

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Threshfield Primary School
Number of pupils in school	86 + preschool
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Sarah Harper
Pupil premium lead	Sarah Harper
Governor / Trustee lead	Andrew Bode

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,745.00
Recovery premium funding allocation this academic year	£1256.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,001.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Threshfield Primary School is to provide all students with the opportunity to achieve their full potential.

We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the enhanced curriculum on offer at Threshfield Primary School. This ensures we develop ambitious, confident individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world
- ✓ Support children to overcome any early life situations which may have created longer term effects.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and classroom support to support learning, identified areas of difficulty or gaps in knowledge and support these through classroom instruction, the use of small group work or 1:1 tuition/intervention.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- Provide specific interventions and support in school to meet the needs of individual children.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Achievements in the curriculum
2	Attendance for 2021-2022 was 93.8% for PP children.
3	Confident and fluent readers, thus ensuring an accessible curriculum and an increased chance of academic success later in their educational journey.
4	Pupils need to have high expectations of themselves, aiming towards these with resilience
5	Children to have the emotional readiness and confidence to learn effectively

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
Improved resilience, confidence and emotional readiness of Pupil Premium children so that they have high expectations of themselves and work towards these.	Children taking more of an active role, both in and out of lessons and having high aspirations of themselves. Children seeking support when needed.
Achievement in all areas of the curriculum but especially reading, writing and mathematics. Supporting children during classroom practice and, if needed, providing support to eliminate gaps in knowledge between Pupil Premium children and their peers.	Achievements in all areas of the curriculum, especially mathematics, reading and writing. Gaps between the Pupil Premium children and their peers being removed.

Increased confidence, providing children with the skills needed to achieve in all areas of the curriculum.	Children feeling more confident in lessons; achieving their personal best.
Increased attendance rates for pupils.	Overall PP attendance improves from 93.8% to the aspirational target of 97% in line with school target.
Increased rate of children attending residential trips, extra-curricular activities and enrichment resources.	All pupils will be offered the opportunity to attend extra-curricular activities and we have improved attendance of Pupil Premium pupils on residential trips.

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

Budgeted cost: £10,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching implementation the curriculum for all pupils. Appropriate levels of in-class support to both promote independence and ensure small group/focused support as needed to achieve best learning outcomes. TA support in classrooms £7644.00 ATA hours x 12 per week. 637 x 12 = 7644.00</p> <p>To enhance reading skills. Reading Plus used in upper key stage 2 to develop and enhance the children's reading skills. £600.00pa</p> <p>Little Wandle accelerated program to be used to ensure children are able to decode successfully, enabling them to read fluently and confidently. £800.00 pa</p>	<p>Large class size in lower key stage one, means the ratio of adult to child is not low enough to ensure children's needs will be met. Therefore, additional adult support is required.</p> <p>Children not achieving in assessments across school.</p> <p>Children do not tackle assessments with confidence and resilience and as such their results does not always reflect their classroom work.</p> <p>Teacher assistants need to be used specifically to support learning and identify gaps in learning. This information can then be used to identify opportunities to improve learning.</p> <p>Following the COVID-19 pandemic, there has been a significant loss of learning for all children. Therefore, further adult support can be used to support and monitor children.</p> <p>The teaching of phonics has dramatically changed over the last ten years. The decodable phonics program needs to be used in early key stage 2 to ensure that no children are left with gaps in their knowledge.</p> <p>Reading is fundamental to the curriculum and future learning success and is therefore a priority across school.</p> <p>Reading is a priority across school and Reading Plus gives each child program designed especially for them. It calculates the children's reading skills, including words per minute, and set appropriate targets focused around improving fluency, speed and vocabulary knowledge.</p> <p>The program can be access both at school and home.</p>	<p>1, 2</p>

