

Pupil premium strategy statement 2021-2024 Year 3 (2023-24)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Thundersley Primary School
Number of pupils in school (Sept 2023)	448 (55 PPG including 2 LAC, 2 adopted)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simon English (Chair of Governors)
Pupil premium lead	Emma Dawson (Headteacher)
Governor / Trustee lead	Steve Jetten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Recovery premium funding allocation this academic year	£8,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,500

Part A: Pupil premium strategy plan

Statement of intent

All of our staff members and Governing Body take responsibility for ensuring that our disadvantaged children achieve the best possible outcomes – academically, pastorally and socially within our caring and nurturing school. Our vision for all our pupils is to create aspirational, resilient, lifelong learners who are curious about the wider world and ready for life in an ever-changing society. We are all committed to give our disadvantaged children every chance to succeed and ‘be the best they can be’. We are determined to narrow the gap that still exists in achievement for children in the disadvantaged group.

In order to be successful in improving outcomes for our disadvantaged children we:

- Ensure all our stakeholders have the highest expectations for our children.
- Use data from the Education, Endowment Trust to inform our choices so that we use research-based interventions, which have high impact. We will work as part of the Robus Multi-Academy Trust to participate in action research, led by the ‘Evidence Lead in Education’.
- Ensure that our Big Question curriculum has clear progression, incorporates the development of cultural capital and addresses social disadvantage.
- Ensure that learning to read and good oracy skills are at the heart of our curriculum.
- Ensure that ‘High Quality Teaching’ is in place across the school and that the core subjects of English and mathematics are taught to the highest standard so that children have the skills they need to access learning across the curriculum and life beyond the classroom.
- Ensure that support staff are trained to the highest standards so that they can enable disadvantaged children to reach their potential, by supplementing the work of the class teacher through use of the scaffolding framework.
- Track the progress of the disadvantaged children at regular pupil progress meetings to ensure that they make excellent progress.
- Give teachers dedicated time to spend one to one with disadvantaged children so that they really get to know them, listen to their voice and provide them with feedback on their learning.
- Recognise the challenges faced by our vulnerable pupils, including those who have, or have had, a social worker, and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Have a robust ‘growth and development’ model of performance management for all Teachers and Learning Support Assistants.
- Engage parents and carers in their children’s learning at home and at school by giving them the tools to do so through workshops and information.
- Ensure that disadvantaged children have access to a broad range of educational experiences that we offer to open their minds to the wider world and the possibilities ahead through residential trips, learning a musical instrument, sporting events.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows that on average, disadvantaged children have lower attainment and slower rates of progress. Some disadvantaged children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of disadvantaged children.
2	By observing and working with children, and talking with teachers and parents, we have found that some disadvantaged children have poorly developed learning behaviours. They may find it difficult to work independently, organise their learning, make links in their learning and reflect on what they have done.
3	Our attendance data shows that there are lower attendance and punctuality rates and higher rates of persistent absenteeism amongst disadvantaged children. Our assessments and observations indicate that absenteeism and lateness is negatively affecting the progress of disadvantaged children.
4	By talking with families, we have found that some of our disadvantaged children may have social and emotional needs, which impact negatively on their education for example, attachment difficulties, emotional regulation difficulties and anxiety.
5	By listening to, observing and assessing our children, we have found that many of our disadvantaged children have underdeveloped language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.

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
<p>Disadvantaged children make at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics.</p> <p>The gap between the progress and attainment of disadvantaged pupils and non-disadvantaged pupils is diminished.</p>	<p>KS2 reading outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard.</p> <p>KS2 mathematics outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard.</p> <p>KS2 writing outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard.</p>

