

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Threshfield Primary School
Number of pupils in school	78 + preschool
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Sarah Harper
Pupil premium lead	Sarah Harper
Governor / Trustee lead	Lucy Haseldine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,960.00
Recovery premium funding allocation this academic year	£1167.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,127.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	No
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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

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 support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences 3
- 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	Development of reading, in regard of the governments change in available documentation and new expectations
3	Pupils need to have high expectations of themselves, aiming towards these with resilience
4	Children to have the emotional readiness and confidence to learn effectively
5	Attendance for 2020-2021 was 96% for PP children.

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.
Achievement in all areas of the curriculum but especially reading, writing and mathematics. Identify gaps between Pupil Premium and their peers so interventions can be put into place to close the gap.	Achievements showing the gap between the Pupil Premium children and their peers; Pupil Premium children by achieving personal targets.
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 96% to the aspirational target of 97% in line with school target.

<p>Increased rate of children attending residential trips, extra-curricular activities and enrichment resources.</p>	<p>All pupils will be offered the opportunity to attend extra-curricular activities and we have improved attendance of Pupil Premium pupils on residential trips.</p>
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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: £10,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Implementation of the curriculum for all pupils with the appropriate level of in-class support to both promote independence and ensure small group/focused support as needed to achieve best learning outcomes.</p> <p>To enhance reading skills. Reading Plus used in upper key stage 2 to develop and enhance the children's reading skills. £600.00</p> <p>Phonically decodable books to support the teaching of a systematic and progressive phonic curriculum. £944.00</p> <p>A systematic, progressive curriculum to structure, support and enhance the teaching of synthetic phonics across key stage 1 and beyond £218.75</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 assessments need to be used to specifically 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, pre-topic assessments are undertaken to assess additional teaching needed.</p> <p>The teaching of phonics has dramatically changed over the last ten years and with the removal of the Letters and Sounds document, schools need to purchase additional resources to meet the needs of the children.</p> <p>Regular formative assessment clearly identifies when children have missed learning from our ambitious curriculum. To ensure the curriculum is accessible to all, additional sessions are offered on a smaller basis to ensure learning is achieved.</p>	<p>1, 2</p>
<p>Provide CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in</p>	<p>The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential.</p>	<p>1,2,3</p>

<p>maths and skills for ensuring greater depth in reading.</p> <p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>£1200 – training courses for individual teachers £800 – supply cover</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>	
<p>Pupil Premium children confidentially 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 termly to ensure no child is left behind.</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: £5620.00

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

identified as needing additional support: 4hrs per half term per teacher £2520 £35ph x 4 x 6	structure uniquely structured sessions to improve the children. 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.	
Interventions used to support development in a range of different areas, including friendships, confidence, emotional resilience, etc.	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. 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.	4
Specific training requirements to meet the needs of individual children to ensure they are given the right personal resources to flourish.	To ensure we are able to meet the individual needs of all pupils, by ensuring our staff are fully trained in all areas of child development. Individual needs identified during Pupil Progress Meetings.	3,4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities.	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).	1,3,4
Importance of attendance to be shared with parents. Monitored closely and follow up any absences immediately.	Attainment for pupils cannot improve if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	5

Total budgeted cost: £18,880

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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
n/a	
n/a	

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.