

Pupil Premium Strategy Statement 2024

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 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	Thorpedene Primary School & Nursery
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	47% (204 children @ 02/10/24)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Steph Frost (Headteacher)
Pupil premium lead	Ian Hamilton
Governor / Trustee lead	Stephen Tollworthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£359,270
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan - Statement of intent

At Thorpedene Primary School and Nursery we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

Our intent is to support the pupils' holistic development by identifying areas of need within their academic progress and also in their personal development.

Our Pupil Premium strategy is carefully planned in line with our intent and high aspirations to ensure that all actions and strategies are clearly linked cohesively to the needs of the groups of pupils within our school.

Our approach to allocating the funding will be as a direct result from data scrutiny, teacher judgements, pupil voice and individual needs identified by our robust pastoral team. The approaches we will implement are all designed to ensure that pupils achieve both academically and practically. We will ensure that pupils are challenged; create timely interventions which are continuously assessed for effectiveness; ensure that all of our stakeholders take responsibility for the continued development of our disadvantaged pupils providing them with aspirations for their future.

Our key principles are:

- To ensure that all pupils receive Quality First Teaching through high quality training and support for staff - to identify and fill the gaps in prior learning. Gaps are identified and targeted through and bespoke interventions
- To raise the percentage of disadvantaged children achieving age-related expectations in all year groups across the curriculum.
- To raise the attendance of PP pupils
- Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
- Parents work collaboratively with the school

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance over the last three years indicates that attendance among disadvantaged pupil has been between 1.54% - 6.24% lower that for non- disadvantaged pupils.</p> <p>2018 - 19 - PP - 93.64% and NPP - 95.24%</p> <p>2019 - 20 - PP - 78.82% and NPP - 80.36%</p> <p>2020 - 21 - PP - 86.82% and NPP - 93.06%</p> <p>2021 – 22 - PP - 88.9% and NPP –93.80%</p> <p>2022 – 2023 – PP - 90.3% and NPP – 95.2%(National for FSM was 88.6%)</p> <p>2023-2024 - PP - 91% and NPP - 94.7%</p> <p>2019-20 the school was locked down from March 2020 to June 2020</p> <p>2020 - 21 the school was locked down from January 2021 to March 2021</p> <p>The government changed the guidelines last academic year that if a place was given to a child who was vulnerable and the child did not attend they would be coded 'C'. The 'C' code affects the attendance of the pupil.</p> <p>Therefore, compare that to the year before where all children's absences in lockdown were coded X which would not make a difference to the attendance.</p> <p>The difference between PP and NPP in 2018-19 was 1.60%</p>

	<p>The difference in 2019-20 was 1.54% so there was no real difference compared with the previous year However, the difference in 2020-21 was 6.24% and this was mainly due to the change in coding by the government 2022 -2023 PP attendance figures was 1.1% higher than 2021-2022 and this is the first time in four years that the PP attendance exceeded 90%. NPP was 95.2% and PP was 90.3%, giving a difference of 4.9% which is a decrease from last year. 2023-2024 saw an increase of 0.7% for PP children – this is something the school is looking to build on.</p>
2	<p>Assessments, observations, and discussions with pupils and families have highlighted social and emotional challenges for many pupils, particularly in areas such as social skills, self-regulation, confidence, and self-esteem. These issues disproportionately affect disadvantaged pupils, impacting their engagement with learning and overall attainment. Teacher referrals for pastoral support have significantly increased.</p> <p>A number of children currently require additional support for their social and emotional needs. This is being addressed through counselling, small group sessions, and 1:1 support provided by the pastoral team.</p> <p>Pupils are experiencing low confidence, self-esteem, and difficulties in emotional regulation.</p>
3	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils tend to face greater challenges with phonics compared to their peers, which impacts their reading development. The phonics screening results from June 2022 showed that 51% of pupils passed, increasing to 71% in 2023. However, last year, only 38% achieved the pass. We will continue to embed the new LW programme to further improve this figure and bring it more in line with national benchmarks.</p> <p>Across the school, attainment in Key Stage 2 fell below national averages in all areas. In reading, 54% of pupils met the expected standard, while 65% achieved the standard in writing and 62% in maths. These figures highlight significant challenges, particularly for disadvantaged pupils, and underscore the need for targeted interventions to improve outcomes across all core subjects.</p>
4	<p>Our observations and discussions with pupils have highlighted the need for enriching experiences to help close gaps in cultural capital, especially for disadvantaged pupils. These pupils often have fewer opportunities to engage in activities that enhance cultural awareness, broaden perspectives, and extend learning beyond the classroom. To address this, we are committed to utilising available funds to help provide a variety of enrichment opportunities, including educational visits, workshops, and extracurricular clubs. These activities are designed to foster creativity, curiosity, and critical thinking, ensuring all pupils benefit from a well-rounded education and supporting their overall development.</p> <p>We also recognise the importance of parental engagement in this process. By fostering strong partnerships with families, we aim to involve parents and carers in their children's learning journey, offering opportunities for them to participate in enrichment activities, workshops, and school events. This collaborative approach will help create a supportive environment that enhances pupils' experiences both at school and at home.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being less than in 2023/2024

