

Thornhill Primary School

Pupil Premium Strategy Statement 2021-2024



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
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	18.09.21
Date on which it will be reviewed	End of each academic year
Statement authorised by	Samantha Overfield
Pupil premium lead	SOverfield / JJones
Governor / Trustee lead	Gary Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,795
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,795

Part A: Pupil premium strategy plan

Statement of intent

- At Thornhill Primary School, our school motto 'A promise for the future' encompasses our relentless drive to ensure that all pupils in our school are able to reach their full potential academically, pastorally and socially.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary knowledge, skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Thornhill, we are determined to provide the quality teaching, support and guidance they need to help them overcome these barriers.
- This funding helps remove those barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children are making less progress in reading
2	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home.
3	Low attendance rates – Absence and persistent absence.
4	Social & emotional difficulties, including medical and mental health issues
5	Limited awareness of available opportunities for their futures including academic and career options

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
<p>To close the gap between PP children and other pupils across the school in reading</p>	<ul style="list-style-type: none"> - To have a less of a disparity between the average scaled scores and reading ages in our yearly CEM assessments. - To identify and target specific groups of children to receive intervention (PP teacher / After school tutoring) and ensure they meet individual targets. - % of PP children achieving expected and higher standards in KS1 and KS2 assessments continues to improve. - All PP children to reach the expected standard in Early Years and KS1 phonics. - Phonics and reading CPD for all staff - To ensure highest levels of Quality First teaching for all staff ensuing PP children receive quality feedback and learning personalised to their needs. - To ensure lowest 20% of pupils are listened to read everyday. - To develop the love of reading for pupils by engaging them in a wealth of literary opportunities and access to a wide range of books.
<p>To improve speech and language skills across EYFS and KS1.</p>	<ul style="list-style-type: none"> - To increase percentage of PP reaching expected standards in EYFS and KS1. - PP children to make greater progress in CEM assessments and close the gap between the Non PP. - To read and listen to more stories throughout the day including 'Five a Day' in EYFS and a core set of book across KS1 / KS2. - To develop links with parents / carers in EYFS to support S&L. - To identify individual children who need further specific intervention and support by working with Speech & Language Therapist at the earliest opportunity. - To develop language work across the school with a dedicated vocabulary session each day and the use of Bedrock in KS2. - Speech & Language and vocabulary CPD for all staff.

<p>To improve the attendance of PP children across the school.</p>	<ul style="list-style-type: none"> - To improve whole school attendance and to exceed the national average of 96%. - To develop and implement a robust attendance system across the school. - To work with PP families to raise awareness of attendance in the community and the impact of low attendance on the outcomes of children. - To raise awareness of good attendance in school so children are committed to their own attendance and can relate that to their own progress and achievements. - To begin (post Covid) to increase the number of school trips and enrichment opportunities in school to all children. - To work with external agencies to support good attendance. - Bespoke attendance training for all staff. - Dedicated attendance manager (s) to implement robust system of response to absence.
<p>To develop the social and emotional needs of our PP children, with particular focus on increasing resilience, sustained concentration, self-regulation and self-motivation.</p>	<ul style="list-style-type: none"> - To develop CPD of staff to support children with particular needs. - To draw upon a variety of strategies and support from external agencies when required. - To raise awareness of mental health throughout the school and school community. - To support identified pupils with specific SEMH needs. - To ensure PP children attend all school visits, enrichment activities and that deprivation never impacts on their opportunity. - To develop the skills of meta-cognition and self-regulation in our pupils to support good mental health and improve concentration.
<p>To support pupil's aspirations and embed that within our curriculum.</p>	<ul style="list-style-type: none"> - To ensure PP children have aspirations for and knowledge of career options through opportunities embedded into the curriculum. - To raise aspirations regarding future choices and careers by introducing Year 6 Career Fayre and inviting ex pupils to speak. - To develop partnerships with local secondary schools to use their expertise and equipment.

