

## 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	Thornley Primary School
Number of pupils in school	168 + 17 Nursery
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	23 <sup>rd</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> January 2022 / 1 <sup>st</sup> April 2022
Statement authorised by	Jennifer Watt
Pupil premium lead	Jennifer Watt
Governor / Trustee lead	Lisa Hunter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,100
Recovery premium funding allocation this academic year	£9,135
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	£92,235

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Basic skills of children entering the school are well below those expected of children of their age
2	Children join the school with skills which are well below expected levels for their age for speech, language and communication which make it difficult for those pupils to regulate emotions and engage in the curriculum
3	Attendance is below national expectations
4	The opportunities for enriching life experiences is limited for children outside of school
5	Parent's and children's social, emotional and mental health issues and lack of confidence to engage with school

### 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 improve attainment in reading, writing and maths across the whole school	
To improve phonics and reading skills in EYFS and KS1 and develop speech across the whole school	
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning	
To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently	
To raise levels of parental and child emotional wellbeing	

## 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: £21,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling of teachers through targeted training	EEF research toolkit and evidence on good quality teaching and the impact on disadvantaged pupils	1 2
Quality first teaching will enable children to practice learnt skills across the curriculum;  Release time for teachers to plan	EEF – good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils This applies to whole class teaching	1 2
Implement a consistent whole school approach to the teaching of reading and phonics	Historic data showing pupils in KS1 have been below national average for previous 5 years  Evidence of low baseline historically for pupils entering school	1 2

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

Budgeted cost: £30,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention groups	EEF research toolkit and evidence on good quality teaching and the impact on disadvantaged pupils	1 2

Continue to implement additional TA sessions to work with pupils on developing spoken language	EEF research: High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling and explicitly extending children's vocabulary	1 2
Additional traded time for Speech and Language therapists to carry out assessments	Baseline data – 25% of pupils did not achieve expected in speech and language	1 2

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

Budgeted cost: £38,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Commando Joe programme across the whole school	Impact on attendance, mental and physical wellbeing, behaviour and attitudes towards learning, community engagement, independence and creativity	1 2 3 5
Singing teacher to work across classes and groups	Impact on attendance, mental and physical wellbeing, behaviour and attitudes towards learning, community engagement, independence and creativity	1 2 3 4 5
Breakfast Club	Impact on attendance, mental and physical wellbeing, behaviour and attitudes towards learning, community engagement, independence and creativity	1 2 3 4 5
Music Box to provide musical sessions	Increased hours of provision inside and outside of school day to improve engagement and experiences  Questionnaire regarding pupil choice  Pupil leadership team minutes	1 2 3 4 5

Cultural Capital experiences for each year group – range of visits to museums and cultural venues	Planning for all key tasks reflects additional experiences for children linked to equality of opportunity and builds cultural capital	1 2 3 4 5
Office Manager involvement to;  Make daily phone calls to absentees  Monitor attendance daily	More specific targeted support required for certain families where attendance is inconsistent or below average  Attendance data  Greater ability to breakdown data to specific families/children with attendance issues	3
Parent Support Advisor  Carry out home visits  Provide 1 day per week for interventions to provide link between school and families		3 5
Provide ‘Lego Therapy’ 2 hours per week	EEF research states that; On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school  They also have an overall impact on average of 4 months additional progress on attainment  Recent evaluations show that SEL interventions have a positive impact on pupils who are low-attaining or disadvantaged	1 2 5
To continue to run ‘relax kids’ for one afternoon per week		1 2 5
To continue to provide ‘Listening Matters’ for 4 hours per week		1 2 5

**Total budgeted cost: £90,100**

# 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.

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