

# Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium 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	Thorn Grove Primary
Number of pupils in school – Oct 2024 census	211
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher <i>L Vose</i>
Pupil premium lead	Headteacher <i>L Vose</i>
Governor lead	Tim Buckley

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (E6 £56,240, PLAC £7,710)	£63,950
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	£63,950

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The Premium is provided in order to support these pupils in reaching their potential. Our school website has a full update on how the Pupil Premium funding is used at our school.

### Provision

In order to meet the above requirements, the Governing Body at Thorn Grove Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, the Governing Body will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them. In making provision for socially disadvantaged pupils, the Governing Body recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governing Body also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governing Body also reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Reporting

It will be the responsibility of the Headteacher to produce an annual report for the Governing Body showing the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils. The Governing Body will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the school's published data.

### Evaluation and impact

The evaluation of this policy is based on how quickly the school can 'narrow the attainment gap' between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.

Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills in English
2	Poor basic skills in reading, maths and writing
3	Social, emotional and mental health needs
4	English as an additional language
5	Parenting support including understanding of potentially harmful online behaviours

## 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
We have improved children's oral language and communication skills.	<ul style="list-style-type: none"> <li>- Children are able to express themselves clearly and confidently.</li> <li>- Parents are able to support children at home with talk friendly approaches and environments</li> <li>- Parents are using our Wellcom lending library to support their children at home</li> </ul>
Children are using a wide range of vocabulary appropriately.	<ul style="list-style-type: none"> <li>- Children are using vocabulary appropriate to their age or above.</li> <li>- Vocabulary used makes sense in the context selected.</li> <li>- Vocabulary selected shows the children are attempting to be more adventurous.</li> <li>- Parents know how to improve spoken language and understanding of key vocabulary taught at school</li> </ul>
Children are making excellent progress in writing	<ul style="list-style-type: none"> <li>- Children are able to hold their pencil/pen correctly and have appropriate posture when writing</li> <li>- Children write in a fluent and legible style</li> <li>- Children use their phonic knowledge to self phonetically plausible words</li> <li>- Children have a set of strategies to enable them to be confident spellers</li> <li>- Children are motivated to write with purposeful contexts</li> <li>- Children are given timely and accurate feedback to enable them to make immediate progress.</li> </ul>

Children have strong relationships with trusted adults in school which enables them to gain a greater understanding of their own emotions and strategies to support them.	<ul style="list-style-type: none"> <li>- All children benefit from a Restorative approach to managing behaviour</li> <li>- Zones of regulation is used consistently across school and can name and understand a variety of emotions</li> <li>- Children have an emotional toolkit of strategies to support their 'big emotions' and are supported by trusted adults to use these and learn from times when they do not</li> <li>- Children learn and understand the impact of exercise, positive self-talk, digital wellbeing, being outdoors and kindness on their own wellbeing</li> <li>- Targeted children have access to Emotional Literacy Support (ELSA) bespoke interventions to remove specific barriers to learning</li> <li>- Specific children have access to our Behaviour Mentor for specific interventions to remove barriers to learning.</li> </ul>
Children are making excellent progress with reading.	<ul style="list-style-type: none"> <li>- Younger children know their sounds and can blend and segment independently.</li> <li>- Older children read with fluency and are able to comprehend a wide variety of texts.</li> <li>- Children have strategies to decode unfamiliar words.</li> <li>- Parents know how to read with their child at home and have appropriate resources in which to do this.</li> </ul>
Children are making excellent progress with mathematics.	<ul style="list-style-type: none"> <li>- Children are fluent and efficient mathematicians</li> <li>- Fundamental basic skills are known and rehearsed by children daily</li> <li>- Children can apply known facts to different areas of maths with success.</li> </ul>
Children who have English as an additional language are making excellent progress	<ul style="list-style-type: none"> <li>- Children who have English as an additional language feel a sense of belonging to our school</li> <li>- Children feel their identity is represented in and around our school</li> <li>- Children have been assessed using the NASSEEA framework and is making progress through targeted support</li> <li>- Children have access to a wide range of resources to support their development of English</li> <li>- Teachers feel knowledgeable and empowered as to what strategies, resources and technology can support children with EAL</li> </ul>
School provides support and access to training, resources workshops to provide the highest level of care for our children	<ul style="list-style-type: none"> <li>- A comprehensive PSHE curriculum provides opportunities for learning and understanding about how to keep yourself safe.</li> <li>- Digital Leaders provide workshops for children to understand potential risks and safe strategies</li> <li>- Weekly monitoring of Securitas provides information about trends in children's online behaviours</li> <li>- External support agencies provide workshops for children about online harmful behaviour</li> <li>- Our behaviour Mentor provides workshops for parents to help support their child at home.</li> </ul>