	<ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
To achieve and sustain improved engagement in learning and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>High levels of pupil wellbeing and engagement in learning 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 behaviour incidents
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 Reading, Writing and Maths outcomes show that an increased number of disadvantaged pupils meet the expected standard.
Improved phonics skills and knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved Phonics knowledge among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
A wider range of educational experiences/enrichment.	<p>A significant increase in the number of and frequency of community events for parents/carers to attend</p> <p>Feedback from parents/carers and local community will be positive</p> <p>Parents/carers will feel more confident in supporting their children at home through parent voice and feedback</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: £ 16,797

Activity	Evidence that supports this approach	Challenge addressed
<p>Reading – Accelerated Reader</p> <ul style="list-style-type: none"> Accelerated reader subscription to ensure a 	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</p>	3

<p>consistent approach to Reading, engage children in Reading and enable progress tracking Rewards termly</p> <ul style="list-style-type: none"> • Termly assessments analysed and shared • CPD for staff to engage in Reading • Money for incentives/prizes <p>2024 – 2025</p>	<p>Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books. Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.</p> <p>Source: https://educationendowmentfoundation.org.uk/</p> <p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p> <p>The EEF recognises that reading comprehension strategies can improve learning by an additional 5 months across the school year.</p>	
<p>Maths Big Maths further embedded across the school. Maths groups enable disadvantaged pupils who have significant gaps to reach age related expectations in the first term of the academic year.</p> <ul style="list-style-type: none"> • Implementation of Big Maths to ensure consistency • CPD for staff on teaching and learning in Maths • Ensure resources are relevant and effective in supporting the teaching of Maths 	<p>Small-group interventions can be an effective way to differentiate supports for learners who are in need of extra instructional time in a specific area.</p> <p>Source: https://www.panoramaed.com/</p> <p>Curriculum progression: the planned and purposeful journey to expertise</p> <p>Research and analysis Research review series: mathematics Published 25 May 2021</p> <p>The evidence presented here supports careful consideration of sequencing and content that makes a mathematics curriculum a guarantee of long-term learning. Useful facts and efficient and accurate methods are ideally paired within a topic sequence. Strategies for solving problem types are then best taught and learned once pupils can recall and deploy facts and methods with speed and accuracy. When planning curriculum content, teachers also need to prioritise 'forward-facing' knowledge. This goes beyond important facts of number. It includes the mathematical methods that pupils will take with them on their journey. The ideal aim is for pupils to attain proficiency, not just collective moments of understanding, familiarity or experience. This will help pupils to develop motivation in the subject.</p>	3
<p>Engagement in English – Reading/Phonics focus</p> <p>Improve the quality of pupil engagement in English - SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – coaching and mentoring</p> <p>QFT</p> <ul style="list-style-type: none"> • CPD for staff – all staff to access National College and undertake a range of courses • Coaching and Mentoring sessions 	<p>Quality First Teaching; we want a school where interventions are not necessary for PP children because teaching is of a high enough quality to ensure they make good progress.</p> <p>John Dunford (National Pupil Premium Champion) states that:</p> <p>There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend PP funding on the quality of teaching.</p> <p>https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/</p> <p>Little Wandle Letters and Sounds Revised is based on the same research that underpins the original Letters and Sounds, as well as that found in the Reading framework plus research about the neuroscience of reading by experts such as Daniel Willingham (The Reading Mind, Jossey Bass 2017) and Stanislas Dehaene (Reading in the Brain, Penguin Books 2010 and How We Learn, Penguin Books 2021). There is more research and guidance about Early reading and SSPs in the Reading framework:</p>	3

