

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 (12.11.24)
School name	Thorpe Primary School
Number of pupils in school	484 (including Nursery)
Proportion (%) of pupil premium eligible pupils	29.75%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Anderson Headteacher
Pupil premium lead	Paula Jeremaes & Natalie Oxer, Deputy Headteachers
Governor / Trustee lead	Jude Macdonald Director of SEND

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,600
Recovery premium funding allocation this academic year	0
Recovery premium funding carried forward from previous years	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£177,600</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 of disadvantaged children show that parental engagement (reading nights/homework & use of Seesaw) is low and not supporting learning at home. 53% of disadvantaged children struggle with reading at

	home and 58% do not engage with homework activities consistently.
2	<p>Assessments, observations, and discussions with pupils show that disadvantaged pupils are generally further behind:</p> <ul style="list-style-type: none"> <li>• Reading attainment ranges from 28% to 83% on track with an average of 48%;</li> <li>• Writing attainment ranges from 31% to 65%;</li> <li>• Maths attainment ranges from 21% to 87%</li> </ul>
3	Internal assessments and observations indicate that writing attainment for disadvantaged pupils is generally lower than non-disadvantaged pupils.
4	Internal assessments and observations indicate that maths attainment for disadvantaged pupils, is lower than non-disadvantaged pupils.
5	<p>Disadvantaged children continue to have lower attendance of 92.6% (+1.6) compared to 94% (+2%) for non-disadvantaged children.</p> <p>25.4% of disadvantaged pupils during 23/24 were persistently absent. This is a reduction compared to the previous year, when it was 32%. However, 17.8% of non-disadvantaged pupils were persistently absent during 23/24, which is 8% lower.</p> <p>Our observations indicate that absenteeism has negatively impacted on disadvantaged children's self-esteem and progress.</p>
6	<p>Assessment, observation, and discussions with pupils show some disadvantaged pupils struggled with social, emotional development and attitudes to learning. The Barriers to Learning assessments identify 5% of disadvantaged children with significantly low resilience and a further 37% having moderate levels of resilience which impacts their ability to learn. Our assessments and observations indicate that the well-being of many disadvantaged pupils continues to be impacted following the Covid pandemic. The percentage of behaviour incidents involving disadvantaged pupils decreased last year but remains at a higher percentage proportionally compared to the percentage of disadvantaged pupils at Thorpe (currently 29.75%). Over the past four years there has been a fluctuation in the percentage of incidents involving disadvantaged pupils. The Barriers to Learning assessments identify 35% of disadvantaged pupils struggle with their behaviour at times and 30% of pupils frequently demonstrate reduced effort in learning activities. Social skills are a barrier for 44% of disadvantaged pupils and low levels of self-esteem impacts 55% of disadvantaged pupils.</p>

## 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	.
Reading nights/use of seesaw in line with non-disadvantaged peers	90% or more of disadvantaged children to read frequently at home by the end of

	<p>year 2024/25</p> <p>70% of disadvantaged pupils by the end of 2023/24 and 80% of disadvantaged pupils by the end of 2024/25 will be engaged with seesaw activities for homework, thus improving home learning engagement.</p>
<p>Improved phonics outcomes for disadvantaged pupils in EYFS / KS1 lead to KS2 improved reading outcomes in 2024/25</p>	<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 2024/25</li> <li>• KS2 reading outcomes in 2024/25 show that more than 80%+ of disadvantage pupils met the expected standard</li> </ul>
<p>Improved writing outcomes for disadvantaged pupils in EYFS, KS1 and KS2</p>	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> <li>• 60% of disadvantaged pupils in EYFS reach ELG in 2024/25</li> <li>• 65% of disadvantaged pupils in KS1 reach the expected standard in 2024/25</li> <li>• 65% of disadvantaged pupils in KS2 reach the expected standard in 2024/25</li> </ul>
<p>Improved maths outcomes for disadvantaged pupils in EYFS, KS1 and KS2</p>	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> <li>• 60% of disadvantaged pupils in EYFS reach ELG in 2024/25</li> <li>• 65% of disadvantaged pupils in KS1 reach the expected standard in 2024/25</li> <li>• 70% of disadvantaged pupils in KS2 reach the expected standard in 2024/25</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Overall attendance for all pupils is 95%+ 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</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</li> </ul>

