



Pupil premium strategy statement

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	Thrapston Primary School
Number of pupils in school	494
Percentage of PP	74 Children (15% of school)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	Spring 2024
Statement authorised by	Pauline Turner (Headteacher)
Pupil premium lead	Anderson North
Governor / Trustee lead	Fiona McGill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
Recovery premium funding allocation this academic year	£8,410
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	£84,585

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

At Thrapston Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise disadvantaged children can face a wide range of barriers which may impact on their learning. Our intention at Thrapston Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the challenges faced by our pupils. The key focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

With that at the forefront of our thinking early on in September after baseline assessments have been completed and teachers have got to know and understand the children in their classes, staff teams and senior leaders meet to analyse the data and discuss the 'barriers to learning' for each year group with a clear focus on identifying the needs of the disadvantaged children. From these meetings key areas of learning, experience and focus required to ensure pupil wellbeing, engagement and academic achievement are prioritised for our strategy taking full advantage of funding and opportunities already readily available. The challenges identified at Thrapston are varied.

Alongside our identified challenges and individual needs, our approach is rooted around high-quality teaching and diagnostic assessment with a focus on areas in which disadvantaged pupils require the most support. We are also responsive to the research conducted by the EEF which states that the common barriers to learning for disadvantaged pupils can be: weak language and communication skills, lack of self-confidence and self-regulation, less support in education at home, more frequent behaviour difficulties and attendance and punctuality issues. This approach is proven to have the greatest impact on closing the disadvantaged 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 are responsive to identified challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives are to:

- Ensure that high quality first teaching has been embedded to address the needs of all the pupils and ensure all staff continue to maintain high expectations for all.
- Continue to provide staff with high quality CPD that leads to the development of good practise that impacts all children's progress.
- Continue to ensure that disadvantaged pupils are challenged in the work they are given.
- Through the continued implementation on RWI staff ensure pupils are supported to develop an ability to be able to read fluently, with good understanding to enable them to access the breadth of the curriculum.
- Proceed to create further learning opportunities that provide cultural capital and curriculum equity for all the pupils, through the planning of trips, visits and experiences.
- Maintain the access to appropriate provision for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Make certain that pupil premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals and is regularly reviewed and updated based on needs.
- Ensure pupils can look after their social and emotional wellbeing and to develop resilience, through a therapeutic approach and embedded school support system.
- Overcome identified barriers to learning by:
 - Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work,
 - 1:1 tuition → Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
 - Provide opportunities for all pupils to participate in enrichment activities e.g. sport and music.
 - Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

<p>How does this pupil premium strategy plan work towards achieving those objectives?</p> <p>In order to achieve our objectives and overcome identified barriers to learning we will:</p> <ul style="list-style-type: none"> • Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching, and good practise is shared and embedded throughout school. • Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition. • Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences • Provide opportunities for all pupils to participate in enrichment activities including sport and music • Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
<p>Key principles of our strategic plan.</p> <p>We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the data collection, specific intervention and support for individual pupil premium pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.</p>

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Rates of progress, particularly across KS2 for pupils eligible for PP
4	Speech, language and communication
5	Attendance and punctuality
6	Access to wider opportunities

7	Parental engagement
8	Pupils arrive at school unprepared for learning

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
Social, emotional and mental health	Access to hub facilities 80% of pupils receiving support can see the benefit. Obtained through pupil voice.
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2. Specific focus for reading across the school. Focus on Maths in KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC. RWI is implemented and positively effecting reading.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £17,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide High quality staff CPD around quality First teaching and subject leadership.</p> <p>All staff released for collaborative working and knowledge sharing within BWT Development groups to enhance staff knowledge and cascades good practice into school.</p>	<p>High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching. Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching. SWebb has records of all CPD staff has accessed at the BWT. Staff feedback their experiences from courses and introduce new approaches that maintain a high quality first teaching.</p> <p>New strategies are feedback to staff and all staff are given opportunities to feedback their opinions, queries and ensure staff are supported with said strategies if they need further support.</p> <p>With TPS joining BWT, the school needs to transition into new strategies and approaches in a consistent manner that continues to focus our most vulnerable children.</p>	<p>2 and 6</p>
<p>To enable staff to provide C&L support to children with poor speech and language development.</p> <p>Ensure most vulnerable children are supported in their access of the curriculum.</p>	<p>Most EYFS children are entering school with significantly underdeveloped communication and language skills. The effect of this is that children are not expressing themselves with the breadth of vocabulary that will give them the opportunities to reflect their own experiences.</p> <p>TPS runs consistent provisions for children under SALT and EAL, children have access to therapies that are targeted to their needs, which are measured against targets on Edukey.</p>	<p>4</p>

