

## 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	Thoresby Primary School
Number of pupils in school	532 (Autumn) 544 (Spring/ Summer)
Proportion (%) of pupil premium eligible pupils (Y1-6)	25% (128)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	18/11/21
Date on which it will be reviewed	18/11/24
Statement authorised by	Mrs M Milner
Pupil premium lead	E Sirel
Trustee lead	J Edwards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,942.72 £4,832.00 (EYFS)
Recovery premium funding allocation this academic year	£16,530.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£160,304.72

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intent that all pupils, regardless of their background or the challenges they face, 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 sustaining progress for those who are already high attainers.

As a school we take into consideration the challenges faced by all vulnerable pupils, including those who have a social worker, are young carers, and those classed as SEND, EAL or transient. The activity we have outlined in this statement is also intended to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not.

Evidence points to the fact that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. As such, a focus on quality first teaching is at the heart of our approach to raising the attainment of this group whilst also benefiting the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure our approaches 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
- closely monitor the progress of disadvantaged pupils

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, mobility, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop the necessary characteristics to be successful in life.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

When making decisions about using Pupil Premium Grant funding it is important to consider the context of the school and the subsequent challenges faced, as well as implementing an evidence-based approach. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

School Context

Thoresby Primary School is a large school which currently has 532 pupils on roll. 128 pupils are in receipt of the Pupil Premium Grant. We are located within the Avenues ward of Kingston upon Hull local authority district, however we draw pupils from a number of ward areas across the city, including those within the lowest 10%. In 2019, in terms of deprivation the LA ranked 9/317.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify the specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged pupils have poor attendance and punctuality.
2	Assessments, observations and discussions with pupils indicate that our disadvantaged pupils have limited opportunities to experience the world outside their immediate environment, which impacts negatively on their outcomes, particularly on the development of their vocabulary.
3	A significant number of disadvantaged pupils attain less well at the end of KS1 particularly in maths, and fewer attain greater depth in reading, writing and maths than their non-disadvantaged peers.
4	A significant number of disadvantaged pupils who are currently in KS2 are below ARE in reading, writing and maths, particularly in the current Y4 and Y5 cohorts.
5	A significant number of disadvantaged pupils are working below national expectations on entry to the EYFS, some of these significantly below.

6	<p>A significant number of disadvantaged pupils are also members of other vulnerable groups. This includes those who have a social worker, are LAC or PLAC, have SEND, or who have EAL. These additional barriers make such children particularly vulnerable to underachievement.</p> <p>In particular, 45% of pupils with SEND are eligible for PP (Compared with 22% of pupils who do not have SEND)</p>
7	<p>Our assessments and observations indicate that the education and emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. In particular, engagement in remote learning was lower for this group than for their non-disadvantaged peers. These findings are supported by national studies. This has resulted in significant knowledge gaps and emotional needs leading to pupils falling further behind age-related expectations.</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
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>The overall attendance rate for all pupils (including those in receipt of PP) being at least in line with or above national.</li> <li>The proportion of all pupils who are persistently absent is below those nationally.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved attainment in reading for disadvantaged pupils.	<p>KS2 reading outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally.</p>
Improved attainment in writing for disadvantaged pupils.	<p>KS2 writing outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally.</p>

Improved attainment in maths for disadvantaged pupils.	KS2 maths outcomes for 2024/25 show disadvantaged pupils are in line with, or above the expected and greater depth standard of all pupils nationally.
Improved attainment in phonics for all pupils, particularly the disadvantaged.	Outcomes for disadvantaged pupils on the Y1 Phonics Screening Check is in line with non-disadvantaged.
Disadvantaged pupils who are also in other vulnerable groups attain as well as other pupils	Increased levels of attainment for pupils who have multiple barriers.

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: £ 93 774.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 5, 6
Delivery of high quality CPD by lead teachers in relation to QFT and the curriculum.  Staff to attend Trust Networking days to support the development of quality first teaching.	The <i>EEF Guide to the Pupil Premium</i> states: ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ <a href="#">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	All
Smaller class sizes to enable greater opportunities for purposeful teacher feedback	EEF research indicates that effective feedback improves learning by an additional 8 months <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	All
Clear identification of the needs of disadvantaged pupils through regular pupil progress meetings.	‘Collecting data about the attainment and progress of pupils eligible for the PP can help schools to identify trends and target additional support.’ <a href="#">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	All
Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	3, 4, 5, 6

