

Pupil premium strategy statement 2021-2024

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	Thundersley Primary School
Number of pupils in school	457
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	
Date on which it will be reviewed	December 2022
Statement authorised by	Emma Dawson
Pupil premium lead	Lorraine Armour
Governor / Trustee lead	Steve Jetten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76123
Recovery premium funding allocation this academic year	£22783
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2902
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	£101808

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. The intent for all our pupils is to leave Thundersley Primary School prepared for their academic journey and then onto adulthood. We are all committed to give our disadvantaged children every chance to succeed and ‘be the best they can be’.

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 ‘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.
- Track the progress of the disadvantaged children at regular pupil progress meetings to ensure that they make excellent progress.
- Give teachers the time to spend with disadvantaged children so that they can 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.
- Ensure that disadvantaged children have access to a broad range of educational experiences that we offer, for example, 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 some of our disadvantaged children often have under developed 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
Disadvantaged children make at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics. The gap between the progress attainment of disadvantaged pupils and non-disadvantaged pupils is diminished.	KS2 reading outcomes in 2024/2025 who that more than 75% of disadvantaged pupils meet the expected standard. KS2 mathematics outcomes in 2024/2025 who that more than 75% of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2024/2025 who that more than 75% of disadvantaged pupils meet the expected standard.

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.	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.
To improve attendance and punctuality rates for disadvantaged children.	<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.
Disadvantaged children have improved personal, social and emotional skills and a sense of belonging at school.	<p>Sustained levels of well-being from 2024 / 2025 demonstrated by:</p> <p>Disadvantaged children have a reduced number of negative behaviour incidents.</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.</p> <p>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.</p> <p>School will 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>

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: £50,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader programme licences and books purchased.	<p>Students 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 • Agree that they will get a better job when they grow up if they are good at reading <p>More than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.</p>	1 and 2.
Buying into a 'growth' and 'instructional coaching' model of professional development for all teaching staff devised by Tom Sherrington and Oliver Caviglioli	<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"> • Teaching children Metacognition and self-regulation skills • 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 pupil 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>	1 and 2
Buying into a Learning Support Assistant four month training course based on the Maximising the Impact of Teacher Assistant report.	<p>The MITA report gives clear advice from research findings as to how Teaching Assistants can be most effectively deployed in the classroom settings. This course takes into account all of the findings from this report.</p>	1, 2 and 5

<p>Buying into a Trust Research Review programme</p>	<p>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.</p> <p>This strategy was taken from the Education Endowment Foundation report on cognitive science and can add up to 6 months of progress.</p> <p>Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback.</p> <p>We will use data gathered from 'Myself as a Learner' assessments to find out whether children see themselves as capable and confident learners.</p>	<p>1 and 2.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia purchased as an adaptive teaching tool to progress the phonic and reading levels of our children.	<p>Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to students' success on standardised reading assessments. In multiple studies published in peer-reviewed journals, Lexia Reading Core5 has been found to accelerate the development of literacy skills. Key Findings:</p> <ul style="list-style-type: none"> • Lexia programs contribute to improved scores on standardised reading tests for students in primary school. • Targeted populations (such as students who are low performers) benefit significantly from Core5. • • Students who are English Learners show significant benefits from Core5, in some cases closing the reading gap with their native English-speaking peers. • Rigorous scientific methods were followed in conducting these studies, including use of treatment and control groups, pre-tests/post-tests, using standardized reading assessments, and appropriate statistical data analyses 	1, 2, 4 and 5
1:1 maths support instruction for our pupils taught by a qualified teacher.	<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 sessions.</p>	1 and 2.
Small group spoken language intervention delivered in Early Years Foundation Stage.	<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. Children receiving the NELI programme also made an additional 2 months progress in early word reading and an additional 5 months progress on a teacher administered language intervention.</p>	1, 2, 5.

Regular opportunities for teachers to work 1:1 with children to develop the relationship and to give high quality personalised feedback.	The Education Endowment Foundation report 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 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.	All
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a learning mentor to work on attendance; meta-cognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants. Delivering Trauma Perceptive Practice.	<p>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.</p> <p>The Education Endowment Foundation states that social and emotional approaches can add 4 months of progress across a year.</p>	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Total budgeted cost: £101,808

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 was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was achieved by the school-wide use of the Google Classroom to provide teaching and learning opportunities, which were personalised to meet the needs of the children. Teachers worked to deliver a bank of video lessons, which children and their parents could learn from together.

Overall attendance in 2020/21 was slightly higher than in the preceding 3 years at 96.1%, which is in line with the national average. However, it is impossible to compare with previous years due to the use of COVID attendance codes. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 3% lower than their peers and persistent absence 5% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil and parent wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.