

Pupil premium strategy statement

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	Thorpe Primary School
Number of pupils in school	519
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Trethewy Headteacher
Pupil premium lead	Paula Jeremaes & Natalie Oxe, Assistant Headteachers
Governor / Trustee lead	Colin Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,985
Recovery premium funding allocation this academic year	£16,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,915
Total budget for this academic year	£180,575

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:

- ensure disadvantaged pupils are challenged in the work that they're 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. 59% of disadvantaged children struggle with reading at home and 62% 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 and KS1 and 23-40% on track in KS2), 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 lower than non-disadvantaged pupils and significantly behind national expectations with an average of a year behind age-related expectations in most year groups.
4	Internal assessments and observations indicate that maths attainment for disadvantaged pupils, particularly in KS2, is lower than non-disadvantaged pupils and significantly behind national expectations with an average of two terms behind age-related expectations in most year groups.
5	Lower attendance of disadvantaged children of 93.7% compared to 95.8% for non-disadvantaged children 14% of disadvantaged pupils have been 'persistently absent' compared to 11% of non-disadvantaged pupils, during the first half-term of autumn 2021. 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 43% 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. There was an increase in behaviour incidents involving PP children, up to 67% in the last academic year. The Barriers to Learning assessments identify 32% of disadvantaged pupils struggle with their behaviour, 33% with low social skills and 37% 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 2021/22 60% of disadvantaged pupils by the end of 2021/22 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"> • 90%+ of disadvantaged pupils in Y1 and Y2 phonics pass the phonics screening check in 2022/23 • KS2 reading outcomes in 2024/25 show that more than 80%+ of disadvantage pupils met the expected standard
Improved writing outcomes for disadvantaged pupils in EYFS, KS1 and KS2	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> • 70% of disadvantaged pupils in EYFS reach ELG in 2021/22 • 75% of disadvantaged pupils in KS1 reach the expected standard in 2022/23 • 80% of disadvantaged pupils in KS2 reach the expected standard in 2023/24
Improved maths outcomes for disadvantaged pupils in EYFS, KS1 and KS2	<p>Statutory assessments show:</p> <ul style="list-style-type: none"> • 70% of disadvantaged pupils in EYFS reach ELG in 2021/22 • 75% of disadvantaged pupils in KS1 reach the expected standard in 2022/23 • 80% of disadvantaged pupils in KS2 reach the expected standard in 2023/24
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"> • Overall attendance for all pupils is 98%+ with disadvantaged pupils and non-disadvantaged pupils in line • Persistent absenteeism for all pupils is below national average with disadvantaged pupils and non-disadvantaged pupils in line
<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"> • Barriers to Learning grid shows increased resilience and ability to concentrate over the next 3 years. • Pupil voice surveys refers to confidence levels and strategies to problem solve. Pupils are able to identify how they feel and have an

	<p>expanded emotional vocabulary</p> <ul style="list-style-type: none"> • 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
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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: £36,000

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"> • teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions • quality of instruction, which includes using strategies like effective questioning and the use of assessment <p>https://www.suttontrust.com/our-research/great-teaching/</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2 and 3

	EEF Teaching Assistant Interventions	
Phonics lead monitoring and support of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Lead Practitioner to facilitate and lead on collaborative learning approaches across school (with teachers and support staff).	Following two school partial closures and Covid restrictions in school collaborative learning approaches needed to be re-established across school. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Collaborative learning approaches Toolkit Education Endowment Foundation EEF	3
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. EEF Small group tuition	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. EEF Talk for Writing	3

<p>Mastery approach of Power Maths is supported through CPD for new teachers to the school and ongoing support of teachers and TAs</p>	<p>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.</p> <p>Mastery Learning EEF</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>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH support (including D&T / Lego therapy / 1:1 support / mentoring).</p> <p>The whole school will begin to embed a therapeutic approach to behaviour and ethos, which interlinks with the current Behaviour and Ethos policy.</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>EEF Social and Emotional Learning Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Targeted intervention delivered out of class:</p> <p>Reading Interventions, such as AMR and Inference</p> <p>1st Class at Writing</p> <p>1st 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>EEF Teaching Assistant Interventions</p>	2 and 3
<p>Targeted support for low attending disadvantaged children – phone calls weekly and</p>	<p>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.</p>	5

follow-up support	Government guidance re attendance	
Small group teaching in Y6 & Y2 enables targeted support and increased quality of feedback. Positive impact on self-confidence and resilience of pupils is also achieved.	<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 learners and the quality and quantity of feedback the pupils receive.</p> <p>EEF Reduced class sizes</p> <p>Feedback Toolkit Education Endowment Foundation EEF</p>	2, 3 and 6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform support available for disadvantaged families	<p>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.</p> <p>School Uniform EEF</p>	3 and 6
<p>Trips (including residential trips) are accessible to all through 50% financial support.</p> <p>In school experiences are fully funded.</p>	<p>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% Outdoor Adventure Learning Toolkit Education Endowment Foundation EEF</p>	6
Breakfast provision helps ensure that no child has to learn when they're hungry. We offer free breakfast club to all disadvantaged	In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of	All

pupils at Thorpe.	<p>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 future.</p> <p>EEF information on Breakfast clubs</p>	
Forest schools with Pupil Premium children in Years 4 and 3	<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>Forestresearch.gov.uk</p> <p>www.cambridgeforestschoools.co.uk</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>EEF Metacognition and Self-regulation</p> <p>EEF Parental engagement</p>	1, 2, 3 and 6
Improve parental engagement through workshops around phonics, reading, homework, how to support your child during the	<p>Parental engagement strategies are low cost and have a strong evidence base that indicates a positive impact, particularly in EYFS (+5 months) and across the rest of school (+4 months)</p>	1

<p>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 identified staff.</p> <p>Develop the use of Seesaw to ensure we are providing homework that is related to the classwork and has clear expectations.</p>	<p>Parental Engagement Toolkit Education Endowment Foundation EEF</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>Homework Toolkit Education Endowment Foundation EEF</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: £180,000

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 2020 to 2021 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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Read Write Inc and White Rose maths and the use of devices to support at home.

Although overall attendance in 2020/21 was lower than in the previous years at 95%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6.3% compared to their peers 4.2%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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.