<ul style="list-style-type: none"> • Good practice sessions to allow staff opportunities to gain strategies from peers • Dedicated Reading Leader to oversee the English Hub project over 2 years providing support for staff, pupils and parents • Little Wandle phonics – to ensure a consistent approach and fidelity to an SSP • To ensure that all children are able to access reading books at school and at home 	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	
<p>CPD</p> <p>To ensure that staff have opportunities to access research-based CPD in order to deliver Quality-first Teaching and interventions.</p>	<p>The Education Endowment Foundation (EEF) highlights that high-quality teaching is the most important factor in improving pupil outcomes, particularly for disadvantaged pupils. CPD focused on research-based practices helps teachers refine their instructional strategies, leading to more effective teaching in the classroom. The EEF emphasizes the importance of evidence-based professional development to improve pupil attainment, particularly when CPD is sustained over time and is based on active learning approaches.</p> <p>The Department for Education (DfE) also underscores the value of CPD for improving teaching quality. The "Standard for Teachers' Professional Development" document stresses that effective CPD should be underpinned by the best available evidence on teaching and learning. The document emphasizes that CPD should support teachers in meeting pupils' needs by using the latest research to improve their practice.</p> <p>Chartered College of Teaching reports that engagement with research-based CPD empowers teachers to use evidence in their everyday practice, making more informed decisions about pedagogy and interventions. The College highlights that this approach not only enhances teacher effectiveness but also improves pupil outcomes by ensuring that interventions are grounded in proven methods.</p>	<p>3</p>
<p>Curriculum Development</p> <p>Continued development of the school curriculum: embedding questioning, retrieval practice and prior learning assessments.</p> <p>Continued training of staff on the use of diagnostic assessment to close gaps.</p> <p>Continued development of Thorpedene Feedback policy and curriculum in practice.</p> <p>Funding of subject leader release time. Funding for staff training (external) in feedback and pedagogy.</p> <p>Subject Release Time</p>	<p>Retrieval practice and prior learning assessments are proven to improve long-term retention and address gaps in learning (EEF, 2021).</p> <p>Diagnostic assessment and formative assessment practices allow teachers to pinpoint gaps early and tailor teaching accordingly, improving outcomes (EEF, 2021).</p> <p>High-quality feedback—timely, specific, and actionable—is critical for pupil improvement, particularly when teachers provide formative, not just summative, feedback (EEF, 2021).</p> <p>Providing release time for subject leaders and investing in external CPD ensures that teaching practices are consistently improved, with subject leadership showing a clear impact on pupil outcomes (EEF, 2021).</p>	<p>3</p>

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

Budgeted cost: £121,742

Activity	Evidence that supports this approach	Challenge addressed
<p><u>Speech and Language</u></p> <ul style="list-style-type: none"> • 1:1 and small group sessions led by S+L support therapist • Use of resources to support language development • Baseline assessments to identify targets for individuals <p>2024 – 2025 update</p>	<p>Young children develop the majority of their speech and language skills in the first three years of life. During this time, this learning influences how the brain develops. Early intervention is critically important because infants, toddlers and preschools have developing brains that are designed to learn communication skills. If there is problem with that development, therapy should be started as soon as possible to take advantage of this period of normal brain development.</p> <p>Source: www.slhunterspeechworks.com</p>	<p>3</p>

<p>Bespoke SEND support</p> <ul style="list-style-type: none"> • Training for staff when supporting additional needs • Small group interventions dependent on SEND and SEMH needs • Resources to support individuals <p>2024-2025</p>	<p>The EEF summary of recommendations for the effective use of TAs identifies that TAs can support children by focusing on intensive, structured interventions. The quality of this and the talk to pupils can support the development of independent learning skills.</p>	<p>2</p>
<p><u>Tutoring</u></p> <p>Funding for extra tuition.</p> <p>2024 – 2025</p>	<p>In small group tutoring, the teacher can properly gauge your child’s learning needs, tailor a lesson plan for them, and allow your child to ask questions in a non-judgmental setting. Small groups suit all types of learners Because of the small group setting, it’s easier for the tutor to pinpoint your child’s strengths and weaknesses.</p> <p>Targeted Support for Core Subjects: Research shows that extra tuition provided by primary schools, often in the form of small-group interventions or after-school programmes, can have a significant impact on students' progress in core subjects like literacy and numeracy. These programmes tend to focus on closing learning gaps or boosting pupils who are underperforming.</p> <p>Source: Education Endowment Foundation (EEF) (2020). Teaching and Learning Toolkit. The EEF highlights that small-group tuition can add up to four months' progress over a year, especially when targeted at pupils who are struggling in a particular area. Short, focused interventions, such as extra lessons in reading or maths, have been shown to be particularly effective at the primary level.</p> <p>One-to-One Tuition: Research has consistently shown that one-to-one tuition is one of the most effective strategies for improving academic outcomes, particularly in primary schools where individual attention can address specific learning needs. Source: Torgerson, C. J., Brooks, G., & Hall, J. (2006). A systematic review of the impact of one-to-one tuition on pupil progress in the UK. British Journal of Educational Studies, 54(2), 115-144.</p>	<p>3</p>

