

Thorpe Lea Primary School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Thorpe Lea Primary School and Nursery
Pupils in school	231
Number of disadvantaged pupils (excl EYPP)	64
Number of disadvantaged pupils (incl EYPP)*	76
Post LAC	£12,050
Pupil premium allocation this academic year	£90,025
Total disadvantaged funding	£109, 284
Academic year or years covered by statement	2022-25
Publish date	01 April 2022
Review date	01 April 2023
Statement authorised by	Pete Bailey
Pupil premium lead	Rachel McRae/Adam Collin
Governor lead	Janet Franck

*EYPP group fluctuates throughout the year based upon point of entry to Nursery Indicated figure is of Jan 2019 Census

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.1
Writing	0.0
Maths	-0.2

Progress scores taken from teacher assessment of Insight Tracking.com

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard or above at KS2 Reading	47%
Meeting expected standard or above at KS2 Writing	38%
Meeting expected standard or above at KS2 Maths	43%

Strategy aims for disadvantaged pupils (3 Year Plan)

Measure	Activity
Priority 1	To ensure daily phonics teaching across EYFS and KS1 is effective for all, including those children who are disadvantaged, by staff receiving paid for training and all resources purchased.
Priority 2	Training to support Quality First Teaching across the school which will support all groups of children but particularly those disadvantaged, SEN and More Able.
Barriers to learning these priorities address	<p><i>Priority 1</i> - Developing early reading and writing which is typically an area of weakness across the school.</p> <p><i>Priority 2</i> - Children eligible for PPG make as much or more progress than non PPG children and attain at least ARE in core subjects through Quality First Teaching.</p>
Challenges, Monitoring and Implementation	<p><i>Priority 1</i> –</p> <p>Challenges: Training all EY/KS1 staff with two day training by RWI and ensuring each year, training is up to date and relevant resources are acquired.</p> <p>Mitigating Action – Use of HLTA and PPA teacher to cover staff for training.</p> <p>Monitoring – English Lead and SLT to create a monitoring schedule which includes learning walks, pupil conferencing and a data scrutiny to ensure teaching is effective for all.</p> <p><i>Priority 2</i> –</p> <p>Challenges: Cover for staff to attend training and ensuring that each year, training is up to date due to staff turnover/retention. Developing staff confidence in scaffolding up rather than differentiating down to support high expectations for all.</p> <p>Mitigating Action – Use of HLTA and PPA teacher to cover staff for training.</p> <p>Monitoring – Learning Walks will focus on Quality First Teaching</p>
Projected spending based on 1 year	£8,650

Teaching priorities for current academic year

Aim	Target	Target date
PP Progress in Reading	70%	April 23
PP Progress in Writing	70%	April 23
PP Progress in Mathematics	80%	April 23
PP Phonics	85%	April 23
PP Attendance	96%	April 23

Targeted academic support for current academic year (1 Year Plan)

Measure	Activity
Priority 1	To develop children's reading comprehension skills through a key text approach.
Priority 2	To deliver Same Day Interventions daily which will allow children the opportunity to keep up rather than catch up.
Priority 3	For Standard's Leaders to strategically support children's attendance and behaviour across the school.
Barriers to learning these priorities address	<p>Priority 1 – Attainment for Less Able Pupil Premium (LAPP) children's reading comprehension skills in particular will be increased with the aim of all to reach Age Related Expectations (ARE) as they will have the opportunity to develop these through rich texts and a structured scheme of work.</p> <p>Priority 2 – Attainment for Less Able Pupil Premium (LAPP) children will be increased with the aim of all to reach Age Related Expectations (ARE).</p> <p>Priority 3 – Ensuring that children attend school consistently and that behaviour across the school is what is needed for effective learning to take place.</p>
Challenges, Monitoring and Implementation	<p><i>Priority 1 –</i> Challenges: Ensure that staff are confident in teaching through the Literacy Leaves scheme. Cost of high quality texts per classroom Mitigating Action – Literacy Tree consultant to run two staff meetings to support CPD for staff about using the scheme as a basis for their lessons. Monitoring – English Lead and SLT to monitor the teaching of Reading Comprehension across the school..</p> <p><i>Priority 2 –</i> Challenges: Ensuring that there is a mix of teacher/teaching assistant interventions to ensure that children have targeted intervention from a qualified teacher. Cost of teaching assistant in the afternoons. Mitigating Action – Expectation that at least twice per week teachers lead interventions. Monitoring – SLT monitoring and intervention folder identifies teacher/teaching assistant supported interventions.</p> <p><i>Priority 3 –</i> Challenges: Cover for Standards Leaders one half day per week. Mitigating Action – Use of LSA to cover staff for one half day per week for Summer Term. This will be reviewed in Autumn Term. Monitoring – SLT to monitor attendance and behaviour across the school to ensure that Standards Leaders have been impactful.</p>
Projected spending	£59,942

Wider strategies for current academic year (Ongoing)