<p>Children will have good self-organisation skills, resilience and determination. They will be able to work independently with increasing confidence and reflect on their work.</p>	<p>Our disadvantaged children will master metacognition and self-regulation, and this will have a significant impact on their engagement with the curriculum and subsequently on their attainment and progress. We will use 'Myself as a Learner' Scale to assess the impact for children in Year 2 and above.</p>
<p>To improve attendance and punctuality rates for disadvantaged children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
<p>Disadvantaged children have improved personal, social and emotional skills and a sense of belonging at school.</p>	<p>Sustained levels of well-being from 2024 / 2025 demonstrated by:</p> <p>Disadvantaged children are more engaged in their learning and show increasing independence and resilience.</p> <p>There will be consistency amongst staff whilst dealing with social, emotional and well-being concerns. All staff to follow 'Trauma Perceptive Practice' way of working. This will lead to a sense of well-being and enhanced belonging at school. Significant increase in participation of disadvantaged children in enrichment activities such as clubs, and school trips and journeys.</p>
<p>The language deficit for disadvantaged children is diminished. School will continue to develop a reading culture which ensures that all children read regularly and develop a love of books which is embedded throughout the school community.</p>	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p>	<p>Communication and Language prime area of EYFS framework to be in line with or above local and national averages. Thundersley Systematic Synthetic Phonics scheme embedded throughout the school 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 and ongoing formative assessment.</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)

Budgeted cost: £46,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD provided for all staff so that teachers have a good understanding of the evidence on the impact of cognitive science approaches when applied in the classroom. e.g., retrieval practice, cognitive load, working with schemas etc</p>	<p>COGNITIVE SCIENCE: Approaches in the classroom</p> <p>The EEF has produced an evidence summary on the impact of cognitive science approaches when applied in the classroom. Our Assessment lead will use this and other sources to ensure that developments in pedagogy around assessment are evidence informed and have the most impact on children’s learning.</p>	<p>All</p>
<p>Ensure that the ‘growth’ and ‘instructional coaching’ model of professional development for all teaching staff is successfully improving teaching and learning.</p>	<p>Our Growth Professional Development strategy will focus on teachers choosing an aspect of teaching that has been well evidenced to lead to improved outcomes for our children. The strategies they can choose to work on are:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation • Questioning and feedback • Memory Retrieval • Dual coding • Spaced and interleaved learning • Managing cognitive loading • Maximising the impact of Teaching Assistants • Embedding the Early Reading Framework • The effect of strong relationships on outcomes <p><i>Research provides strong support for the promise of coaching, or job embedded professional development, particularly on improving teachers’ classroom instruction. Jacobs, Boardman, et al. (2018)</i></p>	<p>1 and 2</p>
<p>Embed the ‘growth’ model of professional development for all LSAs</p>	<p>Our Growth Professional Development strategy will further focus on LSAs choosing an aspect of teaching that has been well evidenced to lead to improved outcomes for our children with a focus on the scaffolding framework.</p>	<p>1, 2 and 5</p>
<p>Accelerated reader programme embedded across KS2.</p>	<p>Pupils who use Accelerated Reader are more likely to:</p> <ul style="list-style-type: none"> • Enjoy reading • Have a favourite book • Agree that reading is cool • Read regularly at least once a week outside class 	<p>1, 2 and 5</p>

	More than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for pupils of all ability levels.	
Thundersley Systematic Synthetic Phonics programme embedded in EYFS/KS1. Release time for literacy lead to ensure that in all classes our Thundersley Systematic Synthetic Phonics programme is being followed consistently and is effective.	EEF Phonics and Teaching Toolkit Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds It is an expectation of the Department of Education that schools take an approach to the teaching of phonics that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged. All children in receipt of PPG read to an adult at school every day.	1 and 5
Robus Research Review programme embedded across the trust	The purpose of this review is to get schools to work together and choose a research-based focus to enhance teachers' practice. After listening to the views of the staff (teaching and support), Thundersley has chosen to focus on teaching children Metacognition and self-regulation skills. This strategy was taken from the Education Endowment Foundation report on cognitive science and can add up to 6 months of progress. We will use data gathered from 'Myself as a Learner' assessments to find out whether children see themselves as capable and confident learners.	1 and 2.
Disadvantaged children have access to a broad range of educational experiences such as residential trips, sports and music clubs etc	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life. DfE:An-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	All