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

Budgeted cost: £220,731

Activity	Evidence that supports this approach	Challenge addressed
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<p><u>Pastoral Support</u></p> <ul style="list-style-type: none"> • Pastoral and Welfare Lead available daily to support parents/families • Provision of uniform • Provision of support for school trips, transportation, basic needs 	<p>Pastoral care is omnipresent and touches every part of school life and so has to be felt at all levels of curriculum, teaching, learning and assessment, school organisation, ethos and environment, partnerships and services.</p> <p>Pastoral care that is a living and breathing entity builds community within the school, creates supportive systems and positive relations between all members of the community and promotes a strong ethos of mutual care and concern.</p> <p>Pastoral care can only make a difference when professionals and parents work together so it has a strong inter-agency requirement with timely communications between key workers, relevant organisations and families. Source: https://freedomtoteach.collins.co.uk/effective-pastoral-care/</p> <p>The reports clearly highlight the impact that the National School Breakfast Programme has already achieved to support the educational outcomes of children in the most disadvantaged areas of England. The feedback from schools shows the value they see first-hand in having a supported breakfast provision. As a result of this positive impact many schools are making significant changes to the start of the school day in order to prioritise a healthy breakfast for all pupils.</p> <p>National School Breakfast Programme - Family Action www.family-action.org.uk</p>	<p>1,2</p>
<p><u>Counselling</u></p> <p>Pupil who are experiencing SEMH difficulties have access to counselling delivered by a professional.</p>	<p>School-based humanistic counselling is effective, a recent study, led by the University of Roehampton has found.</p> <p>It found school-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>The Lancet Child & Adolescent Health.</p>	<p>2</p>
<p><u>Behaviour for Learning</u></p> <p>Pastoral team to identify pupils at risk of underachievement and will:</p> <ul style="list-style-type: none"> • Will support teachers in meeting the needs of pupils in the classroom. • Mentor/coach pupils, equipping them with skills/strategies enabling them to access learning and experience success. • Provide bespoke sessions for pupils with SEMH. • Create a safe environment for pupil for whom learning is compromised due to their behaviour. • The ARC provision to be developed to support teaching and learning and access to the curriculum in-line with peers 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We recognise that some pupils need additional nurture and emotional well-being support to enable them to access their learning. We offer a variety of services which will support the individuals identified</p>	<p>2,3</p>
<p><u>Attendance</u></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted 2019 identified the positive work and high expectations already in place to improve attendance</p>	<p>1</p>

<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. • Reward system in place • Incentives for improving attendance • Early intervention from record keeping and monitoring to support attendance 	<p>‘to continue to work with the minority of parents whose children miss school regularly so that parents understand the link between exemplary attendance and academic achievement’ Ofsted 2019</p> <p>Schools with active attendance officers have seen an increase of up to 20% in pupils achieving expected academic outcomes, particularly in literacy and numeracy.</p> <p>Education Endowment Foundation (EEF) (2021). Impact of attendance on attainment. The EEF discusses the clear link between regular attendance and improved academic performance, showing that students with higher attendance rates tend to achieve better results in core subjects.</p>	
<p><u>Community and Parental engagement</u></p> <p>Funds to improve links with parents and set up events to strengthen ties in the community and celebrate children’s success.</p>	<p>Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.</p>	<p>4</p>
<p><u>Extra-curricular before and after school clubs</u></p>	<p>EEF Research Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p><i>In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</i></p> <p>Disadvantage gap <i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</i></p> <p><i>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.</i></p> <p><i>Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</i></p>	<p>4</p>
<p><u>Enrichment</u></p> <p>To ensure a range of enrichment opportunities to support the creative curriculum</p> <ul style="list-style-type: none"> • Increased media opportunities and projects across the school to develop engagement in learning and share good practice 	<p>EEF research evidence suggests that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>The Centre for Media Literacy states that using media to support the curriculum ‘engages students. . . bringing the world of media into the classroom connects learning with "real life" and validates their media culture as a rich environment for learning.’</p> <p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p>	<p>4</p>

<ul style="list-style-type: none"> • Author visits • Theatre shows • Reading for Pleasure Initiative – Jacqui Johnson 	<p>Education.gov.uk research has shown that curriculum extension has positive relationships with a range of outcomes, such as self-esteem, confidence, motivation and academic performance. Curriculum enrichment activities are associated with positive personal and social outcomes and there is some evidence of a positive association with academic achievement.</p>	
<p>Disadvantaged pupil fund including extracurricular activities</p>	<p>This includes subsidised places for residential visits and other extracurricular activities. Based on previous expenditure, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	4
<p>Development to the playground area in terms of:</p> <ul style="list-style-type: none"> - Resourcing - Training for staff 	<p>Evidence from the UK shows that well-designed playgrounds can significantly impact children's wellbeing in positive ways. Research highlights that outdoor play not only supports physical health but also fosters mental and emotional development. For example, the Association of Play Industries found that active play in playgrounds helps tackle obesity and physical inactivity, which are linked to improved health and reduced stress.</p>	4

Total budgeted cost: £359,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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
Little Wandle Letters and Sounds Revised	Collins