<p>disadvantaged children.</p> <p>A therapeutic approach across school supports disadvantaged children with low self-esteem, social skill development and emotional agency.</p>	<p>increased resilience and ability to concentrate over the next 3 years.</p> <ul style="list-style-type: none"> <li>• Pupil voice surveys refers to confidence levels and strategies to problem solve. Pupils can identify how they feel and have an expanded emotional vocabulary</li> <li>• Children have an increased ability to emotionally regulate, identify how they feel and use strategies to problem solve. This will enable them to take responsibility for their own behaviour acting in a safe and respectful manner</li> <li>• Children are ready to transition to secondary school</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: £46500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching programme for teaching and learning using Walk Thrus - we want to ensure that our pupils at Thorpe receive the best possible learning experience. We will fund teacher CPD, provide release time to meet with coaches, observe other teachers and undertake professional development activities.</p>	<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 signal, pause, insist, cold-calling and think, pair, share.</li> </ul> <p>Research from the EEF shows that</p>	<p>2, 3, 4 and 6</p>

	<p>effective professional development mechanisms are split into 4 categories</p> <ul style="list-style-type: none"> <li>• Building knowledge</li> <li>• Motivating staff</li> <li>• Developing Teaching techniques</li> <li>• Embedding practice</li> </ul> <p>Coaches are using Walk Thrus as a framework to develop teaching techniques and the cycles allow practice to be embedded.</p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf</a>  <a href="https://www.suttontrust.com/our-research/great-teaching/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://www.suttontrust.com/our-research/great-teaching/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	
Phonics lead monitoring and support of a <u>DfE (Department for Education) validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	<p>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:</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	2
Roots groups - small group tuition targeted at pupil's specific needs.	<p>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.</p> <p><u>EEF Small group tuition</u></p>	2 and 3
Core subject leaders are released to provide weekly coaching through team teaching, modelling lessons in reading, writing and maths to ensure fidelity to programmes and consistently good teaching.	<p>Research from the EEF shows that effective professional development mechanisms are split into 4 categories</p> <ul style="list-style-type: none"> <li>• Building knowledge</li> <li>• Motivating staff</li> <li>• Developing Teaching techniques</li> <li>• Embedding practice</li> </ul> <p>The core subjects leaders develop this through initially identifying the next step for each teacher and working together to develop and</p>	2, 3, 4

	<p>embed these practices.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Mastery Learning EEF</a></p> <p><a href="#">Research: how can coaching lead to school improvement?</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH support (including D&amp;T / Lego therapy / ELSA/1:1 support / mentoring). The whole school will continue to embed a therapeutic approach to behaviour and ethos, which interlinks with the current Behaviour policy and handbook.</p>	<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><a href="#">EEF Social and Emotional Learning Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Targeted intervention delivered out of class:</p> <p>Reading Interventions, such as AMR, Project X and Inference</p> <p>1<sup>st</sup> Class at Writing</p> <p>1<sup>st</sup> Class at Number</p>	<p>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.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	2, 3, 4
<p>Small group teaching in Y6 &amp; RWI enables targeted support and increased quality of feedback. Positive</p>	<p>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</p>	2, 3, 4 and 6

impact on self-confidence and resilience of pupils is also achieved.	learners and the quality and quantity of feedback the pupils receive. <u>EEF Reduced class sizes</u>  <u>Feedback   Toolkit   Education Endowment Foundation   EEF</u>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,300

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 in important part of this ethos and impacts on positive behaviour. <u>School Uniform EEF</u>	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% <u>Outdoor Adventure Learning   Toolkit   Education Endowment Foundation   EEF</u>	6
Targeted support for low attending disadvantaged children – phone calls weekly and follow-up support. Mental health support offered where appropriate including Meet and Greet.	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.  <u>Government guidance re attendance</u>	5
Breakfast provision helps ensure that no child has to learn when they are hungry. We offer free breakfast club to all	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-	All