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

Budgeted cost: £23,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexia purchased as an adaptive teaching tool to progress the phonic and reading levels of our children.</p>	<p>Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to pupils' success on standardised reading assessments.</p> <p>Key Findings: Lexia programs contribute to improved scores on standardised reading tests for pupils in primary school. Targeted populations (such as pupils who are low performers) benefit significantly from Core5. Pupils who are English Learners show significant benefits from Core5, in some cases closing the reading gap with their native English-speaking peers. Lexia also supports the transition between learning to read and reading to learn. A recent EEF study rated Lexia as a low-cost & effective solution, particularly for FSM pupils.</p>	<p>1, 2, 4 and 5</p>
<p>1:1 or 1:2 maths or literacy support instruction for our pupils taught by a qualified teacher.</p>	<p>Based on the research findings of small group tuition from the Education Endowment Fund. They found that on average, one to one tuition is very effective at improving pupil outcomes, adding 5 months to typical progress. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Our class teachers work with the tutor to shape the teaching that takes place during 1:1 session.</p>	<p>1 and 2.</p>
<p>Small group spoken language intervention (NELI) delivered in Early Years Foundation Stage.</p>	<p>Based on the research finding on oral language interventions in the Early Years, the Education Endowment Foundation state that "All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds"</p> <p>Nuffield carried out robust evaluations and found NELI children made on average 3 months of additional progress in language.</p>	<p>1, 2, 5.</p>
<p>Regular opportunities for teachers to work 1:1 with children to develop the relationship and to give</p>	<p>The Education Endowment Foundation report states that feedback adds 7 months progress. This approach will also help to strengthen the relationship between child and teacher. Relationships are identified as being one of the core elements that is key to improving the</p>	<p>All</p>

high quality personalised feedback.	outcomes for disadvantaged children, as identified by Mark Rowland, and as such forms an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged Children.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to work on attendance; meta-cognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.	Although the Education Endowment Foundation state that mentoring only has a small positive effect (plus 2 months of progress), the knock-on effects of the learning mentor in terms of engagement with parents, modelling high quality learning support and delivering trauma perceptive practice across with school will impact positively on outcomes. The Education Endowment Foundation states that social and emotional approaches can add 4 months of progress across a year. Improving social and emotional learning in primary schools	All
Release time for Attendance team staff to develop and implement procedures and monitor impact. Appoint an attendance officer to help us to improve attendance. Increase number of pupils attending breakfast club whose attendance is not good.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	3
BATIC family support and counselling offered to families and children where necessary.	Following DfE guidance from document Mental health and Behaviour in Schools Mental health and Behaviour in Schools	

Total budgeted cost: £93,500

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year	% PP Attendance PP / Non-PP	Reading (EXS)	Writing (EXS)	Maths (EXS)
1	8% (5/60) 1 SEN Attendance PP:89% OP:93%	PP: 20% (1/5) OP: 69% Gap: -49%	PP: 20% (1/5) OP: 65% Gap: - 45%	PP: 60% (3/5) OP: 78% Gap: - 18%
2	16% (9/58) 4 SEN Attendance PP:88% OP:93%	PP: 33% (3/9) OP: 71% Gap: -38%	PP: 22% (2/9) OP: 65% Gap: - 43%	PP: 56% (5/9) OP: 78% Gap: - 22%
3	7% (4/58) 2 SEN Attendance PP:92% OP:94%	PP: 40% (2/5) OP: 81% Gap: -41%	PP: 20% (1/5) OP: 74% Gap: - 54%	PP: 40% (2/5) OP: 80% Gap: - 40%
4	18% (16/87) 5 SEN Attendance PP:90% OP:93%	PP: 69% (11/16) OP: 83% Gap: -14%	PP: 31% (5/16) OP: 75% Gap: - 44%	PP: 50% (8/16) OP: 80% Gap: - 30%
5	15% (9/60) 3 SEN Attendance PP:90% OP:93%	PP: 56% (5/9) OP: 84% Gap: -28%	PP: 33% (3/9) OP: 78% Gap: - 45%	PP: 44% (4/9) OP: 86% Gap: - 42%
6	27% (16/59) 7 SEN Attendance PP:91% OP:93%	PP: 81% (13/16) OP: 74% Gap: - 7%	PP: 63% (10/16) OP: 84% Gap: - 21%	PP: 69% (11/16) OP: 88% Gap: - 19%

Information in the following tables breaks down the impact of individual strategies in our plan for 2023-24.