<p>Access RWI whole school training and re-source package to secure stronger phonics teaching for all pupils in school and release time for staff to complete training. (JAN)</p> <p>Continue to purchase the key Phonics RWI resources to improve access to RWI for all pupils. Further make sure resources are being embedded into the RWI approach.</p>	<p>Phonics strategies are implemented to continually invest in the children's ability to access the world around them. Disadvantaged students will benefit most from a cohesive whole school approach to phonics that address existing gaps with the goal to bridge these gaps and give all children the ability to develop their reading skills.</p>	2
<p>Begin to implement maths calculation policy alongside White Rose maths.</p> <p>Work with Maths lead to implement strategies from NCETM to consolidate a maths mastery approach.</p>	<p>A consistent approach to mathematics implemented in each year group builds a strong and consistent foundation from year to year. Use of a strategic calculation policy allows familiar language to be used from year to year and help embed the language of maths into the children. The continuing application and development to achieve a mastery approach makes sure children of all background are given equal opportunities and access using concrete, pictorial and written methods</p> <p>Continued use of interventions for lower 10% and frequent analysis of PP booster on Edukey assessing points of progress for children below maths attainment for their year group.</p> <p>Allocated funding to employ an additional staff member to work mornings to provide maths interventions for PP children who have gaps to be closed.</p>	2
<p>Continue to monitor extracurricular activities of PP children and allocate funding to ensure access for desired opportunities.</p>	<p>Giving children access to a range of opportunities to take part and create relationships within sports, interest and hobbies. Building relationships and a sense of achievement can develop confidence and help build a child's cultural capital. 90% of pp children currently access a club every two terms and those who are not are happy with the opportunities the school provides.</p>	6

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

Budgeted cost: £9549

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Booster sessions	See edukey/ progress table.	2, 3 and 4
<i>National Tutoring Program</i>	Pupils make accelerated progress. Gaps are identified and filled	2 and 3
<i>Nessy</i>	All children identified by the end of term 2, intervention in place from Term 3.	2 and 3
<i>Small group intervention Maths</i>	Pupils make accelerated progress. Gaps are identified and filled	2 and 3
<i>Small group intervention Writing</i>	Pupils make accelerated progress. Gaps are identified and filled	2 and 3
<i>Termly attendance meeting</i>	Meetings held, support received from governor. Attendance reward strategies in place.	5
<i>Continued embedding of class dojo system.</i>	Develop home/school relationship. Feedback from parents	7 and 8
<i>Parent voice questionnaire</i>	Allows parents to share their views regarding school communication.	7 and 8

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

Budgeted cost: £49,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to HUB support To continue to provide support for	<ul style="list-style-type: none"> • Open access to the HUB during lunch break. • 1-1 time with Pastoral Support Assistant • Play therapy • Emotional Wellbeing • Voice of the Child • Counselling -Brighter futures • Social skills, communication and confidence sessions 	All areas

<p>disadvantaged families</p>	<ul style="list-style-type: none"> • Time to talk sessions • External counselling services • Therapeutic play and counselling • Brighter futures counselling 	
<p>PCT team to improve attendance of key PP pupils/families to meet expectations of 95%</p> <p>To develop relationships with families to identify and support potential barriers for PP pupils with attendance <95%</p> <p>Securing principles of good practice as set out in the DfE's Improving School Attendance advice.</p>	<p>Last academic year the attendance of PP pupils was below that of other pupils. Monitoring by an attendance lead along with clear communication the PP lead can allow for the targeting of new strategies for how to improve attendance. Accurate recording of attendance is necessary to open dialogues with parents and carers to put the needs of disadvantaged children first and allow school to give further support to those most at risk of creating gaps through poor attendance.</p> <p><i>'Improving Attendance in School'</i> (DfE, 2012) makes it clear that Headteachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.</p>	<p>7 and 8</p>

<p>Pupil Voice to establish interests and the voice of the child being heard to implement change. This includes a whole-school commitment to listening to the views, wishes and experiences of all children and young people.</p>	<p>A whole-school approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. A well-rounded approach to maintain or improve the mental health of students who are seen as disadvantaged is important to continue their development. Children who are given time to express themselves as individuals will be more confident in their abilities.</p> <p>https://mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/#:~:text=Pupil%20voice%20in%20schools%20means,all%20children%20and%20young%20people.</p>	<p>6</p>
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Total budgeted cost: £76,175

Part B: 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 2022 to 2023 academic year.

