

# Thackley Primary School

## Pupil Premium Strategy Statement

### 2021-2022

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	Thackley Primary School
Number of pupils in school	421 Rec – Year 6 53 Nursery
Proportion (%) of pupil premium eligible pupils	14% - 60 Children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A. Patterson
Pupil premium lead	P.Stanworth
Governor / Trustee lead	A. Malcolm

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,215
Recovery premium funding allocation this academic year	£7395
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	£79,610 (exc CLA) £81,956 (inc CLA)

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate objectives for our disadvantaged pupils are to:*

- Provide support to our children and their families in order to minimise the disadvantage gap of pupils from low income families and support/raise attainment of these pupils
- Support the health and wellbeing of the children

*Our current pupil premium strategy plan work towards achieving these objectives by:*

- Raising educational aspiration for PP children
- Improving levels of progress for PP children to match non-PP children
- Providing quality pastoral care to PP children and their families
- Implementing interventions in all year groups to close the attainment gap between PP children and non PP children
- Offering a breakfast club for all PP children
- Allocating Learning Mentor support to improve attendance of PP children
- Providing financial support for families through uniform vouchers and FSM vouchers during extended school closures
- Providing weekly food parcels

*The key principles of our strategy plan are:*

- To address equality of opportunity where there are specific difficulties
- To provide strong academic support

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of our PP children is lower than that of none PP children
2	Many of our PP children fit into other vulnerable categories (21% of PP are on our SEN register)
3	Low levels of communication and language development resulting in limited vocabulary acquisition and social skills
4	Financial deprivation leading to limited life experiences and opportunities to join in enrichment activities
5	Disengagement in home reading from many of our PP families contributing to lower attainment in phonics and reading.
6	Impact of covid on mental health, wellbeing, limit to experiences, anxiety, behaviour, attendance, home finances etc

## 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
Attendance of PP children to be in line with our none PP children and positively comparable to National attendance figures of 96%	All PP children to attend school regularly Regular contact with non-attenders Work with families on importance of attendance
Identify SEN and have plans in place to minimise impact of SEN on social, emotional and academic performance	IGAPs completed for SEN & PP children IGAPs reviewed and adjusted regularly
Children to make good or better progress in their communication and language development in comparison to the none PP children	Gap in EY closes in C&L between PP and Non PP PP children to achieve phonics standard in line with their peers in Year 1 and Year 2
PP to be able to access and enjoy the wide range of enrichment on offer at Thackley.	PP children to attend residentials PP children to access holiday clubs and activities PP children to access extra curricula activity at school PP children to partake in individual music lessons
PP children to make accelerated progress in reading	Number of PP children meeting age related expectations in reading will increase Number of PP children accessing home reading (recorded on bookworms in class) will increase Some PP children to gain '1 million words' on accelerated reader. PP children to achieve phonics standard in Y1 & Y2

## 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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in year 6 (0.5 DHT)	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3 & 5
Mable Academy Access CPD £990	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3, 6

SENDCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCO release time)	EEF (Page 5, section 4) implementation matters	5
SENDCO to deliver CPD to all staff: <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Selective mutism</li> <li>• Eliminating anxiety in the classroom</li> </ul>	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	3, 5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning Mentor Time</b> LM to scrutinise attendance data in conjunction with the school business manager to identify pupils and families who need support to improve their child's attendance.  LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc  Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support.  LM to work with outside agencies such as Families First, School Nursing Team, EWEPP etc to provide support for any of our families in need.  LM to report to Governors on attendance termly  £28,563	EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers  EEF – Toolkit – Attendance interventions  EEF – Toolkit – behaviour interventions	1, 6  2, 3, 6  2, 6  2, 6  1
<b>Teaching Assistants/HLTA</b> TAs to provide support for pupils in the class, in particular PP children who are vulnerable to falling behind in reading.  TAs to deliver reading interventions as needed to ensure all pupils make good progress.	EEF (page 8, section 2) guide to pupil premium – targeted academic support EEF – make best use of teaching assistants EEF – teaching assistant interventions	5  5
<b>Evolve Health Mentor</b> Health Mentor employed to support vulnerable children in class who find it difficult to access learning £31,000		3, 6
<b>Shine Intervention Programme</b> Used in conjunction with The MARK programme that identifies gaps in learning and specific	EEF (page 8, section 2) guide to pupil premium – targeted academic support	2, 5

learning needs for individual children in reading and maths. £704		
<b>Mable Therapy</b> Selection of online therapy sessions for children ranging from 3 weeks to 10 week programmes. The programmes we will use are: <ul style="list-style-type: none"> <li>• Social communication</li> <li>• Generalized anxiety</li> <li>• Developmental Language Disorder</li> <li>• Late Language Development</li> <li>• Speech Sound Delay/Disorder</li> <li>• Stammering</li> </ul> £704	EEF – oral language interventions consistently show positive impact on learning	3, 6
<b>Beanstalk Reader</b> Provide one to one literacy support for children who have fallen behind in reading. A beanstalk volunteer works with 3 children on an individual basis, twice a week all year. Each session lasts for half an hour. We have 2 volunteers assigned so will target 6 PP children. £339 Oct 21 – Jul 22)	The Reading Framework. July 2021 (DFE)	5
<b>Deputy Head Time</b> Deputy Head to work with Y6 to deliver English & Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practice or those needing support to achieve GD	EEF (page 8, section 2) guide to pupil premium – targeted academic support	2, 5
<b>Pupil progress meetings</b> Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.	EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers	1, 3, 5, 6

