



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 |
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| School name | Thorpe Hesley Primary School |
| Number of pupils in school | 515 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2023/2024 (year 3 of 3-year plan) |
| Date this statement was published | October 2022 Updated October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sarah Hewitt Head Teacher |
| Pupil Premium lead | Lisa Shaw Inclusion Lead |
| Governor / Trustee lead | Sarah Scott Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £69,840 |
| Recovery premium funding allocation this academic year | £6,960 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £76,800 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | N/A |



Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for all our pupils, including our disadvantaged pupils, to achieve in line with their peers, both academically and socially. Our intention is that all pupils make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

To ensure the approaches we have adopted are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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
- Improve the attainment of all our vulnerable children and review these children at termly pupil progress meetings.
- provide financial support to vulnerable groups to ensure that they can access the wider curriculum, for example school visits, wrap around care (breakfast club and after school Woodlies provision)
- Work closely alongside parents and carers to ensure a restorative approach

We recognise that children who are in receipt of Pupil Premium funding, including Pupil Premium Plus is lower than national average with individual needs varying from cohort to cohort. Therefore, generalisations cannot be made and a 'one size fits all' approach cannot be taken. With this in mind, support is bespoke to individual children and need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Education and well-being of many of our disadvantage pupils has been impacted by national school closures due to the Covid-19 pandemic, to a greater extent than for other non-disadvantaged pupils. This has resulted in significant social and emotional issues as well as gaps in pupils learning |
| 2 | Identified social and emotional issues for many pupils, notably due to the pandemic, and a lack of social opportunities during school closure and national lockdowns. These challenges particularly affect disadvantaged pupils, including their social and emotional well-being which in turn, impacts on their attainment. |
| 3 | Low confidence, independence and perseverance |
| 4 | Attainment gap of our disadvantaged pupils compared to non-disadvantaged pupils |

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 |
|---|---|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in wider school activities, particularly among disadvantaged pupils |
| To improve social and emotional mental health for all pupils, particularly our disadvantaged pupils. | Observations indicate significantly improved social and emotional mental health amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment |
| Improved confidence and perseverance does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children. | Discussions from Pupil Progress meetings and observations show that disadvantaged pupils are independent learners with improved confidence and perseverance. |



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| Improved attainment for disadvantaged pupils in all year groups. | Attainment outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. |
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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: **£20,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Inclusion Lead including Vulnerable pupils released 3 afternoons per week to deliver PP support for identified pupils, coordinate and monitor PP provision and provide CPD where required. | EEF High Quality teaching and targeted academic support https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium | 1,2,3,4 |
| Introduction of new Systematic, Synthetic Phonics Programme, including acquisition of programme and resources, delivery of whole-school training and communication with parents | The Education Endowment Foundation’s Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) describes investment in phonics teaching as “ <i>high impact for very low cost based on very extensive evidence</i> ”. The DfE Reading Framework (July 2021) (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) states that “ <i>There is convincing evidence of the value of systematic synthetic phonics</i> ”. | 4 |

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| <p>Improve the quality of social and emotional learning.</p> <p>SEMH approaches embedded into daily educational practice and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1,2,4</p> |
|--|---|--------------|

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

Budgeted cost: **£30,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Higher Level Teaching Assistants/ Teaching Assistants providing support to PP children within lessons and through high quality interventions.</p> | <p>According to the EEF Guide to Pupil Premium (June 2019), “targeted support for pupils should be a key component.”</p> <p>According to the Sutton Trust, 1:1 teaching within the classroom can have a potential gain impact of 5 months, whilst small group tuition increases learning by up to 4 months.</p> <p>1xTA in EYFS & KS1 3 days per week 1x Cover Supervisor in Year 3 and 4, 1x HLTA in Year 5 and 1x HLTA in Year 6</p> | <p>1,2,4</p> |
| <p>Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities) After school clubs with</p> | <p>The Education Endowment Foundation’s Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) states that:</p> <ul style="list-style-type: none"> • “Programmes that extend school time have a positive impact on average” • “Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.” | <p>1,2,3</p> |

