

## Pupil premium strategy statement – Thorndown Primary School

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	Thorndown Primary School
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	14.4% (82 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	18/9/23
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Snape
Pupil premium lead	Emily Bedford
Governor / Trustee lead	Rob Jagger

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,990
Recovery premium funding allocation this academic year	£10,838
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,540
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£189,368

## Part A: Pupil premium strategy plan

### Statement of intent

At Thorndown Primary School we target the use of our pupil premium funding to ensure that we are able to achieve and sustain positive outcomes for our children. It is our intention that all pupils, irrespective of their background or the barriers they face, develop the skills and knowledge they need to succeed in an ever-changing world.

To ensure success, we have adopted a whole school approach in which all staff take responsibility for the outcomes of children who are eligible for pupil premium funding and work collaboratively to raise expectations of what they can achieve. The children are given aspirational targets and have access to a curriculum that supports and challenges them. The adults develop positive and caring relationships with the children have an in-depth knowledge of their gaps and barriers to learning so they can adapt their school experiences to address these.

To ensure our children can thrive we focus on supporting their well-being. They are taught the importance of looking after their mental health and well-being and are given tools to develop their resilience, sociability, risk and imagination. They are provided with a school environment that is supportive and tolerant, respecting the differences between people and families. They are taught empathy and how to understand and manage their own emotions effectively.

Our approach also focuses on ensuring access to opportunities. Our children who are eligible for pupil premium funding are supported to be ambitious in their own aspirations. They are provided with access to a range of experiences that expand their understanding of the world and the possibilities for them within it. They are taught how their learning and interests can translate into the world and the different paths that are available to them for work and employment.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Social, emotional and mental health</b> An increasing number of children are demonstrating behaviour consistent with experiencing challenges with their Social, Emotional and Mental Health (SEMH). Most commonly this is presenting as an increase in anxiety experienced by children with presents as difficulty with being in school, poor behaviour, reclusiveness or lack of engagement.
2	<b>Parental engagement</b> Some parents are not engaged in the academic aspect of school and this impacts their ability to support learning from home (e.g. reading, learning behaviours, completing homework, engagement with information workshops)
3	<b>Speech, language and communication</b> An increased number of children are demonstrating poor communication skills, particularly as they enter the school in EYFS. This presents as poor language, conversational skills and ability to explain their thinking.
4	<b>Attainment</b> Assessments at the end of Key Stage 1 and 2 indicate that attainment is lower for our pupils eligible for pupil premium compared to pupils not eligible for pupil premium. This is the case for reading, writing, maths and phonics. Targeting gaps in knowledge and skills is a key area to support attainment and progress.
5	<b>Attendance</b> Our attendance data for the last year (2022-2023) indicates that attendance among our pupils eligible for pupil premium was lower than for pupils not eligible for pupil premium. Pupil Premium 92.4% Non Pupil Premium 95.9%  Persistent absence Pupil Premium (85%) 12% Persistent absence Non Pupil Premium (85%) 3%  Persistent absence Pupil Premium (90%) 22% Persistent absence Non Pupil Premium (90%) 8.6%
6	<b>Access to wider opportunities</b>

