

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Thurston CE Primary Academy
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	24 th November 2021
Date on which it will be reviewed	27 th March 2022
Statement authorised by	Phil Mackay
Pupil premium lead	John Bayes
Governor / Trustee lead	Kelly Winn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,280
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,050

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Thurston CE Primary Academy our ultimate objective for all of our children, including our disadvantaged children, is to empower all pupils through our Christian ethos, to embrace a love of learning, love for the world and a love for themselves and each other. We want pupils to achieve their personal best and build on their emotional, social and physical well-being in a fully inclusive environment despite the challenges they face, all pupils have the right to an education that improves their chances to succeed in life, not only academically, but socially and emotionally too.

Our current pupil premium plan provides bespoke and targeted support for our children. Each child is seen as an individual, and is discussed with the Headteacher, SENDCO and other key staff, to build specific support for individuals to enable them to thrive during their learning journey which is regularly reviewed. As in previous years, the pupil premium plan has been written based on EEF guidance.

Our key principles are:

- Bespoke support for individual children.
- Good mental health and emotional well-being support
- Children feel safe, happy and ready to learn
- Attainment is in-line or above national levels and progress is maintained
- Extra-curricular opportunities are available and encouraged
- To provide experiences to support learning in school
- High expectations of behaviour and attendance
- Families are supported and equipped to support their child, via strong and close relationships
- Being a nurturing, approachable school with an 'open door' policy to support pupils and families from different key stages
- Clear transition support within school, when moving to another school, or transitioning to secondary school.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment

2	Specific additional needs included those identified as SEN
3	Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence
4	Social, emotional and behavioural problems affecting wellbeing and progress

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
All pupils to make at least sufficient progress and have opportunities relevant to their age and aptitude	<ul style="list-style-type: none"> All pupil premium children, regardless of prior attainment, will make at least sufficient progress, with some of those whose attainment is below age related, beginning to catch up and achieve age related expectations or above. (Triangulation of learning walks, observations and book scrutiny evidence good progress, pupil passports show progress particularly small steps for those who also have SEND. Attainment scores are in line or above national average). To ensure that all pupil premium children have the wider opportunities and experiences relevant to their peer group (pupil premium children do not 'miss out' on additional opportunities in their learning)
Additional needs continue to be supported effectively	<ul style="list-style-type: none"> Children with additional needs are supported effectively through the school's SEND practice, with recognition and support for any additional factors that the children may face (Observations, learning walks, regular summative and formative assessments, pupil perception evidence that all pupils' needs are being met, pupil passports show progress particularly small steps).
Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	<ul style="list-style-type: none"> Improvements in learning behaviours demonstrated by targeted pupil premium children are evident through pupil perceptions, intervention impact grids, pupil profiles and reports from class teachers (Pupils are well behaved most of the time and with all adults, the number of incidences of poor behaviour recorded are monitored and show reduction over time, pupil and parent perceptions/interviews state that children believe behaviour is good, and feel safe and happy consequently).
Social emotional and behavioural barriers are supported with a positive outcome.	<ul style="list-style-type: none"> Improvements in the overcoming barriers for specific children including reduced incidents of behavioural problems, increased participation in class, reduction in friendship/ social barriers, increased social integration (Records from ELSA, pupil perception, behaviour incident reports scrutinised, continue to prioritise Forest Schools for all EYFS and KS1 classes as well as targeted KS2 individuals. Provide all children

	(including PP chn) with supported provision, the number of PP children attending clubs is maintained compared to last year, and proportionate to non- PP)
Improved partnership with parents/carers.	<ul style="list-style-type: none"> Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read, support with homework. All pupil premium children are able to complete their homework with support from either parents or school. (Attendance for our pupil premium children remains at or above national levels, attendance in clubs should remain steady or improve).

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: £15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all – using pre-teaching and post teaching for pupils identified.	Pre and post teaching intended to prepare pupils for a coming lesson, or to “sweep” up pupils who may have struggled in a lesson. Feedback given to pupils to encourage them to develop independence and to act quickly upon feedback. EEF evidence suggests that metacognition and feedback have the most impact for the lowest cost. Children being part of whole-class QFT and not being withdrawn from lessons will enable them to work together with their peers and get immediate feedback in class.	1, 2
Time to train TAs in bespoke intervention for individuals and small groups.	Interventions should be short-term, measurable and targeted and enable pupils to take new skills, knowledge and strategies back into class to apply in their learning/lessons.	1, 2
Additional TA hours for ELSA intervention.	ELSA benefits those pupils with social and emotional support and benefits behavioural needs. This is delivered individually or in small groups for KS2 children by one experienced qualified ELSA lead, KS1 TA trained ready to work with pupils Spring 2022.	3, 4
<i>Recruit an additional member of staff (tutor or teacher) to support those pupils who have fallen further behind as a result of lost learning in lockdowns.</i>	Accessing National Tutoring Programme (awaiting contact).	1, 2

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

Budgeted cost: £18,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual intervention to accelerate progress and increase the % of pupils working at expected or above.	Individual intervention proved to work by closing the gaps in learning and giving children tools to develop independence – strategies they can use in whole class work. Best practice according to EEF is 1 to 1 and small group tuition regularly. Interventions are monitored regularly to assess impact and reviewed promptly.	1 - 4
Catch-up intervention for those pupils who have fallen behind as a result of the Covid 19 lockdowns.	Individual intervention proved to work by closing the gaps in learning and giving children tools to develop independence – strategies they can use in whole class work.	1 - 4
Tailored small group intervention TA (post and pre-teaching)	Opportunity for additional work with specific children in place in necessary classes.	1 - 4

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

Budgeted cost: £14,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment opportunities providing experiences for pupils to develop high aspirations, confidence and impact upon academic achievement.	Enrichment within the curriculum can be accessed by all and provides an experience with which learning is put into context.	3, 4
Regular whole school enrichment days links to SMSC Forest Schools provision to support all pupils, but particularly those who may struggle in the classroom, or with social and communication needs.	Children have barriers to learning if their emotional wellbeing affects their behaviour and attitude to school. The forest schools work in school helps children to feel secure, gain confidence, build resilience and feel cared for. Children need to be able to access wider curriculum opportunities to ensure a broad and balanced education.	3, 4

<p>Trips and extra-curricular clubs subsidised</p> <p>Regular PSHE/forest schools linked to SMSC and mental health.</p> <p>Positive behaviour strategies linked to whole school behaviour policy</p>		
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Total budgeted cost: £48,070

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Based on teacher judgements 2020-2021:

80% of pupil premium children made at least expected progress in reading,

44% of children achieved expected or above, 0% achieved Gt. Depth in reading.

75% of pupil premium children made at least expected progress in writing, with 16% making accelerated progress. 31% achieved expected or above, 6% achieved Gt. Depth in writing.

85% of pupil premium children made at least expected progress in maths, with 22% making accelerated progress. 56% achieved expected or above, 3% achieved Gt. Depth.

Compared to:

93% of non-pupil premium children made at least expected progress in reading, with 27% making accelerated progress. 70% of non-pupil premium children achieved expected or above, 15% achieved greater depth in reading.

93% of non-pupil premium children made expected progress in writing, with 18% making accelerated progress. 62% achieved expected or above and 5% greater depth.

89% of non-pupil premium children made at least expected progress in maths, with 27% making accelerated progress. 73% of non-pupil premium children achieved expected or above, 17% achieved greater depth.

Tracking of behaviour showed fewer incidents of pupils being given Pink Slips and less exclusions than previous years.

Training on behavioural needs improved staff awareness of how to deal with individual pupils needs.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
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