<p>disadvantaged pupils at Thorpe.</p> <p>In addition, there is a smaller 'meet &amp; greet' session for those children with anxiety regarding attending school. Our Pastoral Support use resources from Nessie to plan this provision.</p>	<p>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 future.</p> <p><u><a href="#">EEF information on Breakfast clubs</a></u>  <u><a href="#">EBSA guidance from NESSie</a></u></p>	
<p>Level 3 trained Forest schools Leader to deliver sessions with Pupil Premium children across school – using resources and activities from <a href="http://www.birchwoodlearning.com/home/">http://www.birchwoodlearning.com/home/</a></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><u><a href="http://Forestresearch.gov.uk">Forestresearch.gov.uk</a></u></p> <p><u><a href="http://www.cambridgeforestschoools.co.uk">www.cambridgeforestschoools.co.uk</a></u></p>	5 and 6
<p>Learning resources to support metacognition, self-regulation, and resilience: my happy mind in school and parent App for home support</p> <p>Academic support including resources for phonics and maths</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><u><a href="#">Social and emotional learning   EEF</a></u>  <u><a href="#">EER Metacognition and Self-regulation</a></u>  <u><a href="#">EEF Parental engagement</a></u></p>	1, 2, 3 and 6
<p>Improve parental engagement through coffee mornings / workshops around phonics, reading, homework, how to support your child during the primary school years book and a survey to identify any additional</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><u><a href="#">Parental Engagement   Toolkit   Education Endowment Foundation   EEF</a></u></p> <p>Homework is shown to be most</p>	1

<p>needs</p> <p>Engage parents through an improved the use of Seesaw through careful monitoring of usage then supporting families where needed. Training for identified staff.</p> <p>Continue to use Seesaw, providing homework that is related to the classwork and has clear expectations.</p>	<p>effective when it is integral to the learning process within school and is low cost and has a positive impact.</p> <p><u><a href="#">Homework   Toolkit   Education Endowment Foundation   EEF</a></u></p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £177,600

## 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.

During 2023/24 assessment data showed that gains have been made in each subject:

- Progress in reading of disadvantaged children was stronger than non-disadvantaged in most year groups. Although each cohort is different, EYFS attainment increased through the year and KS2 disadvantaged children's attainment increased at expected standard, but not at greater depth. However, KS1 attainment did not increase at the same rate.
- Disadvantaged children made strong progress in maths. Attainment ranges from 21% in EYFS to 87% in Y3 and in all but one year group attainment is below peers and the age-related expectation.
- Good progress was made in writing by most disadvantaged children and stronger than non-disadvantaged in some year groups. Attainment has rapidly increased in most year groups at the expected standard, but not at greater depth.

#### Statutory Assessments

- Within the Early Learning Goals in EYFS, disadvantaged children made good progress in all areas with 21-64% of this group meeting the ELG in different areas, which is lower than the previous year. This is an increase from the baseline which showed 11% on track for GLD which increased to 21% (37% lower than peers). The GLD of disadvantaged children was lower than peers, which was mainly impacted from the writing and maths ELGs.
- The PSC results of disadvantaged children increased to 80% in Y1 (10% lower than cohort) and 100% Y2 (13% above cohort) and is in line or above National.
- The KS1 SATs results for disadvantaged children were not as strong this year and below non-disadvantaged in reading and writing and in line in maths, although this is still below National averages.
- In KS2 SATs, disadvantaged children performed in line with their peers in reading, and below in writing and maths. These results are below the National average. These results illustrate the varied impact of the disruption to learning and the continued development and support needed.

Attendance rates for disadvantaged children is below the National average and the expectations of the school. Absence rates were higher for disadvantaged pupils than

their peers. The overall absence rate for disadvantaged pupils was 7.4% which has decreased by 1.6%. A key driver for absence is illness, at 3.7% and unauthorised absence at 3.6%. Disadvantaged pupils also arrive late for school more frequently than their peers at 2.5% compared to 1.8%.

To target low attendance in disadvantaged children, as well as offering free breakfast club to all disadvantaged children we have started from September 2023 a 'meet and greet' session with our Pastoral Mentor. Children are invited to these sessions directly based on persistent absentee status and anxieties around attending school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the last four years. We are seeing an increase in mental health referrals and the need for social, emotional support within school. We have used pupil premium funding to support the SEMH TA and this year they will complete ELSA training so that more targeted interventions can take place. Overall disadvantaged children continue to present more with SEMH needs compared to their non-disadvantaged peers. Out of the ten children on the SEND register for SEMH needs, eight are disadvantaged. These children are supported with the therapeutic approach and receive targeted support from the pastoral team.