



Pupil Premium Strategy Statement 2022 -23

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 | Thurnby Mead Primary Academy |
| Number of pupils in school | 252 |
| Proportion (%) of pupil premium eligible pupils | 25.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Sarah Ridley |
| Pupil premium lead | Michelle Woodhouse |
| Governor / Trustee lead | Cathy Brown |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £81,470 |
| Recovery premium funding allocation this academic year | £12,051 |

| | |
|--|----------------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £93,521 |

Statement of intent

At Thurnby Mead our mission is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage our children experience. The community which the academy serves has historical long term socio-economic challenges and has an increasing EAL community (56.7%), low-income families and has a higher proportion of SEND (12.3%) due to the academy having a DSP.

Our objectives are to:

Ensure a high-quality provision which enables all children to flourish.

Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.

Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes.

Our Pupil Premium Plan:

- *Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.*
- *Create a culture where collective responsibility is at the core and every interaction is maximised for its learning potential.*
- *Offer a curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk (Voice 21).*
- *Develop a RB2L team which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children.*
- *Develop rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning and targeting of children.*
- *Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.*
- *Review, implement & embed a well sequenced & systematic validated phonics programme.*

- *Analyse and improve our early reading offer and reading comprehension at KS2.*
- *Utilise the expertise of our Reading Recovery teacher to support and effect improvement in the teaching of early reading.*
- *Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.*
- *Develop teachers and children's understanding of meta-cognition strategies and embed them into the daily life of the classroom.*

Key Principles:

- *Foster exceptional relationships to ensure that every child can meet their potential academically, socially and emotionally.*
- *Foster outstanding classroom practice to provide a rich and authentic curriculum resulting in high levels of engagement and achievement.*
- *Provide evidence-based interventions based on reliable data ensuring we target the individualised needs of our children eligible for Pupil Premium, securing outcomes which are in line with their peers.*
- *The Pupil Premium Strategy has been well thought out using data analysis, research and evidence to make decisions about how best to support our pupils. The identified needs of our pupils drive our strategic planning of staff CPD.*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Our disadvantaged children enter school with poor proficiency in English. |
| 2 | There are gaps in learning in reading, writing and maths amongst our DA children. |
| 3 | Progress and attainment in reading at KS 2 has fluctuated historically. |
| 4 | Lack of opportunities for enrichment. |
| 5 | Overall attainment for higher ability children at the end of KS2 has not met aspirational targets. |

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 oracy skills | Improved use of language resulting in accelerated progress in reading and writing. Children's book levels to be closely monitored through Reading Recovery, KS 1 Benchmarking and KS 2 Accelerated Reader. Year group specific progress expectations are met. Smart identification of skills or knowledge gaps are identified and used to inform intervention planning. |
| Improved attainment in reading, writing and maths across the academy | Accelerated progress in reading, writing and maths of targeted children. Teachers to strive to aspirational target of 6 steps progress across the year to close gaps. |
| Improved reading attainment at KS 1 & 2 | Pupil Premium pupils to make progress in line with non-PP pupils. Strategic analysis of data and deployment of the RB2L team and targeted interventions. |
| Improved enrichment opportunities | A rich offer is realised and children's attendance, behaviour, attitude and attainment are in line with non-PP. |
| Improved overall attainment for HAPPs at the end of KS 2 | Overall attainment for HAPs is improved and HAPs secure accelerated progress to narrow gaps towards their aspirational targets based on KS 1 data. |

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: £ 12,835

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Voice 21 CPD & strategy implementation</i> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>IMPROVING LITERACY Supporting oral language development – Education Endowment Foundation</p> | 1 |
| <i>Let's Talk intervention and TA training</i> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy Supporting oral language development – Education Endowment Foundation</p> | 1 |
| <i>Accelerated Reader</i> | <p>Systematic reading approaches have a strong evidence base which demonstrates improved outcomes</p> <p>Improving Literacy in Key Stage 2 – Education Endowment Foundation</p> | 3 |
| <i>Phonics Training & further purchase of</i> | <p>Phonics approaches have a strong evidence base that indicates a</p> | 2 |

| | | |
|--|--|-----|
| <i>resources to ensure effective delivery and implementation of a validated scheme</i> | positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF IMPROVING LITERACY Phonological awareness and phonemic awareness – Education Endowment Foundation | |
| <i>Assessment CPD</i> | Systems to ensure accuracy of assessments have a strong evidence base and demonstrate the positive impact on pupil attainment THE GUIDE TO PUPIL PREMIUM: A TIERED APPROACH – Education Endowment Foundation TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING – Education Endowment Foundation EFFECTIVE PROFESSIONAL DEVELOPMENT – Education Endowment Foundation | 1-5 |

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

Budgeted cost: £ 38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------|--|--------------------------------------|
| <i>Reading Recovery Teacher</i> | There is a strong evidence base which shows that high quality reading interventions delivered by expert staff, significantly improve reading ability and success IMPROVING LITERACY IN KEY STAGE 1- Education Endowment Foundation | 2 |

| | | |
|--|--|--------------|
| <p><i>Teaching Assistant led interventions:</i> Let's Talk NELLIE Big Ideas – Maths Better Reading Project National Tutoring</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>MAKING BEST USE OF TEACHING ASSISTANTS – Education Endowment Foundation</p> | <p>1,2,3</p> |
|--|--|--------------|

