

Pupil premium strategy statement – Thrapston Primary School.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	79/ 486- 16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31/12/24
Date on which it will be reviewed	Spring 2025
Statement authorised by	Pauline Turner (Headteacher)
Pupil premium lead	Anderson North
Governor / Trustee lead	Debbie Garland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	94,720.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,720

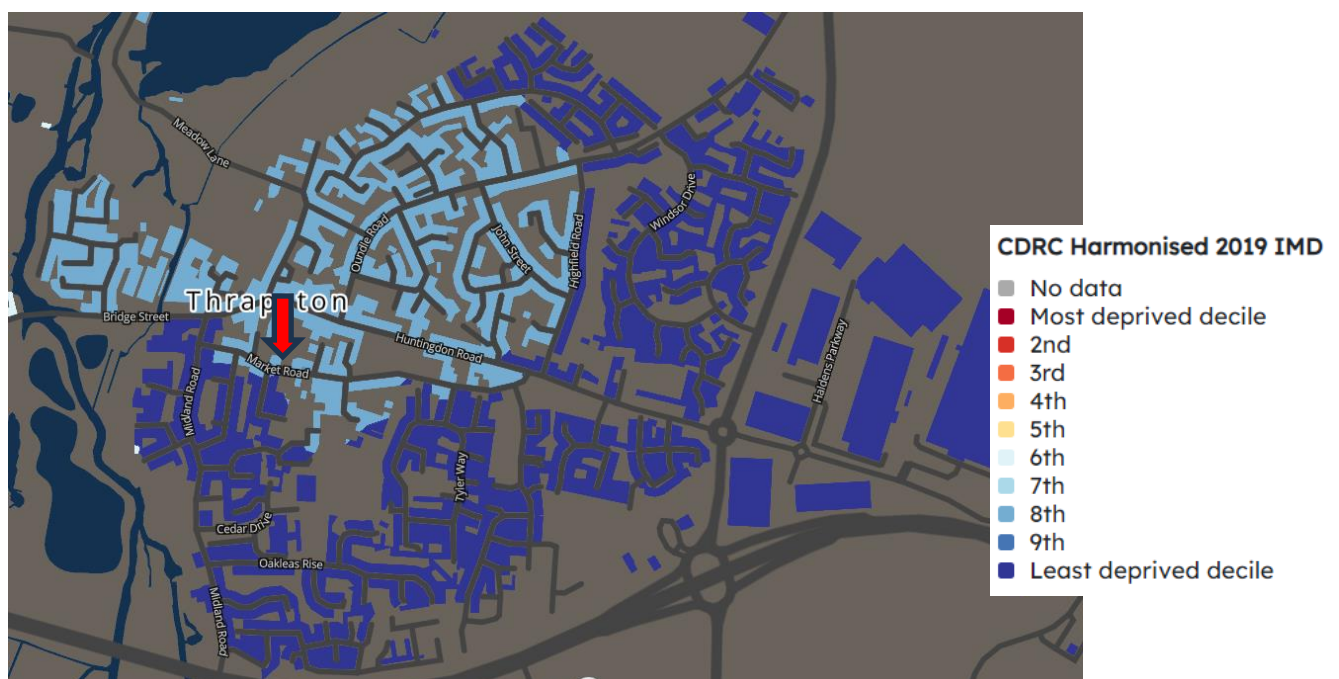
Part A: Pupil premium strategy plan

Statement of intent

At Thrapston Primary School, we aim to target and develop our children using the Pupil premium Grant funding- this will enable our disadvantaged children or those who need support to become active, independent and empathetic members of society. We recognise disadvantages that our children can face, with the use of continual assessment and a diagnostic approach, to support them to overcome their barriers.

A quality first teaching approach is embedded into the Thrapston Primary School culture that is accessible to all children regardless of their social backgrounds or the challenges they may face that then allows the whole cohort of children to make positive progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.



Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	During pupil voice and stock assessments, it has indicated a need for an update to the children's access to high quality resources in reading and maths. This is evident in our underachievement in Reading and Maths and a focus on resourcing can help close the attainment gap in our results.
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 10-15% lower than for non-disadvantaged pupils. 20% of disadvantaged pupils were persistently absent compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and negatively affects their attitudes to school and ongoing well-being.
3	Assessments, observations, and discussions with pupils indicate underdeveloped mathematical skills and numerical gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

4	Internal assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
5	A high number of our active cohort have issues and struggles with social emotional needs- linked with our SIP and ongoing target of increasing wider school opportunities for disadvantaged children
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Nearly 50% of disadvantaged pupils currently require additional support with social and emotional needs and require an addition EHCP, Learning or behaviour plan or take part in a group or individual intervention.</p>

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
Working with various subject leads to ensure a high quality of resources specifically within Reading and Mathematics.	<p>Address and create a list of priority resources based on a survey of Maths resources to continue developing and enhancing the continuous class continuous provisions across the school. Identify high quality texts to continue to develop the children's access to engaging reading materials inside and outside of the classroom.</p> <p>Continue monitoring needs in classrooms with pupil/staff voice to continually focus on needs of individual classes.</p> <p>Improve progress and attainment gaps within Reading and Mathematics, aim to decrease the gap in attainment to less than 20%.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>The overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and</p>

	<p>their non-disadvantaged peers being reduced by 10%.</p> <p>The percentage of all pupils who are persistently absent (less than 90%) being below 10% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Whole school data from the end of the 23/24 school year shows only 60% of disadvantaged children achieved the expected standard or above in mathematics.</p> <p>Increase this number to 80% using QFT, access to new resources and embedding new strategies from the school's new calculation policy whilst carefully analysing PXL data to monitor outcomes.</p>
Improved reading attainment among disadvantaged pupils	<p>Whole school data show that more than 50% of disadvantaged pupils met the expected standard.</p> <p>Aim to achieve 75% by the end of this current strategy plan.</p> <p>Continue to use the new reading approach and further embed this pedagogy into the school ethos.</p> <p>Monitor children's access to high quality texts ensuring books are kept up to date across the year.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Mainly focused on social and emotional needs relating to anxieties and external well-being factors.</p> <p>To ensure children have access to cultural capital through an exposure to a variety of wider opportunities that support them in feeling part of the school family.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in absence due to reported anxieties and worries due to factors relating to school. <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To continue supporting disadvantaged children with SEN needs, assessing specific needs whilst providing additional support and ensuring access to any additional support.	<p>Ensure the early identifications of disadvantaged children with SEN needs to guarantee early support to help make consistent progress.</p> <p>Monitoring of current disadvantaged children's SEN plans to provide specific and</p>

	personalised support that also benefits those who need wider support.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 51,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all pupils are receiving QFT by ensuring access to Primary Training Hub and BWT networking events to continue staff's professional development.</i>	<p>High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching.</p> <p>Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching. EEF found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p>	2,3,4,5 and 6
<i>To ensure maths manipulatives are utilised effectively to embed concepts within</i>	<p>The EEF suggests that "manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas". They also stress the importance of selecting the right manipulative for the concept being taught and that pupils are supported to make links between the learning and the manipulative that they are using.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	1 and 3

<i>mathematics.</i>		
<i>Enhance ments to reading</i>	<p>The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children’s language capabilities and teaching reading comprehension strategies to improve reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>There is a strong evidence base that suggests reading comprehension interventions, involving the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text alongside collaborative learning techniques are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 and 3
<i>Embed reading strategy along with utilising RWI</i>	<p>The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children’s language capabilities and teaching reading comprehension strategies to improve reading. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) There is a strong evidence base that suggests reading comprehension interventions, involving the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text alongside collaborative learning techniques are inexpensive to implement with high impacts on reading Reading comprehension strategies EEF</p> <p>https://educationendowmentfoundation.org.uk/</p>	1 and 3
<i>For those pupils with Mult vulnerabilities - review current SEND provision to ensure that they are receiving high quality provision</i>	<p>The EEF guidance states Supporting high quality teaching is pivotal in improving children’s outcomes especially children with SEND</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	3, 4,5 and 6

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT: Commission Speech and language therapist to provide training to all key school phases.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3, 4, 5 and 6.