	<ul style="list-style-type: none">- To continue to purchase high quality / up to date resources for all subjects so children have access to the best.- To link to educational visits and enrichment activities.- To link to equality and diversity and develop knowledge of the wider world and wider opportunities to access to literature and experiences.
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Activity in 2022-2023

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued Phonics / Reading CPD for all staff</i></p> <p><i>Jolly Phonics training for all new staff.</i></p>	<p>EEF – Phonics - High impact for low cost based on extensive evidence (+5months)</p> <p>EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)</p>	1
<p><i>Full time PP teacher KS2– focus on reading</i></p>	<p>EEF – Phonics - High impact for low cost based on extensive evidence (+5months)</p> <p>EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)</p>	1, 2
<p><i>EYFS / KS1 – All pupils to read with an adult by deployment of teachers / TAs to support Guided reading.</i></p>	<p>EEF – Phonics - High impact for low cost based on extensive evidence (+5months)</p> <p>EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)</p>	1, 2
<p><i>Focus on continued PD throughout school on QFT – particularly supporting ECTS and ensuring quality feedback, individualised learning</i></p> <p><i>Continuation of Investing In Leaders Programme</i></p> <p><i>Headteacher Training</i></p>	<p>QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils.</p> <p>Feedback – High impact for low cost based on extensive evidence</p> <p>Individualised instruction – Moderate impact for low cost based on limited evidence (+4Months)</p>	1, 2
<p><i>S&L & Vocabulary training – whole staff refresher</i></p> <p><i>Specific S&L training in EYFS – Blast</i></p>	<p>This contributes to QFT.</p> <p>EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)</p>	2

<i>Continued development of metacognition throughout the whole school</i>	EEF – high impact for low cost based on extensive evidence (+7months) Links to QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils.	All
<i>Mental Health Programmes ran in school – both whole class and bespoke groups as well as Parent Led CBT.</i>	This contributes to QFT. EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school tuition - 6 groups per week with teachers</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	1, 2
<i>One to one tuition – reading</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	1, 2
<i>Speech & Language Therapist</i>	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2
<i>Emotional Well Being Programmes</i>	EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	4
<i>Treetops Programme</i>	This programme would support self-regulation. EEF – Metacognition & Self-regulation - high impact for low cost based on extensive evidence (+7months)	4, 5
<i>Bedrock Vocabulary</i>	No actual research within the programme itself	2

	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access for all children for school visits including Y6 residential</i>	Outdoor Adventure Learning - no current clear evidence from EEF – will need to monitor closely This area does support parental engagement though, as we are supporting parents financially and giving their children opportunities they would not ordinarily receive.	3, 4, 5
<i>Enrichment activities in school including after school clubs</i>	EEF – Arts Participation – moderate impact for very low cost based on moderate evidence (+3months)	3, 4, 5
<i>Implementing metacognition strategies</i>	EEF – high impact for low cost based on extensive evidence (+7months)	All
<i>Careers Fayre / Partnerships with secondary school / ex pupils</i>	Aspirations Intervention – no current clear evidence from EEF – will need to monitor closely	5
<i>Engagement with parents</i>	EEF – Moderate impact for low cost based in extensive evidence (+4months)	3, 4, 5

Total budgeted cost: £ 92, 795

Activity in 2021-2022

This details how we spent our pupil premium (and recovery premium funding) **during academic year 2021-2022** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics / Reading CPD for all staff</i>	EEF – Phonics - High impact for low cost based on extensive evidence (+5months) EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)	1
<i>Full time PP teacher – focus on reading</i>	EEF – Phonics - High impact for low cost based on extensive evidence (+5months) EEF – Reading Strategies - High impact for low cost based on extensive evidence (+5months)	1, 2
<i>Focus on continued PD throughout school on QFT – particularly supporting ECTS and ensuring quality feedback, individualised learning Investing In Leaders Programme Headteacher Training</i>	QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils. Feedback – High impact for low cost based on extensive evidence Individualised instruction – Moderate impact for low cost based on limited evidence (+4Months)	1, 2
<i>S&L & Vocabulary training</i>	This contributes to QFT. EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2
<i>Introduction of metacognition</i>	EEF – high impact for low cost based on extensive evidence (+7months) Links to QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils.	All
<i>Mental Health CPD</i>	This contributes to QFT.	4

	EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15, 825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school tuition</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	1, 2
<i>One to one tuition</i>	EEF – Moderate impact for low cost based on moderate evidence (+4 months)	
<i>Speech & Language Therapist</i>	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2
<i>Emotional Well Being Programmes</i>	EEF – Social & Emotional Learning – moderate impact for low cost based on limited evidence (+4months)	4
<i>Treetops Programme</i>	This programme would support self-regulation. EEF – Metacognition & Self-regulation - high impact for low cost based on extensive evidence (+7months)	4, 5
<i>Accelerated Reader</i>	EEF conducted an evaluation carried out by Durham University and showed non PP made 3 months additional progress and PP made additional 5 months.	1
<i>Bedrock Vocabulary</i>	No actual research within the programme itself EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	2

