantaged children was in line or slightly above their peers in Y1 and Y2, however this is still below the national expectation and an area to further enhance. The KS1 SATs results for disadvantaged children were in line with their peers for writing and maths, but lower for reading. In KS2 SATs, disadvantaged children performed in line with their peers for writing and greater depth in reading, but lower in reading at the expected standard and maths for both the expected standard and greater depth. These results illustrate the varied impact of COVID, and the continued development and support needed.

The continued impact of Covid-19 both in terms of attendance, SEMH needs, and the continued attainment gap are key barriers. 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 targeted interventions to the degree we had intended.

Although attendance decreased overall last year for all pupils due to the continued impact of COVID, absence rates were higher for disadvantaged pupils than their peers. The overall absence rate for these pupils was 7.2%, compared to 6.2% for non-disadvantaged pupils. A key driver for absence is illness, at 4.54% and unauthorised absence at 1.75%. Disadvantaged pupils also arrive late for school more frequently than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the last two years, 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. Overall disadvantaged children continue to present more so with SEMH needs compared to their non-disadvantaged peers.