	The EEF guidance for EYFS preparing for literacy is based on a range of the best available evidence research and outlines the importance of focusing on early language and vocabulary development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
<i>Targeted interventions in year groups including, but not limited to, focused phonic sessions for EYFS, KS1 & KS2.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4,5 and 6
Access to the Hub for support- this including Arc sessions, play therapy etc	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5 and 6

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Enrichment opportunities including:</i></p> <ul style="list-style-type: none"> -After-school clubs (breakfast and after school club) -50B4Y7 -Broadening life skills including cultural capital -Wow Days -Trips and visits 	<p>Sir Kevan Collins (for the EEF) <i>The best argument – one I fully subscribe to – is one of “arts for arts’ sake”. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many have gone further than this, arguing that arts education itself directly improves pupil attainment.</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Arts_Education_Review.pdf?v=1701688488</p>	2, 5 and 6
<p><i>Continue to increase parental engagement and offer wellbeing support for parents.</i></p>	<p>A report called “Parental Engagement: Evidence from Research and Practice” published by The EEF states: “The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p>	2 and 5

	<i>Parental_Engagement_-_ https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_- _Evidence_from_Research_and_Practice.pdf?v=1701693266</i>	
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Total budgeted cost: £ 94,720

Outcomes for disadvantaged pupils

During this year, all children have been able to access our hub and pastoral provisions. Due to our high cross over between SEND and PP needs, many of which suffer from social, emotional and mental health needs, we have run continued provisions throughout the year such as Arc and Souster youth (a local company which helps support transitions from KS2 into KS3. Within our hub provision, children have been given access to safe and quiet places at breaks and lunches, while those who need movement breaks or time to reregulate themselves have opportunities to use our Sensory rooms. When completing our Pupil voice, it has been expressed by our Pupil Premium children that they feel 'supported' and know where to find places to express themselves. Weekly pastoral meeting of identified children guarantees our most at risk are monitored according to any additional needs or learning plan requirements, we ensure up to date provisions on our Edukey system to effectively monitor the success of interventions and the rates of progress that encapsulate the impact on children's rates of progress.

From analysing our school data, we have monitored the effectiveness of embedding our whole school phonics curriculum (Read Write INC-RWI.) By the end of KS2 97% of children were able to pass the phonics screener test which is 8% higher than national statistics (89.) This is also an increase from 22-23 by 3%. This has been achieved using quality first teaching (QFT) and whole school opportunities for staff to undergo high quality training to maintain a high level of consistent teaching across the school. Within Mathematics, our school has endeavoured to embed our new calculation policy into practice to consider a high-quality teaching approach. We have monitored levels of progress and tracked the disparity between our non-disadvantaged students and other students (5-10%) and is most seen in our reading and maths results- primarily in Year 3 and 4.

Last year we were able to employ a dedicated attendance led to help support our attendance needs at Thrapston. Overall, our whole school attendance was 94.5% with our PP attendance being only 2% lower at 92.1%, which is an improvement year on year post covid. With termly monitoring of overall attendance, we have been able to begin targeting our most at risk children due to persistent absence. Within this, our school Ofsted target- access to wider opportunities- has been a driving focus on improving school attendance due to our aim to improve the children's cultural capital opportunities. Throughout the 23-24 school year children have had opportunities to access bike ability, free music lessons and a variety of after school clubs. During this time, we have utilised our funding to guarantee disadvantaged children these equal opportunities to their peers by providing financial support where necessary. After analysing a set of Pupil voice, 91% of disadvantaged children access a club during or

after school, although the 9% of children not in attendance specified being satisfied with their current level of activity.

Across our previous strategy, our school has had a focus on parental engagement to help increase our number of children accessing pupil premium. This number has increased from 59 to 79 over the past 2 years, evidencing our ambition to identify those needing support and showing a dedication to reducing any stigma related to pupil premium, whilst early identification allows children to earliest opportunity to have access to additional support. Although, compared to national averages Thrapston is below the average amount of disadvantaged children per school- therefore continued vigilance will be required to ensure accurate percentages are monitored.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Programme Year3 -6	Rock star timetables
RWI Portal	Read Write Inc
Oxford Owls	Oxford Reading tree
After school football clubs	Kettering Town
Charanga Music scheme	Charanga
Rising stars Science, computing, Safety scheme	Rising Stars
Additional music resources	Sing Up
Access to Music lessons	Rocksteady

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information- To be added upon first review.

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