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access for all children for school visits including Y6 residential</i>	Outdoor Adventure Learning - no current clear evidence from EEF – will need to monitor closely This area does support parental engagement though, as we are supporting parents financially and giving their children opportunities they would not ordinarily receive.	3, 4, 5
<i>Enrichment activities in school</i>	EEF – Arts Participation – moderate impact for very low cost based on moderate evidence (+3months)	3, 4, 5
<i>Implementing metacognition strategies</i>	EEF – high impact for low cost based on extensive evidence (+7months)	All
<i>Careers Fayre / Partnerships with secondary school / ex pupils</i>	Aspirations Intervention – no current clear evidence from EEF – will need to monitor closely	5
<i>Engagement with parents</i>	EEF – Moderate impact for low cost based in extensive evidence (+4months)	3, 4, 5

Total budgeted cost: £ 88,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2021- 2022

To close the gap between PP children and other pupils across the school in reading

- CEM assessments to be completed in Sep 2022 – Data will be published end of Sep
- 100% PP passed Year 1 Phonics
- 50% PP children at expected level in Year 2 (significant gaps in this Year group due to COVID – will continue to be targeted through 1:1 tuition / PP teacher). Historically our PP make expected standard by KS2 and perform as well as non PP pupils.
- All pupils (except 1) passed phonics re-sit in Year 2.
- Year 6 reading – 89% PP reached expected standard (90% non PP) – only 1% difference and significantly higher than NA 74%
- PP KS2 – 89% at age related expectations compared with 90% non PP – difference of 1% shows the gap is closing by the end of KS2.
- PP KS2 (R,W,M) was 86% PP compared to 91% Non-PP and NA of 59%.
- Full time PP teacher worked across KS2 across the year with a focus on lowest 20% - allowed these pupils to work in small groups to access the reading curriculum with a teacher everyday
- KS2 TA – worked with PP readers across KS2 – allowed pupils the opportunity to read daily.
- Introduction of 5 a day stories in EYFS and Year 1 as well as 'Inside Out Books' across KS1 and KS2 to develop love of reading and allow all children access to a range of texts.
- Reading – big focus across the school – new library plans are in development working alongside our pupils / parent newsletters / EYFS reading workshops / author visits / Seven Stories visits / termly library visits / Story Crates
- Jolly Phonics training for all staff ensures staff are highly skilled in the teaching of phonics and can support pupils in all key stages.
- Booster sessions across the year delivered by teachers ensured PP children had access to reading catch up.
- Continued CPD across the year – Jolly Phonics, Reading workshop, Comprehension Express, Reading audit with School Leadership advisor – ensures provision is effective for our pupils and there is quality first teaching across the school with all adults.

To improve speech and language skills across EYFS and KS1.

- S& L Therapy delivered 1:1 therapy sessions for pupils in EYFS to support specific needs.
- S& L Training was given to a member of staff in EYFS to deliver specific interventions.
- CPD at the beginning of the year allowed school to review current teaching of vocabulary. Implemented use of NHS S&L word lists focussing on Tier 2 words and a specific vocabulary session each day as well as teaching 2-4 words per week. Ensured

staff had necessary skills to understand how to support vocabulary across the school and understand the progression of vocabulary from Year N to Year 6.

- Planning documents have been adapted to ensure vocabulary and questions are specifically planned.
- An additional TA was employed to develop speech & language in EYFS particularly in extended provision by modelling use of language and asking questions and prompting pupils.
- Development of language and text rich environments across whole school.

To improve the attendance of PP children across the school

- Both non PP and PP were below 96% due to significant disruption with covid in Spring term. However PP attendance still remains a challenging area with attendance at 92.6 % compared to 95.2% Non PP. Main reasons are punctuality, which affects morning marks.
- There are some positive individual case studies of PP children. Families have benefited from daily contact and home visits where necessary.
- Meetings with Local Attendance officers provide support and advice.
- The school has worked hard to engage families and reintegrate them back into school through open mornings, special events etc.
- All PP have had access to free after school clubs and there is no charge for educational visits. Poverty proofing is ongoing to ensure this is not a barrier to attendance.
- Policy and guidance has been reviewed throughout the year and will be implemented rigorously from Sep 2022.
- Reasons for absence have been evaluated – links to SEMH and SEND to ensure these pupils have their needs met in school.
- Attendance is a regular item on staff meetings, Governor meetings and SLT meetings
- Enrichment activities throughout the school day– sporting coaches, sporting visits, visitors in school, theatre visits, Forest schools to encourage good attendance.
- Attendance meetings and contracts for PA ensure school / parents can work together in a supportive manner.