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| <p>targeted focus on PP children</p> | <ul style="list-style-type: none"> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Children and Families Officer/ Learning Mentor for Wellbeing and Pastoral Support for KS2</p> | <p>The EEF Guide to Pupil Premium (June 2019) recommends “strategies that relate to non-academic factors, including improving behaviour and social and emotional support.”</p> | <p>1,2</p> |
| <p>Pastoral support for EYFS and KS1 (Deputy Children and Families Officer)</p> | <p>See above. Pastoral Support in EYFS and KS1 (3 afternoons a week)</p> | <p>1,2,</p> |
| <p>Support for wellbeing and wider school life Pupil Premium “credit voucher”</p> | <p>EEF states that addressing wider barriers to learning is important. This voucher scheme allows parents and carers to use PP funding to pay for wrap around provision, school visits, school uniform, extra-curricular activities . Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> | <p>1,2,3,4</p> |



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| <p>Outdoor learning Archery, traverse wall etc, including resources Including release of Outdoor Learning Lead for ½ a day a week</p> | <p>Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</p> <p>Afternoon sessions with Outdoor Learning Lead Resources to enhance outdoor learning within school Equipment such as archery and outdoor climbing wall for SEMH needs</p> | <p>1,2,3 4</p> |
| <p>Attendance</p> | <p>DfE: Working together to improve school attendance.</p> | <p>1,2,4</p> |

Total budgeted cost: £76,000



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.

As a trained System Leader following the completion of the ROSIS Making a Difference for our Disadvantaged Pupils, our Inclusion Lead continues to ensure our Pupil Premium funding is used effectively, ensuring we are closing the attainment gap for our PP children and other identified disadvantaged groups, through high-quality teaching, targeted intervention group and other wider school life strategies as outlined in our strategy plan.

Data shows that the progress of our PP children is positive and although a gap still remains between our PP and non-PP children, this gap has closed from the previous academic year with a greater percentage of children expected+ in reading, writing, SPaG and maths thus showing attainment is increasing. Monitoring of in-class support and interventions shows that the funding allocated to Pupil Premium Provision within school is high quality and this it is having a noticeable impact.

During this academic year (2022-2023), the support from the Pastoral Support Team and the CPD delivered throughout school has enabled us to further develop social and emotional learning. School have continued to work with 'With Me In Mind' as well as other external agencies to enhance this support further. Monitoring shows that SEMH approaches are embedded into daily educational practice and supported by professional development and training for all staff. During the next academic year, we aim to develop this further and provide workshops and groups for the children including support for developing self-esteem and strategies for dealing with anxiety and anger. Pastoral support continues to be a strength.

Within this year, we have also further developed lunchtimes and breaktimes including our newly installed Traverse wall in both buildings. In addition to this, we have further developed our outdoor woodland area which has provided the children with endless opportunities for outdoor learning. Our Outdoor Learning Lead has worked immensely hard on this and has continued to use her release time to work with staff and children on outdoor learning.

Outdoor learning continues to be a big focus in our 3-year plan and as mentioned above, the outdoor woodland area has been improved immensely over the last two academic year. However, this remains an area for further development. Our Outdoor Learning Lead has actions in place to enhance outdoor learning even further.



This year, funding allocated to extra-curricular activities has allowed some of our PP children to attend and they have been given priority to these clubs. In addition to this, PP funding has been used to provide a homework club, again prioritizing our disadvantaged pupils.

The PP voucher scheme we piloted has been a great success and this is something we continue to offer this academic but with an increased amount. This has allowed our PP families to access support for funding trips and visitors in school, residential visits, extra-curricular clubs, purchasing school uniform and PE kits. Feedback from this scheme has been extremely positive and a scheme we will continue with next academic year. In addition to this, we have used some of the funding to support families who have struggled with attendance and punctuality with attending our Breakfast Club and this has been a real success, with huge improvements in punctuality evidenced.

During this academic year, we have also set up an attendance team within school who meet regularly to analyse attendance and any concerns are discussed with the Inclusion Lead and other members of the Senior Leadership Team to ensure support for our PP families.

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| Total Pupil Premium Grant Received | £74,194 |
| Total PPG Expenditure | £74,250 |
| PPG Remaining | £0 |

Externally provided programmes

Not applicable.