<p>Develop confidence with children through specifically organised nurture groups to support children in a range of 'outdoor' or 'creative' activities.</p> <p>TA led nurture groups based upon individual children's needs. £1274.00 TA hours 2xweekly 637.00 x 2 = 1274.00</p>	<p>The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential and develop strengths and interests in a range of areas.</p> <p>We teach children to have resilience and the skills and attitude to approach challenges and tasks with determination and confidence.</p> <p>Staff are specifically trained in areas which can meet the needs of individual children.</p>	1,2,3
<p>Pupil Premium children discussed during Pupil Progress Meetings separately and in comparison to their peers.</p> <p>Pupil Premium children to be identified, by being highlighted, on confidential (staff to see only) tracking sheets.</p> <p>Assessments happening twice a year to identifying gaps in learning and develop confidence in completing assessments.</p> <p>Optional Assessments to track children's progress across school and to offer preparation for statutory assessments. £400.00</p>	<p>Pupil Premium children to be tracked with their peers and alongside them to ensure gaps between them and their peers are not created or widened.</p> <p>To ensure all staff are aware of the Pupil Premium children within their class.</p> <p>Assessments to be more concise and meaningful to ensure all teaching staff can use it effectively to direct their teaching.</p>	1

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

Budgeted cost: £5278.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for specific children in tutoring,	Teacher assessments used to specifically identify gaps in learning.	1,3

<p>who have been identified as needing additional support: 2 hours per week £2730.00 £35ph</p>	<p>This information is then used to structure uniquely structured 1-2-1 tutoring sessions to support the children.</p> <p>Following the COVID-19 pandemic, there has been a significant loss of learning for all children. Therefore, additional time to ensure the key information is secure to provide a strong foundation for all children.</p>	
<p>Interventions used to support development in a range of different areas, including friendships, confidence, emotional resilience, etc. £2548.00 ATA hours x 4 per week 637 x 4 = 2548.00</p>	<p>Individual children discussed during Pupil Progress meetings to identify individual gaps in knowledge, understanding but also areas where support is needed, i.e. confidence, friendship groups, emotional resilience.</p> <p>COVID-19 affected children in many different ways. Support needs to be provided to ensure children can fully access the curriculum and enhance their learning, in line with their peers.</p>	4

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

Budgeted cost: £720.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities. Average of 4 trips per year. £10 contribution for each. 10 x 4 x 10 = 400.00 £400.00 Residential x 1 £320.00</p>	<p>Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities).</p>	1,3,4
<p>Importance of attendance to be shared with parents.</p>	<p>Attainment for pupils cannot improve if they are not attending school.</p> <p>Monthly letters from the governing body to persistent absentees.</p>	5

Monitored closely and follow up any absences immediately.		
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Total budgeted cost: £16,716.00

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 2021 to 2022 academic year.

2021 to 2022 showed a lot of success for our pupil premium children. Academic achievement was evident across school, with just some specific children not meeting the national expectations but did meet their own individual targets.

One child in year 5, who is now continuing with 1-2-1 support this year and accessing the Reading Plus daily. The child is also part of our Talking and Drawing nurture intervention. Two siblings in year 3, were also identified but are being placed on the Little Wandle accelerated program this year and continuing with the 1-2-1 intervention support.

Year 3 had the highest number of PP children which is why a ATA has been provided with the class this year. The class is the largest in school and an additional member of staff reduces the child to adult ratio.

Attendance for PP children last year was 93.8% which is significantly lower than our expectations and will be compared against the National Average when they are released in March 2023.

<https://www.gov.uk/government/statistics/announcements/pupil-absence-in-schools-in-england-2021-to-2022>

All PP children accessed school trips last year and residentials.

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
Reading Plus	Reading Plus
Mental Health Training	Compass Buzz
Synthetic Phonics Program	Little Wandle
Computing Curriculum	Purple Mash

Timestable	TT Rockstars
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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?	Reading Plus Educational Visits
What was the impact of that spending on service pupil premium eligible pupils?	100% academic achievement 100% Greater depth