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

Budgeted cost: £16,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Breakfast Club</b> Breakfast club on offer daily before school from 7.30am. All pupils may apply for a space (must be paid for) but priority and a free space given to PP and vulnerable pupils to ensure these children receive breakfast, a calm start to the day and are in school ready to learn when lessons start £6080	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	1, 4
<b>Lunchtime Support</b> Additional daily staff employed to support throughout lunchtimes to encourage participation in team games and ensure rules of play are adhered to and games are fair. This encourages our most vulnerable to join in as they feel emotionally safer when an adult is present.		3, 4, 6

<p>Additional staffing can also be used to provide smaller groups for children requiring additional support at lunchtimes</p> <p>Purchase of new equipment to enable 'Happy Lunchtimes' programme can be delivered.</p> <p>£4500</p>		<p>3, 4, 6</p> <p>3, 4, 6</p>
<p><b>After School Clubs and Holiday Clubs</b></p> <p>Extra-curricular activities provide opportunities for enriching life experiences and to develop confidence, self-esteem and friendships for vulnerable pupils. Places at our curriculum clubs after school and at an external sports club in the holidays will be offered to PP children and school will cover the costs.</p> <p>Additional staff for Rainbow breakfast and after school club to increase ratios for children who require extra support to regulate emotions and behaviour and for safety of others.</p>	<p>COVID-19 series: briefing on schools – Extra curricula provision and enrichment</p>	<p>3, 4</p> <p>2, 3, 6</p>
<p><b>Fuel for School</b></p> <p>Food is bagged and sent home with PP or vulnerable children in school or delivered in some cases. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p>EEF - Toolkit – parental engagement</p>	<p>2, 4</p>
<p><b>Milk</b></p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>		<p>4</p>
<p><b>Residential Visits</b></p> <p>We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM.</p> <p>£2000</p>	<p>COVID-19 series: briefing on schools – Extra curricula provision and enrichment</p>	<p>4</p>
<p><b>Uniform Vouchers</b></p> <p>We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform</p> <p>£1000</p>		<p>4</p>
<p><b>Peripatetic instrument lessons for individuals</b></p> <p>We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM.</p>	<p>COVID-19 series: briefing on schools – Extra curricula provision and enrichment</p>	<p>4</p>

**Total budgeted cost: £103,786**

## 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.

NOTE: 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.

The impact of Covid continues to be felt. Our PP plans were adapted according to the needs that presented over the year.

Evaluation of how we used our Pupil Premium allocation in 2020-2021		
<b>Learning Mentor</b>	Learning Mentor worked alongside SLT to interpret government guidance relating to isolation requirements so that families could be advised correctly about their child's attendance. LM supported staff to identify children who required help with needs such as bereavement, behavioural difficulties etc LM provided telephone support to families who required it. LM worked with outside agencies such as Families First, School Nursing Team etc to provide support for any of our families in need. Our LM worked closely within the Safeguarding Team to provide support for children involved with Children's Social Care	£28,563
<b>Teaching Assistants/HLTA</b>	We continued to try and provide one TA per class in KS1 and one per year group in KS2 to deliver interventions as needed to ensure all pupils make good progress. We have recruited additional TAs/Behaviour Support/Health Mentor to provide additional support for children and year groups who have increased need.	£13,000
<b>School Uniform</b>	Uniform vouchers were provided for families in receipt of FSM.	£1,000
<b>Breakfast Club</b>	A space given to PP and vulnerable pupils to ensure these children received breakfast, a calm start to the day and were in school ready to learn when lessons started.  Additional staffing was required to support some of these children who needed help to regulate behaviour and to keep other children safe.	£5,500
<b>Milk for KS2</b>	School covered the cost of any KS2 PP children who wanted to have milk	£425
<b>Lunchtime Support</b>	We employed additional staff to support children at lunchtime and playtime. This was to address the issue of children finding play and relationships difficult after extended absence during lockdowns.	£4000
<b>After School Clubs and Holiday Clubs</b>	PP children were given priority when allocating places on any of our after school clubs. Places at a club run by an external sports club during the school holidays were also offered to our PP families. School covered the cost of these clubs for PP children. This really benefited the families and the children.	£2,200
<b>Fuel for School</b>	Several PP families benefited from the weekly food delivery as we made food parcels for them. We were also able to send families direct to the fuel for school warehouse during holidays and at any other time they needed.	£2,600
<b>Beanstalk Reader</b>	2 adult readers attended 2 twice a week and worked with 3 PP children on a 1:1 basis (6 children in total) on reading and comprehension skills.	£330

	All the children thoroughly enjoyed their reading sessions and have been reading more independently as a result.	
<b>Brilliant Club</b>	We registered for 12 PP and/or vulnerable children to take part in the Brilliant Club programme. They engaged well with the programme which involved working with a PhD student over a period of 6 weeks, producing a written assignment and then attending a virtual graduation with a University.	£1980
<b>Growbag</b>	Our PP and vulnerable children have enjoyed working with our Growbag volunteer over the year to maintain our gardens while learning about the crops they grew.	£1,566
<b>Hoodies / Fleece</b>	Due to national shortages, we were unable to source junior sized clothing.	£0
<b>Shine Intervention Programme</b>	Staff used the Shine interventions alongside the MARK programme to identify gaps in learning and specific learning needs for individual children. This was used to inform planning and deliver same day intervention when appropriate.	£704
<b>Deputy Headteacher</b>	Although statutory assessments were suspended, our Deputy still carried out termly analysis of data / progress / closing the gap in order to identify the PP children requiring support and ensure children have access to the right intervention.	£22,000
<b>Total Spend</b> <b>Pupil Premium Grant Allocation 2020-2021</b>		<b>£83,868</b> <b>£83,285</b>

## Externally provided programmes

Programme	Provider
Mable Therapy – Speech and Language	Mable
Shine Intervention	Rising Stars
Brilliant Club – The Scholars Programme	The Brilliant Club
Health Mentor	Evolve