



Pupil premium strategy statement review 2021- 2022

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

Metric	Data
School name	Thrapston Primary School
Pupils in school	469
Proportion of disadvantaged pupils	48
Pupil premium allocation this academic year	£59315
Academic year or years covered by statement	2021-2022
Publish date	December 2022
Review date	December 2023
Statement authorised by	Pauline Turner (Headteacher)
Pupil premium lead	Sarah Aldwinckle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,315
Recovery premium funding allocation this academic year	£6,706
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	£66,021

Disadvantaged pupil progress scores for last academic year – 2019 validated data

Measure	Score
Reading	2019: -2
Writing	2019: -4
Maths	2019: -15

Disadvantaged pupil performance overview for last validated data year- 2019

Measure	Score
Meeting expected standard at KS2	Reading: 42% Writing: 50% Maths: 58%
Achieving high standard at KS2 for combined	Reading: 17% Writing: 0% Maths: 0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Refine and further improve the quality of teaching across the curriculum
Priority 2	Ensure all new staff receive high-quality training to deliver the phonics scheme effectively
Priority 3	Transition from a recovery to a full curriculum through identifying, targeting and bridging gaps in learning rapidly and effectively.
Priority 4	Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception class.
Priority 5	Increase higher rates of progress, particularly across KS2 for pupils eligible for PP
Priority 6	Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development
Priority 7	Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing
Priority 8	Overall PP attendance improves to be in line with all pupils, narrowing the gap with national attendance data

<p>Barriers to learning these priorities address</p>	<p>Ensuring staff use quality first teaching, paying specific reference to PP children's targets.</p> <p>Speaking, listening and understanding skills in Reception historically have been slightly lower for pupils eligible for PP than for pupils. This can slow progress for reading and writing in subsequent years. So this needs to be a mindful strategy moving forward.</p> <p>Pupils who are eligible for PP, particularly those who have potential to achieve the higher standard, are at risk of less progress than other high ability pupils across Key Stage 2. This prevents sustained higher standards and achievement in Key Stage 2.</p> <p>Wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.</p> <p>Attendance rates for pupils eligible for PP at the end of 2022 are 93.8% (below the school's target for all children of 96%). This reduces their school hours, causes gaps in their learning and causes them to fall behind on average.</p>
<p>Projected total spend</p>	<p>£66,021</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve and exceed national average progress scores in KS2 Reading (+0.5)	July 2022
Progress in Writing	Achieve and exceed national average progress scores in KS2 Writing (+0.5)	July 2022
Progress in Mathematics	Achieve and exceed average progress scores in KS2 Mathematics (+0.5)	July 2022
Phonics	Achieve and exceed national average expected standard in PSC (a minimum of 85%)	July 2022
Other	Continue to improve attendance of disadvantaged pupils to LA average (95.8%)	July 2023

Targeted academic support for current academic year

Measure	Activity	Impact
<p>Priority 1</p> <p>Refine and further improve the quality of teaching across the curriculum</p>	<ul style="list-style-type: none"> ● Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All new or recently qualified teachers will improve their subject knowledge of reading through CPD, coaching and modelling of expert teachers to enable them to teach reading effectively. ● A bespoke instructional coaching support programme of support will be put in place for any teacher in need of support and the early career teacher will receive support via their mentor and ECT framework programme. ● CPD provided by subject leaders will ensure knowledge is secure across all domains of the curriculum through audits, staff voice and learning walks. ● All teachers will be provided with pedagogical resources to support teaching and research-based practice reading ● Challenge in lessons and evidence of challenge in lessons for higher attainers is evident in data, books, pupil voice and other monitoring activities. ● Evidence of models and effective scaffolds used in teaching, to support pupils' in moving from guided to independent practice and obtain a high success rate during lessons. 	<p>A review of the materials on offer to the children was undertaken. The school has invested heavily in additional reading books to support the existing reading scheme, ensuring that the material available to the children is closely matched to the phonics scheme.</p> <p>RWI phonics scheme is now securely imbedded across the school.</p> <p>EL and SENDCO and Key members of staff have attended training to support the scheme. All staff have access to training materials on the RWI portal. Reading scrutiny has taken place along with regular observations. Additional CPD has been identified for teachers in need of support and actioned.</p>
<p><i>Spending - £10,853.30</i></p>		
<p>Priority 2</p> <p>Ensure all relevant staff</p>	<ul style="list-style-type: none"> ● Robust and rigorous termly assessments for all pupils who participate the phonics scheme 	<p>Assessments were carried out termly and shared with the SL and SLT. DHT has oversight of</p>

