

Thackley Primary School

Pupil Premium Strategy Statement

2022-2025

This statement details our school's use of pupil premium 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	2022-2023	2023-2024	2024-2025
Number of pupils in school	419 Rec –Year 6 50 Nursery	419 Rec-Y6 49 Nursery (10am/10pm/29FT)	420 Rec-Y6 46 (7am/32FT/7pm)
Proportion (%) of pupil premium eligible pupils	14% - 57 children	14% - 59 children	14% - 60chn
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025	2022/2023 2023/2024 2024/2025	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2022	December 2023	December 2024
Date on which it will be reviewed	Autumn 2023	Autumn 2024	Autumn 2025
Statement authorised by	A. Patterson	A. Patterson	A. Patterson
Pupil premium lead	P.Stanworth	P.Stanworth	P.Stanworth
Governor / Trustee lead	A. Malcolm	A. Malcolm	A. Malcolm

Funding overview

Detail	Amount 2022-2023	Amount 2023-2024	Amount 2024-2025
Pupil premium funding allocation this academic year	£79,105	£79,890	£76,957
Recovery premium funding allocation this academic year	£7685	£3942	NA
Pupil premium funding carried forward from previous years	£0	£0	£0
Total budget for this academic year	£86,780	£83,832	£76,957

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objectives for our disadvantaged pupils are to:

- Provide support to our children and their families in order to minimise the disadvantage gap of pupils from low income families and support/raise attainment of these pupils
- Support the health and wellbeing of the children

Our current pupil premium strategy plan work towards achieving these objectives by:

- Raising educational aspiration for PP children
- Improving levels of progress for PP children to match non-PP children
- Providing quality pastoral care to PP children and their families
- Implementing interventions in all year groups to close the attainment gap between PP children and non PP children
- Offering a breakfast club for all PP children
- Allocating Learning Mentor support to improve attendance of PP children
- Providing financial support for families through uniform vouchers and FSM vouchers during extended school closures
- Providing weekly food parcels

The key principles of our strategy plan are:

- To address equality of opportunity where there are specific difficulties
- To provide strong academic support

Challenges

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

Challenge number	Detail of challenge
1	Attendance of our PP children is lower than that of none PP children
2	Many of our PP children fit into other vulnerable categories (30% of PP are on our SEN register)
3	Low levels of communication and language development resulting in limited vocabulary acquisition and social skills
4	Financial deprivation leading to limited life experiences and opportunities to join in enrichment activities
5	Disengagement in home reading from many of our PP families contributing to lower attainment in phonics and reading.
6	Impact of covid on Pupils and parents poor mental health, wellbeing, limit to experiences, anxiety, behaviour, attendance, home finances etc

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
Attendance of PP children to be in line with our none PP children and positively comparable to National attendance figures of 94.5%	All PP children to attend school regularly Regular contact with non-attenders Work with families on importance of attendance
Identify SEN and have plans in place to minimise impact of SEN on social, emotional and academic performance	IGAPs completed for SEN & PP children IGAPs reviewed and adjusted regularly
Children to make good or better progress in their communication and language development in comparison to the none PP children	Gap in EY closes in C&L between PP and Non PP PP children to achieve phonics standard in line with their peers in Year 1 and Year 2
PP to be able to access and enjoy the wide range of enrichment on offer at Thackley.	PP children to attend residential PP children to access holiday clubs and activities PP children to access extra curricula activity at school PP children to partake in individual music lessons
PP children to make accelerated progress in reading	Number of PP children meeting age related expectations in reading will increase Number of PP children accessing home reading (recorded on bookworms in class) will increase Some PP children to gain '1 million words' on accelerated reader. PP children to achieve phonics standard in Y1 & Y2

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: £44,457

Activity 2022-2023	Activity 2023-2024	Activity 2024-2025	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in year 6 (0.5 DHT) £27000	Extra teacher in year 6 (0.3 DHT) £25,709	Extra teacher in year 6 (0.3 DHT) £26,674	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3 & 5
Mable Academy Access CPD £990	-	-	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	2, 3, 6
SENDSCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo/Deputy release time) £11,000	SENDSCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo/Deputy release time) £17,139	SENDSCO to coordinate, monitor and ensure PP & SEND children are accessing appropriate curriculum (0.2 SENDCo/Deputy release time) £17,783	EEF (Page 5, section 4) implementation matters	5
<ul style="list-style-type: none"> SENDSCO to deliver further CPD as required to all staff on Zones of regulation and monitor effective implementation of this approach with children and staff. 	<ul style="list-style-type: none"> As above 	-	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	3, 5, 6
New Systematic Synthetic Phonics teaching programme (Twinkl) to be implemented throughout school £475	-	-	EEF (Page 9, section 1) guide to pupil premium – tiered approach – teaching is the top priority, including CPD	3,5

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

Budgeted cost: £36,057.50 (+£74,219)