Measure	Activity
Priority 1	Employing a full time ELSA to support both children's emotional needs and their families wellness and resilience. HSLW for Summer Term Only.
Priority 2	Activities and opportunities planned to provide children with enriched opportunities that they may not necessarily be able to access at home (i.e. duckling hatching, theatre trip etc) This includes a fund to support parents own request in how some of the PP money should be spent to best support their child (uniform, extra-curricular clubs, equipment, workshops etc).
Priority 3	For PP children to have access to free breakfast club 3 times weekly to support attendance, punctuality and to provide a substantial breakfast for the children.
Barriers to learning these priorities address	<p>Priority 1 - Links between home and school improve, resulting in improved progress, attainment and attitude to learning. To help children gain a greater awareness of the relationships that they form in life and how these can have a positive impact upon their learning and progress.</p> <p>Priority 2 - PPG pupils will have the opportunity to engage in extra-curricular activities, strengthening social skills/interaction and physical activity. PPG pupils will gain in confidence, engagement and attendance.</p> <p>Priority 3 – Attendance, punctuality and impact on education when children are hungry.</p>
Challenges, Monitoring and Implementation	<p><i>Priority 1 –</i> Challenges: Managing caseloads of professionals to ensure that all those in need of support are given it. Mitigating Action – Regular meetings between ELSA and SLT to review case-loads. Monitoring – SLT to monitor impact of support on children and families emotional wellbeing.</p> <p><i>Priority 2 –</i> Challenges: Ensuring that families who are entitled are accessing additional funds to help support. Mitigating Action – Regular letters, updates and conversations with parents regarding the additional funds. Monitoring – SLT to monitor and a spreadsheet will track family spends.</p> <p><i>Priority 3 –</i> Challenges: Ensuring that families who need this offer are using it Mitigating Action – Regular letters, updates and conversations with parents regarding breakfast club. Monitoring – Standards Leaders to monitor and advise parents.</p>
Projected spending	£40, 670

Review of Last Year's Aims and Outcomes

Aim	Outcome
<p>To ensure daily phonics teaching across EYFS and KS1 is effective for all, including those children who are disadvantaged, by staff receiving paid for training and all resources purchased.</p> <p>(3 year plan)</p>	<p><i>Read, Write Inc is having a very positive impact on children's early reading and writing which was highlighted in the most recent Ofsted report. This will continue to be an area of continued monitoring for the next year.</i></p>
<p>Training to support Quality First Teaching across the school which will support all groups of children but particularly those disadvantaged, SEN and More Able.</p> <p>(3 year plan)</p>	<p><i>Training has been mainly internal this year however the LSA's have received some high quality support and training from the Speech and Language and STIPS team. More specialised, external training will be sourced for the next year.</i></p>
<p>Resources are purchased to provide children the opportunity to have much more hands on experiences to consolidate concepts in Maths.</p> <p>(1 year plan)</p>	<p><i>All appropriate resources have been purchased and are used regularly in maths lessons. All classes have also been provided with year group specific maths resources which is to be kept in their classroom and used in most lessons to allow for concrete understanding to be embedded so children are able to move onto the pictorial representation and then abstract.</i></p>
<p>To deliver Same Day Interventions daily which will allow children the opportunity to keep up rather than catch up.</p> <p>(1 year plan)</p>	<p><i>Same Day interventions have worked very well. Misconceptions are being addressed quickly which means children are more likely to successfully access the learning the next day. This is an area we are going to continue to roll out.</i></p>
<p>For Standard's Leaders to strategically support children's attendance and behaviour across the school.</p> <p>(1 year plan)</p>	<p><i>Through weekly monitoring, communication with parents and the Inclusion team, we have been able to support children and their families in improving attendance. Unfortunately, our overall absence and persistent absence rate is still very high due to COVID, other illness and family holidays. Although our absence rate is high- it is only marginally higher than the national average at present. Standards leaders have been supporting class teachers with behaviour management and have 'stepped in' when necessary. Examples of this have been a discussion with a child, school rule reminders to the class, and discussions/ meeting with a family member.</i></p>
<p>Employing a full time ELSA and part time Home School Link Worker to support both children's emotional needs and their families wellness and resilience.</p> <p>(ongoing)</p>	<p><i>A full time ELSA was necessary as there was a demand in support children's emotional needs. HSLW worked with families to address wellness and resilience which suffered during national lockdowns. Cases are now less therefore HSLW will continue to support until the end of the Summer Term 2022 where the ELSA will then continue to support any open caseloads.</i></p>
<p>Activities and opportunities planned to provide children with enriched opportunities that they may not necessarily be able to access at home (i.e. duckling hatching, theatre trip etc) This includes a fund to support parents own request in how some of the PP money should be spent to best support their child (uniform, extra-curricular clubs, equipment, workshops etc).</p> <p>(ongoing)</p>	<p><i>Funds have been used to support specific needs such as uniform. Moving forward, more consultation of parents as to what they would like funds to be allocated on. Children have participated in a 'Fairytale' theatre show at school; several classes had duck hatching and many PP children have had free clubs, trips and uniform.</i></p>

Coronavirus (COVID-19) catch up premium

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). £4,713 was given to Thorpe Lea for the academic year 2021 – 2022. This money supported our School Led Tutoring offer.