

Thrumpton Primary Academy Pupil Premium Strategy Statement 2021-22

Executive Principal	Gareth Letton
Principal	Rebecca Hurley
Chair of Governors	Fiona Simpson/ Elizabeth Farrar

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	Thrumpton Primary Academy
Number of pupils in school	230
Percentage of children eligible for pupil premium	Currently 36% including EY PP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Hurley Principal Gareth Letton Executive Principal
Pupil premium lead	Katie Hogg Assistant Principal
Governor / Trustee lead	Fiona Simpson/ Elizabeth Farrar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,780

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium at Thrumpton Primary

Thrumpton Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability, including those who are already high attainers. Our intent is that all of our children can 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, engaging and knowledge rich curriculum, enrichment opportunities and pastoral care. 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. Our strategy is also integral to wider school plans.

Every adult in school is passionate about the need to diminish the difference and make a positive difference to our children through having high expectations for **all** of our children and considering the challenges in learning. This extends to supporting our local community through the development of our Poverty Proofing project.

Thrumpton Primary considers the best ways to allocate Pupil Premium money annually following rigorous assessments (not assumptions), careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the challenges in learning are designed to support **all** children to achieve academically, develop emotionally and to benefit from the opportunities provided for them.

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 through our pupil capture meetings
- 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	<p>Communication and language</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. In September 2021, 86% of our Nursery cohort entered our setting with below typical levels in communication and language.</p> <p>Low levels of communication and language, particularly vocabulary, is evident from Reception through to Key Stage 2 and is more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last 3 years, between 20% - 62% of our disadvantaged pupils arrive with levels below age typical expectations in communication and language.</p>
2	<p>Social, emotional and mental health</p> <p>We have identified social and emotional issues as a challenge for many of our pupils. This extends to a lack of social and enrichment opportunities during school closures. These challenges particularly affect our disadvantaged pupils. This has also led to a low self-esteem in some cases.</p> <p>This is evident through the family and child support we offer to our children and their families. Being in a secure place socially, mentally and emotionally is a prerequisite to learning and attainment.</p> <p>33 pupils, 21 (64%) of whom are disadvantaged, currently require additional support with social and emotional needs.</p>
3	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>42% of our disadvantaged children in Year 2 are currently not meeting the standard in phonics.</p> <p>79% of our disadvantage children in Year 1 are not on track to achieving the phonics threshold</p>
4	<p>Behaviour</p> <p>Observations and records show an increase in behaviour incidents for our disadvantaged children – particularly at lunchtimes when the school day is less structured.</p>
5	<p>Maths</p> <p>Assessments indicate that current maths attainment in Key Stage 2 among our disadvantaged pupils is below that of our non-disadvantaged children. This is evident through internal assessments. Reasoning, problem solving, and mathematical thinking are particular challenges.</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	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language skills among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a reduction in children requiring Social Emotional Mental Health (SEMH) support• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved phonics outcomes for every child to be a reader.	Phonics screening will show a higher percentage of all children achieving the phonics check threshold.
Improved behaviour across school during unstructured time, particularly that of our disadvantaged children	Number of behaviour incidents recorded significantly reduces during unstructured times.
Improved reasoning and problem-solving results	Children know how to tackle a range of problems confidently and are able to apply these skills.

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: £ 36,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual PiXL membership and Trust-wide assessment calendar</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Dedicated time for our Raising Standards Lead to coach teachers on effective use of assessment data</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF Gathering and interpreting data</p> <p>EEF Diagnostic assessment tool</p>	<p>1, 3, 5</p>
<p>Trust Senior leaders- English and Oracy team improvement plan:</p> <p>Development of a clear progression for communication and oracy skills development</p> <p>Create an overall pathway of communication support for children who do not reach expected milestones</p> <p>Develop a strategy for the teaching of vocabulary</p> <p>Purchase resources and fund ongoing CPD time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Oral language interventions</p> <p>The reading framework - Teaching the foundations of literacy Section 2: Language comprehension</p> <p>The Reading Framework Section 2: Language Comprehension</p>	<p>1, 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics development- Early Year Foundation Stage and Key Stage 1 staff working with the English lead to develop the teaching of phonics</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EEF Phonics impact</p>	<p>3</p>
<p>Power Maths- purchase of resources and training to develop reasoning and problem solving through teaching fluency, variation and reasoning.</p> <p>Development of the mastery approach.</p>	<p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>Studies involving primary schools have tended to be more effective (8+ months progress)</p> <p>EEF Mastery approach</p>	<p>5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative play Continuous Professional Development (CPD)	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Behaviours</p> <p>Instrumental value of interventions to improve playtimes can be found in children's greater engagement in a range of movements, increased prosocial behaviour and reduction in conflicts, the development of social and emotional skills, better problem-solving skills, self-regulation and self-confidence, and reduced stress, boredom and injury. All of which are conducive to learning and therefore progress made.</p> <p>A case for play in schools</p>	4
Mental Health Lead & Family Support	<p>Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Improvements 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> <p>EEF Social and Emotional</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD- When the adult changes everything changes	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Behaviours A case for play in schools</p>	4