Activity 2022-2023	Activity 2023-2024	Activity 2024-2025	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Time LM to implement first day calling procedures and identify pupils and families who need support to improve their child's attendance. LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support. LM to work with outside agencies such as Families First, School Nursing Team, EWEEP etc to provide support for any of our families in need. £29,303	Learning Mentor Time LM to implement first day calling procedures and identify pupils and families who need support to improve their child's attendance. LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support. LM to work with outside agencies such as Families First, School Nursing Team, EWEEP etc to provide support for any of our families in need. LM to work with LA Attendance Team to monitor children who are identified as Persistent Absence £33,043	Learning Mentor Time LM to implement first day calling procedures and identify pupils and families who need support to improve their child's attendance. LM to work with staff to identify children who require development of social skills and to provide support for those staff to help those with needs such as bereavement, behavioural difficulties etc Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need additional support. LM to work with outside agencies such as Families First, Barnados, CAMHS, True Colours, School Nursing Team, EWEEP etc to provide support for any of our families in need. LM to work with LA Attendance Team to monitor children who are identified as Persistent Absence £33,868	EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers EEF – Toolkit – Attendance interventions EEF – Toolkit – behaviour interventions	1, 6 2, 3, 6 2, 6 2, 6 1
Teaching Assistants/HLTA TAs to provide support for pupils in the class, in particular PP children	Teaching Assistants/HLTA TAs to provide support for pupils in the class, in particular PP children	Teaching Assistants/HLTA TAs to provide support for pupils in the class, in particular PP children	EEF (page 8, section 2) guide to pupil premium – targeted academic support	5

<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading interventions as needed to ensure all pupils make good progress.</p>	<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading interventions as needed to ensure all pupils make good progress.</p> <p>TAs to support implementation of new 'Three Read Approach' to reading</p>	<p>who are vulnerable to falling behind in reading.</p> <p>TAs to deliver reading and Phonics interventions as needed to ensure all pupils make good progress.</p> <p>TAs to support implementation of 'Three Read Approach' to reading £74,219 (14% of total)</p>	<p>EEF – make best use of teaching assistants</p> <p>EEF – teaching assistant interventions</p> <p>The Reading Framework. July 2021 (DFE)</p>	5
<p>Evolve Health Mentor</p> <p>Health Mentor employed to support vulnerable children in class who find it difficult to access learning</p> <p>Health Mentor to also provide support at Breakfast Club</p> <p>Health Mentor to run an after school club focussed on brain health and positive mental health</p> <p>£33,000</p>	<p>Health & Wellbeing Mentor</p> <p>Mentor employed to support vulnerable children in class who find it difficult to access learning</p> <p>Health Mentor to provide support at Breakfast Club and After School Club</p> <p>Health Mentor to offer alternative clubs for children who do not usually access clubs</p> <p>£26,017</p>	-		3, 6
<p>Shine Intervention Programme</p> <p>Used in conjunction with The MARK programme that identifies gaps in learning and specific learning needs for individual children in reading and maths.</p> <p>£700</p>	<p>Shine</p> <p>(Reading only as changed assessment system in maths)</p> <p>£360</p>	<p>Shine</p> <p>(Reading only as changed assessment system in maths)</p> <p>£360</p>	<p>EEF (page 8, section 2) guide to pupil premium – targeted academic support</p>	2, 5
<p>Mable Therapy</p> <p>Selection of online therapy sessions for children ranging from 3 weeks to 10 week programmes. The programmes we will use are:</p> <ul style="list-style-type: none"> • Social communication • Generalized anxiety • Developmental Language Disorder • Late Language Development • Speech Sound Delay/Disorder • Stammering <p>£1500</p>	<p>Mable unavailable this year</p> <p>Lexia</p> <p>£1355</p>	<p>Lexia</p> <p>Literacy intervention</p> <p>£1355</p>	<p>EEF – oral language interventions consistently show positive impact on learning</p>	3, 6

Deputy Head Time Deputy Head to work with Y6 to deliver English & Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD 	Deputy Head Time Deputy Head to work with Y6 to deliver English & Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD £25,709	Deputy Head Time Deputy Head to work with Y6 to deliver English & Maths thus allowing the year group to be grouped into 3 smaller groups. Deputy will take groups requiring extra practise or those needing support to achieve GD £25,709	EEF (page 8, section 2) guide to pupil premium – targeted academic support	2, 5
Pupil progress meetings Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.	Pupil Progress Meetings Termly meeting (sooner if required) with SENDCO or member of SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.	Pupil Progress Meetings Termly meeting (sooner if required) with SLT to identify children vulnerable to falling behind and ensure appropriate interventions are in place.	EEF (Page 8, section 3) Wider strategies relate to the most significant non-academic barriers	1, 3, 5, 6
Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'. Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers £475	Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'. £474.50 Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers	Twinkl SSP teaching programme to be used to identify children falling behind and the intervention programme to be used to ensure children 'keep up, not catch up'. £474.50 Rapid Phonics intervention to be used for children with additional needs who are working significantly behind their peers	EEF (page 8, section 2) guide to pupil premium – targeted academic support	3, 5

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

Budgeted cost: £23,729

Activity 2022-2023	Activity 2023-2024	Activity 2024-2025	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Breakfast club on offer daily before school from 7.30am. All	Breakfast Club Breakfast club on offer daily before school from 7.30am. All pupils may	Breakfast Club Breakfast club on offer daily before school from 7.30am. All pupils may	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	1, 4

