

Pupil premium strategy statement for Thorns Community Infant School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| School name | Thorns Community Infant School |
| Number of pupils in school | 146 |
| Proportion (%) of pupil premium eligible pupils | 2.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | December 2021 |
| Date this statement was last reviewed | December 2023 |
| Date on which it will be next reviewed | September 2024 |
| Statement authorised by | Liz Bradbury |
| Pupil premium lead | Liz Bradbury |
| Governor lead | Sue Casey, Ben Shaw Co-chairs of governors |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £9,805 |
| Recovery premium funding allocation this academic year | £725 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £10,530 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal through academic achievement, support for mental health and wellbeing and the provision of extra-curricular opportunities.

We will consider the individual challenges faced by vulnerable pupils in our strategy planning. Activities outlined in this strategy are intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. All interventions implemented are research led and have a sound evidence based and as such we can deliver these with confidence knowing they are proven to succeed in raising attainment.

Our strategy is also integral to wider school plans for education recovery and implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low numbers of qualifying children and a subsequent small premium creates difficulties in supporting such a small group. |

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| 2 | A diverse demographic identifies in some instances a huge disparity between pupils in terms of their lived experience and opportunities. |
| 3 | School has begun more Early Help interventions as well as increased the number of families directed to support through the Family Information Service. This has increased considerably following the pandemic. |

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 |
|--|---|
| Cohorts making Good to Outstanding progress against National Measures. | Each individual cohort achieving strongly in each of the three progress measures (EYFS, KS1 Phonics and KS1 Stas) demonstrating good to outstanding progress. |
| Improved oral language skills and vocabulary among all Reception pupils (inc disadvantaged) | Assessments and observations indicate significantly improved oral language among this cohort. This will also be evident with high numbers of children achieving successful in the EYFS strands; Literacy and Communication and Language. |
| Improved reading/phonics attainment among disadvantaged pupils. | KS1 reading outcomes up to 2024/25 show that each cohort demonstrated a high level of attainment in both the KS1 phonics, KS1 SATS for Reading and Writing and internal data. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing through to 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • all children to have opportunity for participation in enrichment activities, particularly at least twice for all disadvantaged pupils. |

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: £7,930

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Peer to Peer Support as part of staff CPD Release time for staff. Coaching, Lesson Visit, Discussion with SLT. | Rosenshine’s principles of instruction have a solid evidence base to support their effectiveness. Many of these principles are part of everyday teaching for staff and by training and developing those only serves to support the development of all children. | 1,2 |
| To develop our teaching and learning policy to embed high-quality teaching and learning within all subjects | The EEF toolkit concludes that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” | 1,2 |
| Join Voice 21 and begin an oracy focus project with a focus on Reception and Year 1 in 2023-24. | The EEF toolkit concludes that: “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” “On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress” | 1,2 |

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

Budgeted cost: £2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Delivery of standardised diagnostic assessment (NELI) for speech and language intervention.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> | <p>1,2</p> |
| <p>Additional phonics sessions targeted at those children who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> | <p>1,2</p> |
| <p>Utilising an existing part time teaching assistant to deliver guided reading sessions.</p> | <p>Using EEF research, catch up will be delivered regularly in small groups (no more than 1:3). This is the optimal number to deliver these sessions effectively.</p> | <p>1,2</p> |

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

Budgeted cost: £600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Providing free trips, clubs and musical instrument lessons for all children eligible for pupil premium</p> | <p>Evidence suggest that children who have positive experience in school and enjoy school reach better attainment in the future.</p> <p>The EEF review of arts participation states - 'the impact of arts participation on academic learning appears to</p> | <p>2, 3</p> |

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| | be positive...Improved outcomes have been identified in English, mathematics and science learning.' | |
| Training more staff in the Warwickshire Early Help approach and then running a greater number of Early Help family support meetings | The DfE report on improving school attendance: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities recommends resourcing attendance appropriately (including through the use of pupil premium money) and also recommends liaising with other agencies who are supporting children and families and communicating effectively with families – both of these activities work towards these. | 3 |

Total budgeted cost: £8,925

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 2022 to 2023 academic year.

The school has continued through its cycle for subject development by providing re-lease time and training or subject leaders. Training for the wider staff team has been implemented in several different areas throughout the year in line with the teaching and learning policy ensuring that quality teaching for all has been improved.

School led tutoring sessions (delivered by an existing member of the staff team) were successful and resulted in measurable progress in academic achievement and wellbeing.

Delivery of an accredited language programme (NELI) in Reception was a key driver in securing 92% of children achieving a 'Good Level of Development'.

Phonics catch up interventions alongside the continued delivery of an accredited phonics and reading programme ensured a strong set of phonics outcomes both in Year 1 (85%) and those children in Year 2 sitting the check again. By the end of Year 2, 98% had passed the phonics check. Additional reading fluency intervention was delivered across Year 2 to those children identified, including a more intensive phonics reading catch up targeting those most in need. This led to 87% of children achieving the standard for KS1 reading.

Using some of the funding to support wider opportunities for children was well received and ensured that all pupil premium children were able to access all trips as well as some other extracurricular opportunities of their choosing.