



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	499 (08.09.23)
Proportion (%) of pupil premium eligible pupils	57 (11.5%) (08.09.23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	31.Dec 2023
Statement authorised by	Pauline Turner (Headteacher)
Pupil premium lead	Sarah Aldwinckle

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 meets the needs of all of the pupils and ensure all staff have the highest expectations of what all pupils can achieve.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Ensure that disadvantaged pupils are challenged in the work they are given.
- Develop confidence in abilities to communicate effectively in a wide range of contexts.
- 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.
- Ensure that the learning opportunities provide cultural capital and curriculum equity for all of the pupils.
- To ensure the appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We 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.
- Pupil premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Overcome identified barriers to learning we will:
 - 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>How this pupil premium strategy plan works 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 teachers with high quality CPD to ensure that pupils access effective quality first teaching. • 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	6 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.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96% As at 23.02.23 92%

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 in to school.</p> <p>The Brooke Weston learning hub provides target CPD in different areas based in identified training needs of teachers and support staff. All staff are released for training at the BWT Training hub.</p> <p>All subject leaders are released at least once a term for CPD and Monitoring of their subjects.</p>	<p>High Quality staff CPD is essential to the principles which outline the importance of quality first teaching. Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching.</p> <p>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>2 and 6</p>
<p>To enable staff to provide C&L support to children with poor speech and language development and create communication friendly environments.</p>	<p>EYFS children are entering school with significantly underdeveloped communication and language skills alongside unidentified SLCN which are identified on the baseline assessments.</p> <p>This means some children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to both Nursery</p>	<p>4</p>

	<p>and Reception without this skill being developed KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to secure with high impacts on reading:</p> <p>Nuffield Early Literacy Intervention</p>	
<p>RWI whole school training and resource package to secure stronger phonics teaching for all pupils in school and release time for staff to complete training.</p> <p>Purchase of key Phonics RWI resources to improve access to RWI for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE guidance.</p> <p>Staff training to enhance the use of resources and offering a mastery approach.</p>	<p>Staff meeting sessions working with resources to encourage staff to implement strategies to think out of the box to develop wider thinking and to develop mastery thinking. These are now secure and consistent through the cohorts as shown in the learning walk/pupil feedback help by the Maths Lead.</p>	2
PP Reading Interventions	<p>Allocated funding to employ an additional staff member to work mornings to provide reading interventions for term 3 and 4 for PP children who have gaps to be closed.</p>	2 and 3
Maths Interventions	<p>Allocated funding to employ an additional staff member to work mornings to provide maths interventions for term 5 and 6 for PP children who have gaps to be closed.</p>	2 and 3
SLT EVC Training	<ul style="list-style-type: none"> Educational Visit coordinator to develop school involvement 	1,3,4,5,6, 8
SLT Understanding young minds	<ul style="list-style-type: none"> Understanding young minds 	1,2,3,4,5,6,7,8,
SEND TA	<p>Level 2 Delivering Catch up literacy</p>	1,2 3

	Level 2 Delivering Catch up numeracy Early Language Intervention Phonological awareness	1,2,3 2,4 2,4
Monitor engagement in sports and music activities run.	Track clubs attended to ensure PP children are able to access and achieve in these groups.	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	Pupils make accelerated progress. Gaps are identified and filled	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>Introduction 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	<ul style="list-style-type: none"> Open access to the HUB during lunch break. 1-1 time with Pastoral Support Assistant 	All areas

<p>To continue to provide support for disadvantaged families</p>	<ul style="list-style-type: none"> • Play therapy • Emotional Wellbeing • Voice of the Child • Counselling -Brighter futures • Social skills, communication and confidence sessions • Time to talk sessions • External counselling services • Therapeutic play and counselling • Brighter futures counselling <p>Through the Hub, social skills are promoted as well as friendships and confidence. Children also attend who struggle with lateness, the routine of coming to the provision assists them with attendance and punctuality. The provision also supports those with basic needs for school uniform. The provision provides an opportunity for support not only with the traditional uniform but warm tights, socks and underwear.</p>	
<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.</p> <p>A % of PP pupils have punctuality and attendance issues.</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 interest and possible access to clubs to develop wider opportunities</p>	<p>Find out child interest and financially support enrolment into clubs for example swimming/dancing etc.</p>	<p>6</p>

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 2021 to 2022 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 05.09.23

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.

- 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.

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.

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)

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.

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.

Priority 7 - Pastoral and inclusion support needed to support pupils with an identified need relating to wellbeing.

PCT identified the number of PP children receiving support.

Actions agreed at weekly PCT meetings, shared with relevant staff and impacts measured at the end of each intervention.

Great success in this area as captured in pupil voice/ the Edukey system and PPL overall progress data.

Priority 8 - Overall PP attendance improves to be in line with allpupils, narrowing the gap with national attendance data.

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.

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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