<p>be offered to PP children and school will cover the costs.</p> <p>School will pay for 2 days per week at an external sports club in the holidays.</p> <p>Additional staff for Rainbow breakfast and after school club to increase ratios for children who require extra support to regulate emotions and behaviour and for safety of others.</p> <p>£750</p>	<p>offered to PP children and school will cover the costs.</p> <p>£1444</p>	<p>offered to PP children and school will cover the costs.</p> <p>£1711</p>		2, 3, 6
<p>Fuel for School</p> <p>Food is bagged and sent home with PP or vulnerable children in school or delivered in some cases. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p>Fuel for School</p> <p>Food is bagged and sent home with PP or vulnerable children in school or is made available at the Pay As You Feel Market. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£2600</p>	<p>Fuel for School</p> <p>Food is bagged and sent home with PP or vulnerable children in school or is made available at the Pay As You Feel Market. The purpose is to help families free up money they typically spend on food so they can use it to pay other expenses. Deliveries are redirected during holidays and our families are directed to access the food at the designated centre (Newlands furniture hub – Food for Life)</p> <p>£1800</p>	EEF - Toolkit – parental engagement	2, 4
<p>Milk</p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>	<p>Milk</p> <p>Milk is government funded for KS1 but school pay for milk for PP children</p>	<p>Milk</p> <p>Milk is government funded until a child reaches the age of 5 but school pay for milk for PP children</p> <p>£716</p>		4
<p>Residential Visits</p> <p>We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM.</p>	<p>Residential Visits</p> <p>We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM.</p>	<p>Residential Visits</p> <p>We are keen to ensure that all of our children have access to the residential visits we offer in Years 4, 5 and 6. We do not want the cost of these trips to be a barrier that prevents children from attending so we will offer to pay 50% of the residential cost for children in receipt of FSM.</p>	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	4

£2000	£2712.50	£2652		
Uniform Vouchers We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1320	Uniform Vouchers We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1050	Uniform Vouchers We will provide a Whittakers voucher for each child in receipt of FSM to cover some of the costs of school uniform £1165		4
Peripatetic instrument lessons for individuals We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM. £100	Peripatetic instrument lessons for individuals We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM. £100	Peripatetic instrument lessons for individuals We believe in offering a broad curriculum to our pupils. Additional music lessons are an additional cost. We want to remove this barrier so will offer to fund the cost of music lessons for children in receipt of FSM. £100	COVID-19 series: briefing on schools – Extra curricula provision and enrichment	4

Total budgeted cost: £104,243.50 (+£74,219 for TAs)

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. NOTE: *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.*

Evaluation of how we used our Pupil Premium allocation in 2023-2024	
Learning Mentor	LM worked with children who had been referred to her by staff to provide individual support for children who required help with needs such as anger, bereavement, anxiety, friendship issues, behavioural difficulties etc LM provided telephone support to families who required it. LM worked with outside agencies such as Families First, True Colours, School Nursing Team etc to provide support for any of our families in need. Our LM worked closely within the Safeguarding Team to provide support for children involved with Children's Social Care Our LM worked at Breakfast Club every day to meet and greet all children, particularly our PP children, in order to build relationships with PP families.
Health & Wellbeing Mentor	Our Health & Wellbeing Mentor worked closely with identified children across school. She supported individuals in Year 6 with high levels of need as well as with small groups of children on areas such as self-esteem, confidence, anxiety, brain health, behaviours for learning and more. She supported children at Breakfast Club to enable them to have a calm and structured start to the school day. She then delivered an after school club for children who rarely access our usual clubs by offering original clubs such as War Hammer and Mystical Quests.
Teaching Assistant	We employ additional TAs so that each class has a TA. This means they can support learning during lessons, deliver interventions as well as offering emotional and social support.
School Uniform	We provided uniform vouchers to children to enable them to purchase the items from Whittakers
Breakfast Club	50 children per week attend Breakfast Club. This enables them to have breakfast and a calm start to the school day
Milk for KS2	17 PP children in KS2 are offered milk daily
Lunchtime Support	Sports coaches have supported play at lunchtime every day. This has enabled more children to be engaged in purposeful play.
After School Clubs	47 PP children accessed after school clubs

Fuel for School	Our Fuel for School Marketplace opens every Thursday and is visited by lots of parents who purchase the food on a pay-as-you-feel basis
Growbag	30 children are chosen to work with the Growbag lady for a session every half term (6 times a year). They plant, grow and harvest a range of fruit and vegetables to learn about where food comes from.
Shine Intervention Programme	Reading only as we have changed our assessments in maths. Inputting the reading assessment data in all classes enabled targeted intervention to be delivered
Deputy Headteacher	DHT delivered daily lessons in Year 6 to enable the year group to have smaller classes and therefore the children to have more focussed teaching

Externally provided programmes

Programme	Provider
Shine Intervention	Rising Stars
Fuel for School	Fuel for School
Beanstalk Readers	Beanstalk