	The pupils eligible for pupil premium funding in our school generally have fewer opportunities to develop their cultural capital outside of school. This is seen in limited access to a wide variety of life experiences and role models for high aspirations.
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### 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
The % of PP pupils working at the expected standard will increase in writing. Rapid improvement in spelling, grammar and sentence level objective will ensure progress for all eligible PP pupils.	A higher % of PP pupils will achieve the expected standard in writing by the end of the academic year 2023/24 compared to previous year of data collection.
To develop the staff, pupil and parent understanding of the importance of oracy and vocabulary as a powerful tool for learning. To educate our school community that by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.	<p>Planning and monitoring will show deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum.</p> <p>Assessment of oracy will be developed using the Oracy Framework as a formative tool to measure children's progress. Assessment will provide staff with an accurate view of children's oracy capabilities to support future teaching.</p> <p>Parents will be aware of and understand the oracy learning within school and will be supported with developing their children's oracy skills at home.</p>
To raise the awareness across the school community of the challenges faced by children who SEMH difficulties. To implement strategies within the curriculum and classroom practice to reduce the impact of these challenges on learning and behaviour.	<p>The school community will have increased understanding about the challenges faced with children are face SEMH difficulties. Staff will know who to report and respond to these needs.</p> <p>Pupils will be more 'ready to learn' and the number of behaviour logs will decrease. Records and impact measure will show the effectiveness of targeted support.</p> <p>Staff will be aware of how adverse childhood experiences (ACES) impact on learning and behaviour and be equipped with how to support children with this.</p>
To provide families with the support and guidance of the Child and Family Pastoral Support Worker to ensure that pastoral needs are not a barrier to learning and reaching their full potential.	Robust pastoral family support register will identify children's needs and detail possible actions and support to address these will be implemented including guidance from the Family Pastoral Support Worker and outside agencies.
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	Sustained high attendance from 2023/2024 which will be demonstrated by an overall absence rate for all pupils being no more than 5% and the attendance for pupil premium pupils will be in line with non-pupil premium.
To provide pupils with access to a wide range of activities within and outside of the curriculum to broaden and enhance their cultural capital.	<p>Pupil premium children will be given access to clubs and activities and parents will be encourage to take up the offer.</p> <p>Access to the offer will be monitored and take up maximised.</p> <p>Pupil voice will be used to develop and enhance to offer to reflect what the children would like.</p>

## 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)

Cost Approx £31275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our VOICE21 Oracy Project is in its second year. The project is led by our Oracy Champions who have an ambitious vision for oracy that is supported by senior leadership that recognises oracy as central to learning.</p> <p>The programme to build a culture of oracy throughout the school community will continue to develop. This will focus on embedding current practice that has been introduced in the first year and sharing this to engage parents. This will be monitored by the Oracy Champions and regularly review to ensure impact. Training will continue to be cascaded to develop staff subject knowledge.</p> <p>This year will focus on curriculum design to provide our children with the opportunity to engage in talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>The Oracy Champions will take part in the Voice21 Oracy 100 Project to work alongside Voice21 develop an accurate assessment system. This system will be trialled in school to ensure teachers have accurate knowledge of children's oracy capabilities and can plan accordingly to ensure accelerated progress.</p> <p>Increasing parent engagement in the oracy project will be a key focus by developing parental skills linked to oracy and involving them in their children's learning activities. School will work alongside parents to tailor our communication to reach everyone and maintain this as children move through the school.</p> <p>The Oracy Champions will receive coaching to support developing confident and skills in implementing a whole school project effectively.</p>	<p>EEF - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. There is additional impact of +7 months in early years compared for +6 months for Years 1-6. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Voice21 Impact Report 2021-2022 supports the research findings from the EEF regarding oral language and vocabulary development. <a href="https://voice21.org/insights-23/">https://voice21.org/insights-23/</a></p> <p>The National Institute of Teaching's Mentoring and Coaching of Teachers Report shows that coaching can lead to a range of positive outcomes including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. <a href="https://niot.org.uk/teacher-mentoring-research">https://niot.org.uk/teacher-mentoring-research</a></p> <p>EEF - The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. A trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2 3 4
<p>Use the Well-Com resources in EYFS for early identification of children who are experiencing barriers to speech and language development.</p> <p>Pre-school will be completing initial baseline assessments and then tailoring learning to meet these gaps for all children.</p> <p>Parents will be supported in developing their knowledge around how to support and develop</p>	<p>EEF - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Approaches that are delivered one-to-one also have larger impacts <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3 2

their children's early speech and language development.		
<p>Review and adjust the writing curriculum to ensure all elements of writing (handwriting, grammar, spelling and extended writing) are consistent across the school and follow a progression which supports children in best supporting the children in making accelerated progress in writing.</p> <p>Ensure there are rigorous processes in place to identify children's gaps in learning and tailor teaching to close these. This teaching could be small group work, interventions and scaffolded strategies within the classroom.</p> <p>Ensure the foundations of writing are taught accurately and there is a focus on teaching sentence level skills to support children.</p>	<p>EEF Improving Literacy Guidance.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	4
Implementation of PiXL assessments to support teachers in being able to accurately and quickly identify gaps and teach to these to ensure PP children make accelerated progress.	<p>EEF Assessment guidance  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>          Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p>	4
Staff CPD provided for how trauma and adverse childhood experiences impact children's ability to be ready to learn and access information. The information will inform staff responding to children's needs in their planning and quality first teaching	<p>EEF guidance on Social and Emotion learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>          Improvements in children's educational/ attitudinal outcomes appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	1 4
Teacher CPD and release to spend quality time with children who are eligible for pupil premium funding to understand their gaps and barriers to learning to share with parents.	EEF Guidance on Improving Behaviour highlights the importance of getting to know individual pupils and developing good relationships so pupils feel valued and supported.	1 2 3 4 5 6

