



## Pupil premium strategy statement 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 2021
Review date	July 2022
Statement authorised by	Pauline Turner (Headteacher)
Pupil premium lead	Sarah Aldwinckle
Governor lead	Will Vincent

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59315
Recovery premium funding allocation this academic year	£5945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65260

### 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 relevant staff (including new staff) have received 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 evidence-based whole-class teaching interventions</p> <p>Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.</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 2021 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>£65260</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 2022

## Targeted academic support for current academic year

Measure	Activity
<p style="text-align: center;">Priority 1</p> <p>Refine and further improve the quality of teaching across the curriculum</p>	<ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● CPD provided by subject leaders will ensure knowledge is secure across all domains of the curriculum through audits, staff voice and learning walks.</li><li>● All teachers will be provided with pedagogical resources to support teaching and research-based practice reading</li><li>● Challenge in lessons and evidence of challenge in lessons for higher attainers is evident in data, books, pupil voice and other monitoring activities.</li><li>● 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.</li></ul>

<p style="text-align: center;">Priority 2</p> <p>Ensure all relevant staff (including new staff) have received high-quality training to deliver the phonics scheme effectively</p>	<ul style="list-style-type: none"> <li>• Robust and rigorous termly assessments for all pupils who participate the phonics scheme and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils.</li> <li>• Teachers identified to provide maximum of 1:3 tuition for pupils who need intensive phonic support, based on assessments.</li> <li>• Continue to use Fresh Start as a phonic interventions for PP pupils who require additional phonic teaching to improve their reading.</li> </ul>
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<p style="text-align: center;">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"> <li>• Small group precision teaching to diminish the gaps in learning, this is in addition to QFT in the classroom.</li> <li>• 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.</li> <li>• Leaders will receive and deliver CPD to ensure that the interventions are delivered effectively</li> <li>• Teacher to deliver high-quality bespoke intervention support for targeted children.</li> <li>• Targeted pupil progress reviews meetings for identified PP children who are not on track meet their end of year targets.</li> </ul>
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<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>Projected spending</p>	<p>£18319</p>

Measure	Activity
<p style="text-align: center;">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"> <li>● Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident.</li> <li>● Classroom environments are rich in vocabulary.</li> <li>● Story time to occur daily to broad the children’s repertoire of vocabulary.</li> <li>● Ensure the methodology for teaching writing which focuses on the internalisation of vocabulary and language patterns and structures.</li> <li>● Planning details activities which extend pupils’ expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary.</li> <li>● 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.</li> <li>● 1:1 intervention with a TA who is trained in SALT to improve oracy in school for those children identified.</li> <li>● SALT support once a week, supporting focus children and also offering CPD to staff.</li> </ul>
<p style="text-align: center;">Priority 5</p> <p>Increase higher rates of progress, particularly across KS2 for pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Small group (1:3) teaching of all PP children which focuses on clearly identified next steps in learning.</li> <li>● CPD and support will be offered to staff to ensure high levels of challenge are present within lessons.</li> <li>● Data reflects an increase in % of GDS combined so that it is at least in line with national.</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Ensuring staff use and understanding research-based practice and use whole-class teaching interventions in line with the EEF Toolkit recommendations</p>
<p>Projected spending</p>	<p>£10046</p>

## Wider strategies for current academic year

Measure	Activity
<p style="text-align: center;">Priority 6</p> <p>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"> <li>● 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.</li> <li>● Children to have the opportunity to participate events (subject to COVID-19 guidance and regulations).</li> <li>● Strategically planned enrichment opportunities to enhance the curriculum.</li> </ul>
<p style="text-align: center;">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"> <li>● 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.</li> <li>● Work with external agencies to support vulnerable pupils based on their individual needs</li> <li>● Support pupils in class develop positive learning attitudes and effectively access the curriculum</li> </ul>
<p style="text-align: center;">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"> <li>● PP attendance rates will continue to improve and will be above national.</li> <li>● PP Persistent Absence will continue to be below national.</li> <li>● PP late record will continue to improve.</li> <li>● Attendance lead will support families who require support.</li> </ul>
<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>Projected spending</p>	<p>£36895</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 allow 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 IDL, Microsoft Teams, SLT visibility to enhance communication

## 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 they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.</p>
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	<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 will need to be closely monitored. Using 10-day booster challenges, small group teaching through the school lead tutor programme and additional planned interventions a clear targeted approach to identifying and teaching to the gaps has been devised. QFT will need to focus 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 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 has 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.</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>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</p>

	<p>counselling sessions that pupils who were identified were able to access the curriculum and thrive.</p> <p>Families continue to be supported and receive effective support from open EHAs or other vehicles to ensure support is given/sourced.</p> <p>The Pastoral and Inclusion Team have also secured external agency support via Outreach, to support identified pupils in schools.</p> <p>2021- 2022 funding will be utilised to ensure that the Pastoral Team’s work with children and the local community can continue to further improve and strengthen relationships with parents and children. In addition, the Pastoral Team will work closely with families and rapidly identify potential EHAs needed.</p>
<p>Experiences for PPG children can be limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.</p>	<p>Due to the unprecedented times, due to COVID-19 and school closures, many of the extra-curricular activities and trips were cancelled until restrictions were lifted and these activities could resume. Pupil’s did have the opportunity to access breakfast, afterschool and holiday clubs. A virtual sports event was held (TPS won Gold), Whole school assemblies and events were held virtually, at each of which the staff scrutinised the number of PP children who attended encouraging pupils to attend. Pupil voice activities were carried out on return to school.</p>