<p>(including new staff) have received high-quality training to deliver the phonics scheme effectively</p>	<p>and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils.</p> <ul style="list-style-type: none"> • Teachers identified to provide maximum of 1:3 tuition for pupils who need intensive phonic support, based on assessments. • Continue to use Fresh Start as a phonic intervention for PP pupils who require additional phonic teaching to improve their reading. 	<p>phonics assessments and pupil groupings. Catch up funding is being used to support PP children on 1:3 basis. Fresh start training has been shared with KS2 staff and implemented.</p>
<p><i>Spending - £2125</i></p>		

<p>Priority 3</p> <p>Transition from a recovery to a full curriculum through identifying, targeting, and bridging gaps in learning rapidly and effectively</p>	<ul style="list-style-type: none"> • Small group precision teaching to diminish the gaps in learning, this is in addition to QFT in the classroom. • Bespoke learning packages will be delivered to small groups of children who have been identified and who are grouped based on their area of development. • Leaders will receive and deliver CPD to ensure interventions are delivered effectively • Teacher to deliver high-quality bespoke intervention support for targeted children. • Targeted pupil progress reviews meetings for identified PP children who are not on track meet their end of year targets. 	<p>Subject leaders reviewed and adapted the progression of skills and knowledge. Catch up funding was used successfully to support PP children. National Tutoring Program Academic Mentor support. See National Tutoring Provision report for specific data.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring 1:1 coaching of teaching staff is highly effective and is aligned to research-based practice</p>	
<p>Spending</p>	<p>£19,617.80</p>	

Measure	Activity	Impact
<p>Priority 4</p> <p>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception class.</p>	<ul style="list-style-type: none"> ● Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident. ● Classroom environments are rich in vocabulary. ● Story time to occur daily to broad the children’s repertoire of vocabulary. ● Ensure the methodology for teaching writing which focuses on the internalisation of vocabulary and language patterns and structures. ● Planning details activities which extend pupils’ expressive and receptive vocabulary which relate to current topics, alongside opportunities to practice using new vocabulary. ● The knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words and quality words. ● 1:1 intervention with a TA who is trained in SALT to improve oracy in school for those children identified. ● SALT support once a week, supporting focus children and also offering CPD to staff. 	<p>AHT attended training delivered at BWT and has rolled this out to teaching staff who has disseminated the information to support teams.</p> <p>Strategies to support language acquisition have been shared and are being monitored by SL and SLT</p> <p>Edukey data identifies significant improvement in this area, though this priority should be maintained these positive steps.</p>
<p>Spending - £1064</p>		

<p>Priority 5</p> <p>Increase higher rates of progress, particularly across KS2 for pupils eligible for PP</p>	<ul style="list-style-type: none"> ● Precision teaching, which is matched to the needs of the learners will ensure that there is a relentless drive on ambition for all pupils in all lessons. ● Small group (1:3) teaching of all PP children which focuses on clearly identified next steps in learning. ● CPD and support will be offered to staff to ensure high levels of challenge are present within lessons. ● Data reflects an increase in % of GDS combined sothat it is at least in line with national. 	<p>The school has utilized the funding on offer from the DfE and has employed a learning mentor and catch up teachers. All children who are identified as PP are receiving additional catch up tuition. This has proved highly successful in both academic achievements raised and well-being of the children involved.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring staff use and understanding research-based practice and use whole-class teaching interventions in linewith the EEF Toolkit recommendations</p>	
<p>Spending</p>	<p>Income – Academic mentor £11,716.46 £18,226.76 - £11,716.46 = £6, 510.30</p>	

Wider strategies for current academic year

Measure	Activity	
<p>Priority 6 Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development</p>	<ul style="list-style-type: none"> ● The school offers a varied selection of clubs, which the children can attend for free. Through the enacted curriculum cultural capital will be increased to widen their cultural reference. ● Children to have the opportunity to participate events (subject to COVID-19 guidance and regulations). ● Strategically planned enrichment opportunities to enhance the curriculum. 	<p>PPL and SPL monitored the uptake of clubs by all children with a focus on PP children. Success achieved in a range of events in place, both sporting and well-being. See pupil voice for evidence.</p>
<p>Spending - £6764.74</p>		