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

Costing Approx £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulations is used as a targeted intervention on SEMH to increase preparedness for learning in Year 5/6.	<p>EEF Guidance on Meta-cognition and self-regulation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>          The potential impact of metacognition and self-regulation approaches is high with evidence showing up to 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>	1 3
Small group and 1:1 communication and social skills interventions run throughout the school to address gaps and teach vocabulary.	<p>EEF guidance on Social and Emotion learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3 4

	The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	
Structured 1:1 and small group work teaching for children to include differentiated curriculum, pre-teach, post-teach or further support in order to ensure children make accelerated progress in comparison to their peers.	EEF Guidance on teaching assistant interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	1 3 4
Children are taught in attainment groups when they are unable to access the maths curriculum for their year group.	EEF guidance of attainment grouping <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a>  Within class attainment grouping has a positive impact, on average, of 2 months additional progress. While the impact in maths was positive, studies that measured literacy outcomes found no difference, on average.  The average impact of the within-class grouping is about an additional two months progress over the course of a year. Attainment grouping may also have an impact on wider outcomes such as confidence.	3 4
Reading fluency interventions run from Year 2-6 to address gaps in reading and support accelerated progress.	EEF Improving Literacy Guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  HFL Reading Fluency Project <a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a>	3 4

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

Approx £61645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Action Plan has been developed and supported by Mental Health Lead to include whole school practices to educate children about their mental health.	EEF guidance on Social and Emotion learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Improvements in children's educational/ attitudinal outcomes appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	1
Workshops will be provided for parents to attend targeting some of the key parental concerns shared across school these will include other agencies including the Mental Health Support Team, Early Intervention Family Worker. Information will be cascaded to families to support them with challenges at home.	EEF Parental engagement guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  Parental engagement has a positive impact on average 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1 2
Trained therapist are provided to support children with targeted support	EEF guidance on Social and Emotion learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1
CPD for Family and Pastoral Support Worker to attend ELSA training. (Emotional Literacy Support Assistant)	EEF guidance on Social and Emotion learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1

	Improvements in children's educational/ attitudinal outcomes appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff	
A range of parent engagement activities are to take place across the year such as reading cafes for parents, Open Classrooms, information evenings	EEF Parental engagement guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Parental engagement has a positive impact on average 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2
Support engagement in extra-curricular activities for pupil-premium children by paying for one after school club per term for children to attend. This to increase lived experiences and also support socialisation and communication particularly for children where SEMH is a concern.	EEF guidance on Physical Activity <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Planned%20extra%2Dcurricular%20activities%20which,benefits%20than%20sporting%20activities%20alone.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Planned%20extra%2Dcurricular%20activities%20which,benefits%20than%20sporting%20activities%20alone.</a>	1 2 6
Pupil Premium children to attend a morning club on arrival at school. The club provides the children with a calm start to the morning where they receive reassuring adult interaction. This helps to ensure they are ready to learn.	EEF Guidance on Improving Behaviour highlights the importance of getting to know individual pupils and developing good relationships so pupils feel valued and supported.	1 4 6

**Total budgeted cost: £167920**

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 2022 to 2023 academic year.

<p>Pupil Premium funding was used to reduce the attainment gap between children eligible for Pupil premium, children were provided with targeted small group interventions across the curriculum to address the gaps in their learning. Reading support has been prioritised and reading intervention programmes, pre- teaching, maths interventions and individual phonic support has been provided run by our teachers or experienced TA team.</p> <p>Children who are eligible for pupil premium funding have been well supported to identify and reduce their barriers to learning and attendance. The support of the Pastoral Child and Family Support Worker has been key in providing both proactive and reactive support for these pupils when required. A pastoral support register has been developed and families are building positive relationships as an important step in becoming more engaged and accessing help and support.</p> <p>The funding has supported in developing children's cultural capital by providing them access to afterschool clubs and trips to allow them to access a richer range of life experiences.</p>
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