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

Budgeted cost: £ 43,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Learning Mentor/RB 2L:</i> Starburst Room Interventions Flourish</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>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> | <p>2,3,5</p> |
| <p><i>Strong Girls Can Project/Standing Ovation – Street Awareness Project</i></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>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> | <p>2,3,5</p> |

| | | |
|---|--|-------|
| <p><i>Enrichment offer:</i> Breakfast Club Subsidised After School clubs Subsidised Trips Subsidised Swimming Lessons Subsidised Residential s</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation TEACHING & LEARNING TOOLKIT – Education Endowment Foundation</p> | 4 |
| <p><i>Curriculum licenses:</i> <i>Letter Join Accelerated Reader</i> <i>Little Wandle Phonics</i> <i>White Rose Maths – enhancement of Maths teaching and curriculum</i> <i>See-saw</i></p> | <p>Systematic reading approaches have a strong evidence base which demonstrates improved outcomes Improving Literacy in Key Stage 2 – Education Endowment Foundation The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 – Education Endowment Foundation Improving Mathematics in Key Stages Two and Three – Education Endowment Foundation</p> | 2,3,5 |

Total budgeted cost: £94,435

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.

We were able to offer a number of enrichment opportunities for the academic year 2021-22:

Year 3 residential to Beaumanor Hall

Year 6 residential to Caythorpe

Year 1 and 2 trip to Hunstanton

All year groups trip to Owston Farm

Emergency Service Visits

Pantomime

Year 6 Warning Zone

Strong Girls Can Project

Street Awareness Project

The enrichment opportunities enabled all disadvantaged children the opportunity to access high quality experiences at a heavily subsidised rate. Having the opportunity to connect with their local environment and those further afield enabled them to understand that green spaces and adventurous activities are open to all, now and in the future. Wider enrichment opportunities have equipped the children with awareness of the theatre and career opportunities (breaking down barriers with emergency services). Projects enabled children to develop awareness about pertinent issues such as self-respect, self-worth and the ability to recognise danger and have the confidence to seek help.

Key Stage 2 Outcomes (excluding DSP/disapplied pupils):

2022 Key Stage 2 (end of primary school) results

Percentage of pupils who achieved the expected standard or above:

| | 2019 National Figures | 2019 TMPA SATS Results (Data without disapplied pupils) | 2021 National Figures | 2021 TMPA (Data without disapplied pupils) | 2022 National Figures | 2022 TMPA SATS Results (Data without disapplied pupils) |
|-----------------------------------|-----------------------|---|-----------------------|--|-----------------------|---|
| Reading | 73 % | 60 % | - | 70 % | 74 | 96.2% |
| Writing | 78 % | 77 % | - | 70 % | 69 | 84.6% |
| Spelling and Grammar | 78 % | 77 % | - | - | 72 | 80.8% |
| Maths | 79 % | 73 % | - | 77 % | 71 | 96.2% |
| Reading, writing & Maths Combined | 65 % | 57 % | - | 70 % | 61 | 80.8% |

Percentage of pupils who achieved above the expected standard:

| | 2019 National Figures | 2019 TMPA SATS Results (Data without disapplied pupils) | 2021 National Figures | 2021 TMPA SATS Results (Data without disapplied pupils) | 2022 National Figures | 2022 TMPA SATS Results (Data without disapplied pupils) |
|----------|-----------------------|---|-----------------------|---|-----------------------|---|
| Reading | 27 | 13 | - | 23 | - | 34.6% |
| Writing | 20 | 23 | - | 13 | - | 3.8% |
| GPS | 36 | 40 | - | - | - | 38.5% |
| Maths | 27 | 20 | - | 13 | - | 26.9% |
| Combined | 11 | 13 | - | 13 | - | 3.8% |

Progress Scores:

| | |
|---------|------|
| Reading | 0.7 |
| Writing | -0.1 |
| Maths | 0.7 |

Pupil Premium Outcomes (excluding DSP/disapplied pupils):

Reading – pupil premium at or above EXS = 60% compared to 87% non PP.

Writing - pupil premium at or above EXS = 80% compared to 87% non PP.

Maths - pupil premium at or above EXS = 60% compared to 91% non PP.

Pupil premium numbers in this cohort were low with 5 children out of 27.

2 out of the 5 children had identified SEND.

Progress for pupil premium children:

| Subject | Lower than expected progress | Expected Progress | Better than expected progress |
|---------|------------------------------|-------------------|-------------------------------|
| Reading | 20% | 80% | |
| Writing | 20% | 60% | 20% |
| Maths | | 100% | |

Attendance:

Attendance of all Pupil Premium pupils for the academic year 2021-22 was 89.4% compared with 91% across the school. This significantly impacted on this group's ability to access the learning required to make accelerated progress and close gaps. Attendance has become an area of focus on the school improvement plan and has direct leadership from SLT going forward.

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

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? | |

Further information (optional)

Part of our wider strategy will be to offer a programme of tutoring through the National tutoring Programme, to our most vulnerable learners. The tutoring will be closely aligned to what is being taught in the classroom and will focus on developing reading strategies and improving reading comprehension. As an academy we recognise the importance of developing confident and capable readers who are able to access all areas of the curriculum.

Our aim is to utilise the expertise of our academy staff to deliver high quality small group tutoring sessions in blocks across the academic year.