## 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

Budgeted cost: **£15,255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrative Immersion training package for Year 1 team delivered by consultant Rebecca Bell <b>£3,635</b> Cover for planning time: <b>£2,680</b>	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1, 2,3,4
Read Write Inc training days to ensure staff know the fundamentals the highest quality phonics teaching <b>£810</b>	Phonics approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of additional four months' progress.	1,2,3,4
One visits from RWI consultant to improve teacher practice and pupil outcomes <b>£600</b> Phonics lead release time: <b>£220</b>	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Regular coaching and training sessions for RWI led by our Reading Leader. <b>£1,000</b>	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Y5 and Y1 training on using DEAL strategies to support strong oracy and understanding of complex vocabulary <b>£250</b> <b>£1,100</b> cover	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Colourful Semantics training to support sentence construction <b>£150</b>	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Maths Lead to continue working with the NCETM Journey to Mastery Training <b>£660</b> cover	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Teaching assistant to attend Maths Mastery training	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4

Mastery in Number implemented for Reception -Y3 to support rapid recall and fluency of number facts <b>£150</b> new resources	EEF: There are a number of meta-analyses which indicates that, on average, mastery learning approaches are effective, leading to an additional five months progress.	1,2,3,
Training support for teaching of writing, including vocabulary, sentence construction, oracy and feedback. <b>£800</b>	Research and evidence suggests that investing in high quality CPD for teacher's professional learning is one of the most effective things that schools can do.	1,2,3,4
Reading for Pleasure project to contribute the most disadvantaged children to read for pleasure. <b>£2400</b> Overtime: <b>£800</b>	Cremin, T. Mottram, M. Powell, S, Collins R and Safford K. (2014) Building Communities of Engaged Readers: Reading for Pleasure London and NY: Routledge. Hempel-Jorgensen, A., Cremin, T., Harris, D. & Chamberlain, L. (2018) 'Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'' Literacy 52 (2):86-94. McGrane, J., Stiff, J., Baird, J., Lenkeit, J. & Hopfenbeck-Oxford, T. (2017) Progress in International Reading Literacy Study (PIRLS): National Report for England Department for Education.	1,2,3,4

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

Budgeted cost: **£23,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Wellcom Programme will be delivered in Nursery and Reception. It is designed to improve listening, narrative and vocabulary skills. <b>£5,950</b>	The EEF reports that evidence suggests that Early Years interventions have a positive impact, delivering on average five additional months progress. Also, oral language interventions such as this help children to make five additional months progress over the course of a year.	1,2,3,4
RWI 1:1 tutoring will be provided for targeted pupil's falling behind with their reading. <b>£9,040</b>	EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2,3,4

Reading interventions such as Fresh Start and Inference programme will be delivered to those pupils in danger of falling behind with their reading. <b>£3,010</b>	EEF: On average reading comprehension approaches deliver an additional six months progress.	1,2,3,4
Daily pre and post teach sessions in Maths/ English for all pupils. <b>£1,510</b>	It builds on the mastery approach which will enable children to secure basic skills. This is particularly important because of the negative impact of COVID 19.	1,2,3,4
Speech Leap to target children with specific language and communication needs <b>£4,258</b>	The EEF reports that evidence suggests that Early Years interventions have a positive impact, delivering on average five additional months progress.  Also, oral language interventions such as this help children to make five additional months progress over the course of a year.	1,2,3,4

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

Budgeted cost: **£29,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Mental Health and Wellbeing Lead has been appointed and is attending Adrian Bethune Wellbeing in the Primary Classroom sessions. <b>£220</b> management time	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	1,2,3,4,5
Parent information sharing sessions/workshops in reading and phonics. <b>£220</b> prep cover	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	1,2,3,4,5
EYFS to develop Stay and Play sessions to model practice for early talk, early reading, early play. <b>£220</b> prep cover	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	1,2,3,4,5
Medical clinics delivered by the school nurse to be established	All disadvantaged pupils will meet national expectations for attendance/persistent absence. Learning is maximised and progress is increased, if attendance is in line with the desired level (97%)	1,2,3,4,5
Pupils have a breadth of experiences that enable them to contextualize their learning. <b>£1500</b>	Enrichment opportunities support all children's learning in school. And no child should be disadvantaged at not being able to attend school trips, residential. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1,2,3,4

The curriculum is enhanced by the provision of after school clubs. <b>£100</b>	Being involved in sporting activities may increase attendance, motivation and self-belief.	1,3,4,5
Breakfast provision so pupils are ready to learn <b>£100</b>	It is well understood that when students are experiencing hunger, their ability to learn suffers	1,2,3
Staff supervision to continue emotional literacy support (ELSA) for our school community <b>£180</b>	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	1,2,3,4,5
Behaviour Mentor to complete targeted work with specific children to support their SEMH needs. This will include regular assessments through GROW targets and bespoke interventions <b>£24,000</b>	Adverse Childhood Experiences Study; Adverse childhood experiences; toxic stress; trauma-informed approach; trauma-informed care.	1,2,3,4,5
Behaviour Mentor to observe practice across school and provide coaching to CT and LSA's as to how best to support children with SEMH needs and suggest adaptations to the curriculum. <b>£2,780</b>	Adverse Childhood Experiences Study; Adverse childhood experiences; toxic stress; trauma-informed approach; trauma-informed care.	1,2,3,4,5
SENDCO and Behaviour Mentor to complete Trauma Informed Practice training and disseminate to whole staff team. <b>£650</b>	Adverse Childhood Experiences Study; Adverse childhood experiences; toxic stress; trauma-informed approach; trauma-informed care.	1,2,3,4,5

**Total budgeted cost: £ 68,343**