<p>Priority 7</p> <p>Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing</p>	<ul style="list-style-type: none"> • The Pastoral Team will arrange and deliver bespoke interventions to support pupils, which will include a range of 1:1, small group and whole class support. • Work with external agencies to support vulnerable pupils based on their individual needs • Support pupils in class develop positive learning attitudes and effectively access the curriculum 	<p>PCT identified the number of PP children receiving support. Actions were agreed at weekly PCT meetings, shared with relevant staff and impacts measured at the end of each intervention.</p> <p>Great success in this area as captured in pupil voice/ the Edukey system and PPL overall progress data.</p>
<p>Spending - £16667.86</p>		
<p>Priority 8</p> <p>Overall PP attendance improves to be in line with all pupils, narrowing the gap with national attendance data</p>	<ul style="list-style-type: none"> • PP attendance rates will continue to improve and will be above national. • PP Persistent Absence will continue to be below national. • PP late record will continue to improve. • Attendance lead will support families who require support. 	<p>Overall attendance has improved due to the reduced number of absence due to COVID. Attendance officer continues to monitor attendance on a monthly basis, sharing with HT/PPL and PCT families causing concern. Parental contracts are in place for families whose attendance is causing concern. AO and HT meet with EEO termly to discuss particular cases.</p>
<p>Barriers to learning these priorities address</p>	<p>Staff encouraged to engage in wider reading regarding the impact of ACE and poor emotional literacy in pupils' ability to access high quality learning.</p>	
<p>Spending - £2418</p>		

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, 1:1 coaching within lessons and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school subject leads to support and plan small group intervention delivery	Experience paired with less experienced teachers. CPD and subject leader time allocated to provide time for teachers to lead in the provision mapping and resources of interventions.
Wider strategies	Engaging the families who are facing the most challenges	Continue to use, Microsoft Teams, SLT visibility to enhance communication. Support offered within PCT Pre-loved school uniform. Development of class dojo for communication purposes.

Review: last year's (2020-2021) aims and outcomes

<p>The gap between PPG children's achievements and that of other children will decrease therefore allowing overall gap to decrease in both Key Stages.</p>	<p>End of KS 2 Maths – 25% Reading 37.5% Writing – 12.5%</p> <p>End of KS1 Maths- 37.5% Reading -59.2% Writing – 12.5%</p> <p>Our assessments show that we were not able to decrease the gap between PPG children and others as successfully as we had planned. The school believe that the main barrier to this was of primarily the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and have only this year been able to benefit from our recovery funded improvements to teaching and targeted interventions</p> <p>During the time away from school pupil premium children were prioritised for devices and additional live learning sessions in addition to at least weekly welfare checks the engagement of this group was sporadic.</p> <p>On return to school the progress and attainment of this group of pupils was closely monitored. Using PP Booster, small group teaching through the school lead tutor programme, Academic mentor and additional planned interventions a clear targeted approach to identifying and teaching to the gaps has been devised. QFT focused on the level of challenge present in lessons.</p>
<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of PPG children which will result in accelerated progress.</p>	<p>Progress and attainment across this group of pupils was not consistent across the years, the main barriers have been identified above.</p> <p>It is essential that all staff continue to receive high quality classroom support and resources to continue to support children's learning to rapidly identify and bridge the gaps for disadvantaged pupils.</p>

<p>Attendance of PPG children is lower therefore gaps are not being closed and can increase if further lessons are missed. Covid-19 meant an extensive period of time where disadvantaged children and families have been in their home environment therefore movement back into school may be compromised.</p>	<p>The pandemic affected attendance rates across the school. The school leaders alongside the Pastoral Care Team closely monitored all groups of children both those who were able to come into school and the engagement of those accessing home learning. Recovery funding as detailed above, has been used effectively to minimize the gaps identified.</p>
<p>Prior to school closures a large number of PPG children were accessing support for pastoral needs, this is likely to increase following the return to school.</p>	<p>The Pastoral Care Team have supported teachers, pupils and families to support pupils, which will include a range of 1:1, small group and whole class support. This is because of their effective triage system and identification of the need through close work with teachers, pupils, and parents.</p> <p>On return to school, parents have built stronger links with the school and wider community as a result of the ongoing pastoral support during the unprecedented time of the pandemic. The proportion of families open to support as a result of engagement with parents is increasing and needs to continue to increase into the next academic year. This is a result of the high-quality precise intervention and support that has been offered.</p> <p>The Pastoral Team ensured that bespoke 1:1 counselling sessions for pupils identified were able to access the curriculum and thrive. This is evidenced on Edukey and PPL summary of data. The Pastoral and Inclusion Team secured external agency support via Outreach, to support identified pupils in schools.</p> <p>2021- 2022 funding was utilised to ensure that the Pastoral Team's work with children and the local community to further improve and strengthen relationships with parents and children. In addition, the Pastoral Team will work closely with families and rapidly identified potential EHAs needed.</p>