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

Budgeted cost: £25,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of BLAST (Boosting Language, Auditory Skills and Talking) and use of NELI (Nuffield Early Language Intervention) and ECAT (Every Child a Talker) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p>	<p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress.</p> <p>Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in Communication & Language (C&L).</p> <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</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Reader leader and English lead work with Raising Standards Lead to target children for intervention.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF Phonics</p>	<p>3</p>
<p>Use of highly skilled Teaching Assistants to provide a blend of tuition, mentoring and school-led tutoring for all children with a focus on phonics, early reading, reading catch-up and maths. A significant proportion of children within these groups will be disadvantaged, including the high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education</p>	<p>1,3,5</p>

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

Budgeted cost: £26,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty Proofing project	<p>Children have limited experiences due to financial barriers. Removing these barriers can improve outcomes in attendance and attainment.</p> <p>As a result of Covid 19, some families are experiencing financial hardships without any additional support.</p> <p>Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p> <p>EEF Aspirations</p>	2
Access to family support worker	<p>There are a range of positive outcomes for children and families for a range of different interventions to support and strengthen families.</p> <p>Supporting and strengthening families through provision of early help</p> <p>Maslow's Hierarchy of Needs</p>	2
Enrichment opportunities- after school/trips	<p>Some of our children have limited life experiences beyond our locality.</p> <p>Some children have a lack of aspiration due to lack of cultural capital.</p> <p>EEF Aspirations</p>	2
Empower parents to support their child's learning	<p>Parental engagement is consistently associated with pupils' success at school.</p> <p>As a result of the pandemic, there is an increase of parental support in home learning. We need to ensure that this continues beyond the current circumstances and parents feel empowered to support their child's learning at home.</p> <p>EEF Parental Engagement</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects Behaviour interventions EEF	4
Creative play resources to develop play in unstructured times	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviours A case for play in schools	4

Total budgeted cost: £88,250

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils at the end of KS2 was lower than in the previous years in the majority of areas. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

As with many schools across the country, Covid 19 has a significant impact on our children, particularly our disadvantaged. We had to alter our approach to our pupil premium strategy and ensure that all children had access to the online learning. This required the deployment of Information Technology equipment and, in a few cases, access to the internet. Where possible, disadvantaged children were prioritised to come into school with the key worker and vulnerable children. Upon return, we reviewed our curriculum to assess the gaps and areas of need. From this, we prioritised subject content (predominantly reading and phonics) and created a high-quality recovery curriculum to ensure that children could continue making progress. Our autumn transition package through PiXL was used as diagnostic assessments to find the gaps in learning to inform therapies to fill the learning gaps. Phonics remained a focus during lockdown and continued to be taught online daily. Upon return to school, there was a noticeable gap across the cohort between the children who had accessed the online provision and those who hadn't.

As part of our diagnostic assessments, we used a range of materials - White Rose Maths, PiXL Transition Checklists and National Centre for Excellence in the Teaching of Mathematics (NCETM) prioritisation materials- to support with filling the gaps and enabling the children to build on prior learning.

Our assessments and observations indicated that, as a result of Covid-19, pupil behaviour had deteriorated, particularly around social skills, stamina and resilience, and mental health was significantly impacted. Consequently, we focused our pupil premium strategy on social, emotional and mental health. We also ensured that our recovery curriculum provided opportunities for talk and discussions in Physical, Social, Health and Economic (PSHE)- using a range of resources to implement this and allowing children chance to share. Targeted interventions were put into place where required and alternative timetables were produced to support the children with getting back to school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rockstars	TTRS
Spelling Shed	EdShed
PiXL	
Mathletics	3P Learning

Further information (optional)

As an academy, we pride ourselves on being the centre of our community. We recognise that social and financial disadvantage can impact the whole family and are passionate to support our families with more than just academic support. We recently became involved with Children's Northeast charity and, as a trust, began working to poverty proof our schools. This has resulted in various changes across the school day but namely the introduction of our school Swap Shop and our own Fareshare Food Stall. This has had a significant impact on our families, especially during the pandemic, with a number of our community members becoming unemployed or in financial hardship.

The appointment of a Raising Standards Lead has meant that **all** disadvantaged children, regardless of ability, are accessing something in addition to quality first teaching. This has resulted in all members of our team being teachers of disadvantaged and Pupil Premium leads.

We have a vision to be the 'hub of the community' providing educational, fun and social opportunities for our children, their families and our community.

We currently have an Empowering Parents, Empowering Community parent group which is run by our parents for our parents to support managing behaviour at home.

We are in the process of liaising with providers to use our school building to run further community clubs for our children and the wider community.