To develop the social and emotional needs of our PP children, with particular focus on increasing resilience, sustained concentration, self-regulation and self-motivation.

- Work with Mental Health worker has continued across the year.
- 1 full class intervention – We eat elephants – to support pupils at Year 3 with social situations and understanding of feelings.
- 1 bespoke group ‘Fun Friends’ delivered by a CAMHS practitioner – these pupils were identified as requiring additional support for low mood / anxiety.
- 2 referrals for Parent-led CBT
- Parent group delivered by Sunderland Foundation of Light – work with parent / child on managing situations, dealing with feelings and activities which allow families to spend quality time together
- Staff Metacognition training to upskill all staff with ‘thinking skills’. Posters adapted for classrooms and whole school assemblies to launch ‘metacognition skills’ across the school to support and develop children’s resilience, concentration, self-regulation and self-motivation. Both staff and pupils are using strategies to support across the school day.
- Extracurricular activities and 30mins PE lessons offered across school to support children’s physical and health well-being. All pupils engage in these lessons and activities.
- Structured lunchtimes – activities set up to support pupils during lunchtime. No incidences of poor behaviour and supports pupils who may struggle with social situations.

- Treetops Occupational Therapy – bespoke classroom and individual sensory diets to support self-regulation and concentration. Staff have noted effectiveness of these programmes.
- Treetops Occupational – bespoke programme for EYFS to develop self-regulation and concentration in readiness for Year 1.
- CPD – Metacognition, Think Sensory and mental health workshops to upskill all staff and develop a consistent whole school approach.
- Clear progression and skills in PSHE / Personal Development.

To support pupil's aspirations and embed that within our curriculum.

- Programme of class assemblies / whole school assemblies has been delivered to support children with their knowledge of the world and current affairs/ inspirational adults / understanding and embracing equality and diversity, British Values
- Enrichment activities were planned across the school year including sporting coaches and visits, visitors in school, theatre visits, Forest schools, Jubilee Events
- A Career's week was planned for June. Classes researched different occupations / careers and a range of visitors were invited into school to talk about their career including a Forensic scientist, a paint technician, an author, a local footballer, a police detective
- Links with local businesses were developed – Shildon AFC, Shildon Alive, Shildon Library, PPG – This has given pupils an insight into the different roles within these organisations and the different routes available
- Planning – a new box has been added linked to careers / aspirations so explicit links can be planned and discussed in lessons, which allows pupils a chance to have awareness of different career paths and opportunities available
- The school has offered pupils opportunities to showcase their talent through assemblies, music concerts (in and out of school), sporting events, School Council, Eco-Council and Buddies.
- Our Y6 pupils set up a Shildon Alive shop selling rescued food. The pupils made over £300 and used it to pay for souvenirs during their residential visit.

2020-2021

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Recovery of lost learning

- Younger children have been impacted more than older children due to losing out on their foundation years.
- Focus on Y1 and Y2 is required next academic year.
- However, basic skills of reading and number have been maintained, as this was the emphasis of our Remote Learning Strategy and catch up.
- During Remote Learning all children were taught online daily and vulnerable pupils were in school.
- On returning to school, KS1 classes benefitted from full time support to address issues specifically phonics.
- Focus on reasoning, comprehension, vocabulary and learning linked to real-life contexts will need to be addressed next academic year

Specialist teachers

- The specialist teachers of music and PE meant that children still received their enriched curriculum through COVID and all groups of children were able to participate in these lessons.

After school catch up

- The focus in these groups was on reading and they ran throughout the whole academic year. PP Children who had reading ages below their chronological age benefitted from intensive phonics and comprehension teaching. •

Enrichment activities

- In the Summer term, a full programme of visits was planned and children were able to participate in a range of educational visits.

Specialist support

- Last academic year, we were still able to access specialist interventions where required such as Occupational Therapy, Speech & Language and Mental Health Support.
- Children also benefitted from an online Emotional Well Being Programme in the Summer term in all classes.

Remote Learning

- Priority given to reading and basic maths skills. PP were monitored throughout to ensure pupils were engaged in remote learning – a specific member of staff was utilised to support targeted children to ensure they were attending online learning and additional support was given where required.

Assessment

- CEM Data showed our pupils had achieved higher than average reading ages in all groups of pupils and expected maths ages in all groups in Year 6. The average standardised score in reading across the whole school was 106.9 and in maths across the whole school was 107

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
Bedrock Vocabulary	Bedrock Learning