Teaching (for example, CPD, recruitment and retention)

Strategy	Outcome/Impact
Thundersley Systematic Synthetic Phonics programme embedded in EYFS/KS1.	The Thundersley Letters and Sounds programme is fully aligned with our decodable phonics books and is now embedded in the school. Careful and systematic phonic assessment ensures any gaps in phonic knowledge are swiftly identified and plugged using our decodable books and responsive phonic interventions. 95% of our Year 1 pupils passed the phonics screening test and 80% of our year two pupils passed the re-sit of the phonics screening test. All of children eligible for PPG passed the Year 1 screen.
CPD to ensure that Cognitive science approaches are well understood and used in teaching.	Teachers and LSA have a clear idea of metacognitive techniques and are becoming more aware of other cognitive approaches through their use of the 'walk thru' strategies used in our Growth model. In our recent Ofsted, staff engagement in professional development was seen as a strength of the school.
Accelerated reader programme licences and books purchased.	Accelerated Reader has been embedded in KS2. The children quiz regularly and are motivated by gaining their word count. Teachers use data from the termly Star assessments to identify those children in need of extra support. Data shows that across KS2, the number of PPG children reaching expected levels in reading is above the national average (73%) and in Year 6, who have now used Accelerated Reader for 3 years, data is well above average.
Buying into a 'growth' and 'instructional coaching' model of professional development	The growth model of Performance management is embedded in the work of the teachers. The cycle is in place and teachers have had coaching visits to support them from their phase leaders. LSAs have had their first year working this way and the approach will be adapted and refined this year. Teaching across continues to be strong and inclusive.
Training for staff on metacognition based on research guidance from the Education Endowment Foundation	Metacognition is a key element of our school improvement approach and all staff across the trust have had training. Staff and LSAs explicitly model their thinking so that pupils can observe the reasoning behind different strategies and children are encouraged to have a plan, do review approach to their work. Children's approach to learning is positive and their use of metacognitive techniques is developing.
Buying into a Trust Research Review programme	This project has got underway and all children have taken part in assemblies highlighting what makes a 'strong' learner.

Targeted academic support (for example, tutoring, 1;1 support structured interventions)

Strategy	Outcome/Impact
Lexia purchased as an adaptive teaching tool to progress the phonic and reading levels of our children.	Data from Lexia shows that in all year groups, the percentage of children working within the year group material increased significantly. Many children are coming in before school to access Lexia, but it continues to be a challenge to ensure that all children meet their weekly usage targets. We are considering starting children in EYFS on Lexia in the spring term.
1:1 or 1:2 maths support instruction for our pupils taught by a qualified teacher.	All children entitled to PPG received 1:1 or 1:2 Maths tutoring in Years 5 and 6 either from our NTP tutor or Third Space online Maths. In Year 5, 44% of children eligible for PPG achieved expected results and 80% of the year group. In Year 6, 69% of children eligible for PPG achieved a scaled score of 100 or more in their SATs and overall the figure was 83%

Small group spoken language intervention for EYFS - NELI	NELI was implemented in EYFS following initial assessments of all children. Regular attendance ensured progress was made by all participants at the end of the programme. Children developed their language skills including narrative skills, active listening and phonological awareness. As a result it improved overall language skills as well as supporting progress in reading comprehension. However, some of the children who were asked to join the group declined, so it was felt that there were children who could have benefited from this intervention who did not have the opportunity. We will reflect on this for next year.
Regular opportunities for teachers to work 1:1 with children	Teachers had focused time each half term to work with individual children eligible for PPG to reflect on the action plan they had co-created, give support in areas identified by the children and set new targets. These activities meant that the teachers built relationships with these children and had a more detailed knowledge of their strengths and areas to develop. The children appreciated the 1 to 1 time.

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

Strategy	Outcome/Impact
Learning mentor to work on attendance; meta-cognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.	Our Learning Mentor is now an integral part of the pastoral support team, and her impact has been seen in: - <ul style="list-style-type: none"> • Engagement of families • Increased attendance of key children • Increased engagement and progress of key children. Small group tuition in maths has led to improved outcomes in KS1 maths Supported wellbeing of children, staff and parents.
Release time for Attendance team staff to develop and implement procedures and monitor impact. Increase number of pupils attending breakfast club whose attendance is not good.	In line with the DfE's guidance, our systems and processes for monitoring and addressing attendance issues are rigorous and impactful. Through the hard work of the attendance team, the attendance of children eligible for PPG increased from 88.8% to 92% which a significant number of individual children making huge gains. This contributed significantly to the judgement of outstanding in the Behaviour and Attitudes section in our recent Ofsted report (May 2023)
BATIC family support and counselling offered to families and children where necessary.	This service continues to support families through counselling for individual children and family support where needed. The waiting list grows each year and the funds we prioritise for it increases.