



Thurlaston CE (Aided) Primary School

Teaching and living the Christian way of life

Pupil premium strategy statement 2021-22

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	Thurlaston CE (Aided) Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	11 th November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Gavin Beetham
Governor / Trustee lead	Liz Daines

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,450
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	£20,450

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *We want Pupil Premium and Pupil Premium Plus children to be happy in school and fulfil their potential.*
- *We want to narrow the attainment gap PP and PP+ children have.*
- *We want to increase these pupils life prospects.*

We will achieve this through supporting their emotional well-being, addressing gaps in learning and ensuring swift diagnosis of difficulties and implementing appropriate interventions. Therefore we have structured a range of academic interventions and emotional support to enable this to happen

Challenges

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

Challenge number	Detail of challenge
1	A larger than average proportion of our children are adopted and may have attachment and associated issues.
2	57% of our PP+ and PP pupils are also on the SEND register (one with an EHCP) which prevents sustained high achievement
3	14% of our PP/PP+ pupils have attended more than one school.
4	Attendance rates for some (50%) of our PP children have improved but they have a tendency to be late.
5	PP unable to do their homework at home through either lack of facilities or parental resources

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
For children eligible for PP/PP+ to be settled and secure in school. Those children who require support will be offered sessions of emotional coaching (ELSA).	They will have their emotional needs met and be ready to engage and learn with greater resilience and independence.
Children eligible for PP/PP+ with SEND to make progress in reading, writing and mathematics through quality first teaching and closely monitored intervention groups.	These children will make expected progress in reading, writing and mathematics by the end of the year
Ensure that PP/PP+ children are well supported in Maths and have access to timely interventions to ensure they keep up.	The children move on at the same pace as the other children.
Increased attendance rates and improved on-time attendance for PP children through close monitoring and dialogue with parents.	Attendance PP children is in line with national.
PP children completing homework to an acceptable standard weekly and consolidating their learning. Also preventing them feeling different to their peers by it being open to all pupils.	PP children complete their homework and hand in on time.

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: £ 4815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure sufficient staff in each classroom for maths lessons and for follow up work in the afternoon	Children's progress and attainment in maths is improving. Works particularly well in Class 2.	2
Provide a weekly homework club with suitable adult support and resources.	This has assisted pupils in keeping up to date with homework.	5

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

Budgeted cost: £12,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training on Specific intervention programmes such as Precision teaching.	The training has enabled staff to be able to run the intervention programmes needed.	
LSAs implementing a wide range of interventions as directed by the SENCO	A wide range of programmes will be run. Write Away, Precision Teaching and Moving Reading and Writing on have a proven record in school of helping children.	
Support staff to provide additional support for PP and PP+ children with attachment and/or SEMH needs	Trained ELSA will implement the strategy to groups and individuals and enabled all children to be more settled in school life and access the curriculum with greater confidence. The programmes run may be 6 week programmes or longer ones.	

Ensure any professional advice to support children with PP or PP+ is sought in a timely manner.	Early intervention is shown to have a positive impact in making improvements and maintaining confidence	
1:1 work with a teacher on a programme to address mis-learning for the pupils who though not behind are not where they were. (3 pupils)	1:1 support to fill in gaps and push on pupils is known to be effective hence the government funding School Led tutoring	

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
100% Subsidised educational visits and residentials	To ensure that PP and PP+ children get the same entitlement as other pupils in the school; boosting self-esteem, and enhancing their learning.	
Subsidised Music Tuition	To help PP+ children develop confidence and self esteem	
Support to families of children who are late including Meet and Greet if needed	Pupils who arrive on time and are ready to learn will learn more according to Maslow's Needs Hierachy	

Total budgeted cost: £20,450

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.

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.

Teacher Assessment for end of KS2 (based on previous SATs papers) at the end of the year showed that

<i>Subject</i>	<i>EXP+</i>	<i>GDS</i>
<i>Reading</i>	<i>75%</i>	<i>50%</i>
<i>Writing</i>	<i>75%</i>	<i>25%</i>
<i>Maths</i>	<i>50%</i>	

This group had 25% on the SEN register. This group was affected quite badly by lockdowns and individual isolation periods.

Other year groups end of year Teacher Assessments show progress has been impacted by the pandemic. Of this group 57% on are the SEN register of these 1 has an EHCP.

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

Programme	Provider
None	

Service pupil premium funding (optional)

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

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)

Other children may be included in groups who are receiving support to make the groups viable and to bring benefit to both the PP and PP+ children and the wider school community.