# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Thrussington C of E Primary School |
| Number of pupils in school | 81 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 (with yearly reviews) |
| Date this statement was published | 21.11.21 |
| Date on which it will be reviewed | 21.11.22 |
| Statement authorised by | Hannah Roddy |
| Pupil premium lead | Hannah Roddy |
| Governor / Trustee lead | Linda Watson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £8070 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £10070 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reach their full potential, including those who are attaining beyond the expected standard.  We foster a holistic approach that considers the individual needs of our children to support them in the best way possible. Our pupil premium strategy aims to support children’s academic achievement as well as their emotional, social and behavioural needs, rooted in robust diagnostic assessment to ensure the gap between disadvantaged and non-disadvantaged is closed. Children who are identified as vulnerable, will be well supported and their needs met irrespective of whether they are disadvantaged or not.  High quality learning support is at the heart of our approach. Our children require support within the classroom and with their social and emotional needs and this needs well trained and nurturing staff available to do this. There will also be one to one tutoring given (supplemented by recovery funding) for those who require it.  Our children also need access to enrichment opportunities that others in school have and this is also built into our strategy.  Our approach will:   * Ensure disadvantaged pupils are challenged in the work that they are set * Intervene early, at the point where need is identified * Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. * Give access to enrichment opportunities otherwise unavailable. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social and emotional interactions especially at playtimes |
| 2 | Lack of extra-curricular opportunities |
| 3 | Emotional Literacy and support with this |
| 4 | Minimise in class distractions with small focus group inputs |

## 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.

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| Intended outcome | Success criteria |
| *A staff member will be trained as an ELSA to support children with their social and emotional needs.* | An ELSA will be in place to support children identified as needing extra support  Children will have a designated staff member to work with and discuss concerns with.  Sustained high levels of wellbeing from 2022-2025 demonstrated by: · Qualitative data from pupil voice, parents and staff.  · A reduction in behaviour/bullying incidents  · Quantitative data from pupil wellbeing survey |
| Children will have the opportunity to attend a free ‘focus’ club each week and school trips FOC. | Children will access the same opportunities as their peers and their learning will be enriched through new experiences.  Their in class learning will be enriched by new experiences. |
| Children will have added support within class to ensure that distractions to learning are minimised. | Extra TA support within the classroom will mean that the children fulfil their learning potential with minimal distractions.  Short in the moment interventions or pre-teach inputs can be put in place spontaneously as when it is required. |

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: £ 1070

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *TA to be trained as an ELSA and suitable resources to support the role* |  | 3, 1 |

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

Budgeted cost: £ 8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *TA in class support* |  | 4 |
| *Structured interventions* |  | 4 |

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

Budgeted cost: £ 1000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Children are given the opportunity to attend trips and visits FOC* | Socially and emotionally this will benefit the children as not being part of whole class events would be detrimental to building relationships within the class and put them at a disadvantage with their peers. | 2 |
| *Children can attend one ‘Focus’ group a week free of charge* |  | 2 |

**Total budgeted cost: £ 10070**

# 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.

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **PUPIL PREMIUM ACTION PLAN 2020- 2021** | | |  | | **Action** | **Pupil Premium aims action relates to** | **Expected outcome** | **Projected cost** | **Impact / Evaluation** | | Midday supervisor supports social interactions and promotes activity at lunch times. | 3, 5,6 | Improved social interactions at lunchtimeswhich will positively affect classroom behaviour | Midday supervisor 6 hours a week  £3,272 | Behaviour at lunchtime remained positive throughout the term and the variety of activities organised meant that engagement was very good. | | Tailored support for individuals in class and out of  curriculum time | 2, 4,5,6,8 | Teaching assistants provide targeted support and interventions such as DIPT, Numicon, Direct Phonics ,  Moving reading and writing on as necessary, based on  data and lack of progress - aimed mainly at Pupil  Pr Premium and SEN children | Teaching assistants    £1528 | Teaching assistants work alongside our PP children in class to support their learning. This has been in the form of 1:1 reading, support in lessons and maths groups interventions. | | Teachers deliver high quality interventions and inspiring lessons | 2,4,8,9,10 | Teachers will be upskilled in latest evidence based research regarding effective lesson design and learning methods eg metacognition, retrieval practice | Staff training and resources to enable current evidence based research to be used in planning and delivering high quality inputs.  £300 | Teacher CPD books bought for staff library, staff meeting on Roseshine’s principles of instruction. New feedback policy has been developed. | | Release time for the SENDCO to provide high quality interventions and track and monitor progress for PP and SEND children. | 2, 4,6,7,8 | Pupil premium children will make accelerated progress to attain at least ARE in each year group. | £1000 | Of those not on the SEN register 80% achieved ARE in reading and GPS. Maths and writing were lower and are a focus for next year’s plan. | | To subsidise trips, clubs and enrichment lessons for those pupil premium children who need it. | 3 | Pupil premium children will have access to a range of opportunities and experiences to enrich their education and raise aspirations. | £500 | Children accessed focus clubs after school in cookery, computing, Science and art which enriched their learning through new skills. It also improved the social interaction with children of other year groups. | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

# Further information (optional)

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| We are using the school led tutoring grant to provide 1:1 tutoring by qualified teachers. This will be supplemented with the recovery premium to enable more children to have access to this additional support. |