Priority 1- Refine and further improve the quality of teaching across the curriculum

- 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.
- RWI phonics scheme is now securely imbedded across the school. 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.
- From September, RWI Fresh Start reading is in place, phonics session in KS1 have increased from 20minutes to 45 minutes to include the reading scheme.

Priority 2 - Ensure all relevant staff (including new staff) have received high-quality training to deliver the phonics scheme effectively

- Assessments were carried out termly and shared with the SLT. DHT has oversight of phonics assessments and pupil groupings.
- Catch up funding was used to support PP children on 1:3 basis.
- Fresh start training has been shared with KS2 staff and secured.
- Training morning of 03.01.23 used to update and provide high-quality training to deliver the phonics scheme securely from Nursery through to Year 6.
- Training session given on Fresh Start RWI 05.1.24

Priority 3 - Transition from a recovery to a full curriculum through identifying, targeting, and bridging gaps in learning rapidly and effectively.

- Subject leaders reviewed and adapted the progression of skills and knowledge.
- Catch up funding was used successfully to support PP children. This included: National Tutoring Program, Academic Mentor support. See ' Analysis data document for recovery funding impact' for specific data.

Priority 4 - Improve speaking, listening, and understanding skills for pupils eligible for PP in Y2/Y1 and Reception class.

- Children identified and placed on a weekly program with our Speech and language Therapist sessions SALT
- Identified through cohort analysis and small group speech and language sessions take place three times per week with a book focus. (Taken from Talk through stories scheme.
- AHT attended training delivered at BWT and has rolled this out to teaching staff who has disseminated the information to support teams.

<ul style="list-style-type: none"> Strategies to support language acquisition have been shared and are being monitored by Subject Lead and SLT Edukey data identifies significant improvement in this area, though this priority is being maintained these positive steps.
<p>Priority 5 - Increase higher rates of progress, across the school eligible for PP. We have utilised the funding on offer from the DfE and has employed a learning mentor and catch up teachers. All children who identified as PP are received additional catch-up tuition. This has proved highly successful in both academic achievements raised, and well-being of the children involved.</p> <p>Exc = % already Exceeding NC =No change Reception Up 14% in Maths, Writing and Reading Year 1 Up 66% in Maths, 44% Writing and 44% Reading Year 2 Down 12% in Maths, NC Writing and NC Reading Year 3 Up 11% Maths, NC Writing (11% exc) NC Maths(11% Exc) Year 4 Down 10% Maths, NC Writing, up 10% Reading (10%exc) Year 5 NC Maths (9% Exc), NC Writing (9% Exc) Down 9% Reading Year 6 Up 13% Maths (13% Exc) Up 13% Writing (13%Exc) Up 6% (13%Exc)</p>
<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> <p>PPL and SPL monitor 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/SPL documentation for evidence.</p>
<p>Priority 7 - Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing.</p> <p>PCT identified the number of PP children receiving support.</p> <p>Actions 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>Priority 8 - Overall PP attendance improves to be in line with all pupils, narrowing the gap with national attendance data.</p> <p>Overall attendance has improved due to the appointment of Attendance Officer (AO). Attendance officer continues to monitor attendance on a monthly basis, sharing with the whole school as well as 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>

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
Times Tables Programme Year3 -6	Rock Star Times Tables

RWI Portal	Read Write Inc.
Charanga Music scheme	Charanga
Rising stars Science, computing, Safety scheme	Rising Stars

Service pupil premium funding (optional)

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?	<p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> <p>We have Pastoral Care Team dedicated to the emotional wellbeing of disadvantaged children which include working with all of our service children.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers monitor and observe wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support has been provided.</p>

Further information (optional)

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