<p>towards reading accuracy.</p> <p>CPD for all staff on delivering a DFE validated systematic synthetic phonics programme (Little Wandle)</p> <p>Resources to support delivery of Little Wandle Phonics Programme</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhancement of our teaching of mastery maths through quality CPD from Greg Wallace – Effective Maths (recognised by the DFE)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3, 4, 5, 6</p>
<p>Embedding dialogic activities (e.g. P4C) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Funding will purchase resources and fund ongoing teacher training and release 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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4, 5, 6</p>
<p>Sustain and improve the quality of social and emotional learning through the development of the PHSCE curriculum and the use of resources such as Jigsaw.</p> <p>CPD in relation to restorative practices to further develop this as a whole school approach.</p>	<p>There is strong evidence associating social and emotional skills with improved outcomes at school and in later life – e.g improved progress/attainment, behaviour, relationships.</p> <p>Evidence points to school-level approaches being instrumental in developing a positive school ethos, which also aim to support greater engagement in learning; the evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>2, 3, 4, 5, 6, 7</p>

	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of additional adults to support the delivery of QFT and purposeful feedback to enhance progress through smaller groups within classes.	Research indicates that the targeted deployment of additional adults working with smaller groups as part of QFT has a positive impact on outcomes. <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4, 5, 6,
Nuffield Early Language Intervention (NELI) implemented in FS2	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4, 5, 6,
CPD for ASAs to support effective delivery of targeted interventions.	Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4, 5, 6,
Phonics intervention groups for KS2 pupils using a DFE validated systematic synthetic phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4, 5, 6,
Additional 1:1 and small group tuition for pupils in reading, writing, maths and phonics, targeting those pupils who have been most impacted by the pandemic.	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4, 5, 6,

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

Budgeted cost: £ 50 000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD on restorative practices, Character Education and PHSCE to ensure continuing positive behaviour across the school.</p> <p>Targeted interventions and support from wellbeing team to support emotional wellbeing of individual children, especially the most disadvantaged.</p>	<p>Whole school approaches and targeted interventions can have a positive impact on social and emotional outcomes.</p> <p><a href="#">EEF Behaviour Intervention</a></p> <p>There is strong evidence associating social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,7
<p>Access to enrichment and wider opportunities such as: trips, residential, music lessons, Kaleidoscope, visitors.</p>	<p>There is a link between providing children with enrichment opportunities and positive academic, social and emotional outcomes.</p> <p><a href="#">EEF Toolkit Life Skill and Enrichment</a></p>	All
<p>Employment of an Emotional Wellbeing worker</p>	<p>Whole school approaches and targeted interventions can have a positive impact on social and emotional outcomes.</p> <p><a href="#">EEF Behaviour Intervention</a></p> <p>There is strong evidence associating social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,7
<p>Employment of a family links worker to:</p> <ul style="list-style-type: none"> <li>• support the school in embedding the principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</li> <li>• Support the SLT to develop parental engagement so that parents are more able to support learning at home.</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF research indicates that the impact of raising parental aspirations are important for supporting disadvantaged pupils.</p> <p><a href="#">EEF Parental Engagement</a></p>	1,7

<p>To subsidise the cost of the school's breakfast club, targeting vulnerable families to improve attendance and punctuality and enable them to access a nutritional start to the day.</p>		1
<p>Continue to improve provision for SEND/PP pupils through quality CPD led by AHT/Lead for vulnerable pupils and Deputy SENDCO.</p> <p>Pupil progress meetings conducted at key assessment points – class teachers and SLT. To monitor the progress of and provision for disadvantaged pupils, especially those in other vulnerable groups.</p>	<p>45% of pupils with SEN are eligible for PP compared to 22% of pupils without special education needs.</p> <p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</p> <p>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage.</p> <p>Pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p><a href="#">EEF Guidance - SEND</a></p>	All

**Total budgeted cost: £160,304.72**

## 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.

Due to COVID-19, national performance measures have not been published for 2020 to 2021. Hull in particular, was very badly hit with confirmed cases, being the highest area in the country for a number of weeks across 2020/21.

Our own internal assessments for 2020-2021 indicate that the progress and attainment of our disadvantaged pupils have been particularly negatively impacted by the pandemic and school closures for a number of reasons. These include: lack of face-to face teaching; lesser engagement in remote learning than non-disadvantaged peers; lack of social interaction and wider opportunities; difficulties with teachers being able to provide meaningful feedback; lack of parental engagement.

### 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
TT Rockstars	
Spelling shed	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*