

Pupil premium strategy statement – Thwaites School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 Years
Date this statement was published	December 31 st 2024
Date on which it will be reviewed	December 31 st 2025
Statement authorised by	Mr. M. Redhead
Pupil premium lead	Mr. M. Redhead
Governor / Trustee lead	Rebecca Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,260
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to remove all barriers to learning created by disadvantage to ensure disadvantaged children can fully access the curriculum we offer and enjoy the same success as their non-disadvantaged peers in all subject areas. Our ultimate goal is to ensure all children in school, including disadvantaged children, enjoy learning and make progress, including children who are already high attainers.

In order to do this, we have identified a number of barriers to learning currently experienced by our disadvantaged pupils and intend to use the pupil premium funding and the recovery premium funding to put measures in place to remove these barriers.

The pupil premium strategy set out below details the challenges faced by our disadvantaged children and the steps we intend to put into action in order to meet those challenges.

Further development and support of high-quality teaching is our first priority, with a focus on areas in which disadvantaged children require the most support as this has been proven to have the greatest impact on closing the attainment gap for disadvantaged children. This approach is equally as beneficial to children who are non-disadvantaged. Our ultimate goal is to implement a strategy that benefits non-disadvantaged pupils as well as disadvantaged pupils but ultimately allows disadvantaged pupils to close the attainment gap between them and their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is in response to the challenges identified in our school setting and to the individual needs of our disadvantaged children. These challenges have been identified through robust internal and statutory assessment. The approaches we intend to implement work together to ensure children can excel in their learning.

To ensure the approaches are effective we will monitor the progress of children through their implementation, ensure disadvantaged children are sufficiently challenged through the work they are given and foster a whole-school approach that encourages staff to take responsibility for disadvantaged children's outcomes whilst raising expectations for what disadvantaged children can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Through statutory assessment, discussion and observation it has been identified that low attainment in phonics disproportionately affects disadvantaged children.</p> <p>This is evident throughout EYFS and KS1 but also affects disadvantaged children in KS2 who have gaps in their phonic knowledge, affecting their ability to access the KS2 curriculum fully without support.</p>
2	<p>Through the monitoring of children's books, it has been identified that the marking and feedback used throughout school is not having the impact it should. Pupils, particularly disadvantaged pupils, are therefore not fully aware of what they have done well and how they can improve going forward.</p> <p>It is evident in EYFS, KS1 and KS2 that a lack of consistency in marking and feedback is causing some pupils, particularly disadvantaged pupils, to make less progress than they could have if they knew how well they had performed against lesson objectives and what areas of their learning require improvement.</p>
3	<p>Observations and EYFS/KS1 team discussions indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils from Nursery to Year Two. This is evident in a number of children but effects all disadvantaged children in these year groups.</p>
4	<p>Through summative assessment, weekly testing, observation in lessons and evidence in children's books it has been identified that some disadvantaged children are making less progress with spelling than their non-disadvantaged peers.</p> <p>There is evidence that shows this affects disadvantaged children in both KS1 and KS2.</p>
5	<p>Through summative assessment it has been identified that disadvantaged children are making less progress in their attainment of reading knowledge and skills when compared to their non-disadvantaged peers.</p> <p>This is evident in KS1 and in KS2.</p>
6	<p>Through daily observations and discussions with children and families it has been identified that many disadvantaged children need additional emotional support above and beyond what is currently on offer from teachers and support staff.</p> <p>This is evident across EYFS, KS1 and KS2.</p>
7	<p>Through discussion and observation, it has been identified that disadvantaged children are more likely than their non-disadvantaged peers to miss school trips and visits creating gaps in their learning and developing a deficit in their cultural capital.</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
1. Improved results in the end of Year One phonics screening for disadvantaged pupils.	Year One phonics screening outcomes show that 100% of disadvantaged pupils passed.
2. To achieve and sustain improved and consistent marking and feedback for all pupils, particularly our disadvantaged pupils.	Monitoring and observation indicates high-quality marking and feedback is consistently applied across the curriculum throughout EYFS, KS1 and KS2 having a positive impact on children's progress.
3. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4. Improved results in summative spelling assessment from Year One to Year Six.	Summative assessments show the percentage of disadvantaged children achieving 'working at age related expectations' has risen from 44% to 72% or above.
5. Improved reading comprehension skills among disadvantaged children.	Summative assessments show the percentage of disadvantaged children achieving 'working at age related expectations' has risen from 14% to 58% or above.
6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Monitoring through pupil and parent voice and observation show high-levels of sustained wellbeing amongst disadvantaged children.
7. Improved life skills and development of cultural capital among disadvantaged children.	A rise in participation in school trips and visits among disadvantaged children Monitoring through pupil and parent voice and observation show an increase in the application of life-skills such as self-belief and resilience.

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: £1,176.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classroom staff to attend training in a DfE validated Systematic Synthetic Phonics programme (Twinkl Phonics) to secure consistent, high-quality phonics teaching for all pupils. This will then be monitored by the headteacher and English lead to ensure roll-out is successful and consistency is achieved.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics - Teaching and Learning Toolkit - EEF</p>	1
<p>All teaching staff to form a working group to discuss and determine a whole-school marking and feedback approach. Resources purchased to support fidelity to agreed approach. This will then be monitored by the headteacher and assessment lead to ensure roll-out is successful and consistency is achieved.</p>	<p>Studies show that feedback has a high positive impact on learning and that it is at its highest when it is delivered by a teacher. The positive effects impact children across all age groups. There is evidence to suggest that specific forms of feedback may have a greater impact on disadvantaged pupils. Marking and Feedback - Teaching and Learning Toolkit - EEF</p>	2
<p>All members of the EYFS team to attend training on oral</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic</p>	3

<p>language interventions to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. This will then be monitored by the headteacher, EYFS lead and English lead to ensure roll-out is successful and consistency is achieved.</p>	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts, particularly on reading. There is evidence to suggest that targeted use of approaches may support disadvantaged pupils to catch up with their peers: Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>All teaching staff to form a working group to discuss and determine a whole-school spelling approach. Resources purchased to support fidelity to agreed approach. This will then be monitored by the headteacher and English lead to ensure roll-out is successful and consistency is achieved.</p>	<p>Evidence shows that the active teaching of spelling plays a decisive role in children’s spelling development. Understanding Spelling - Centre for Literacy in Primary Education</p>	4
<p>All teaching staff to form a working group to discuss and determine a whole-school reading comprehension approach. Potential scheme, books and resources purchased to support fidelity to agreed approach. This will then be monitored by the headteacher and English lead to ensure roll-out is successful and</p>	<p>Studies show that reading comprehension strategies have a high, positive impact on all age ranges. Disadvantaged children are more likely to benefit from reading comprehension strategies and develop understanding of more challenging texts. Reading Comprehension - Teaching and Learning Toolkit - EEF</p>	5

consistency is achieved.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3,995.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to deliver high-quality interventions to identified children	Studies show that well-deployed teaching assistants who deliver structured interventions can provide a large positive impact on learner outcomes. Teaching Assistants - Teaching and Learning Toolkit - EEF	1, 3, 4 and 5

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

Budgeted cost: £1,588.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
An identified member of staff to attend SMHL (Senior Mental Health Lead) training to enable them to deliver ongoing social and emotional support to identified disadvantaged children	Evidence shows that social and emotional approaches have a high, positive impact in academic outcomes. However, there is also evidence that this approach allows children to effectively manage their emotions which children find beneficial. Social and Emotional Learning - Teaching and Learning Toolkit - EEF	6
Disadvantaged children's families offered financial support in paying for planned school trips and visits.	There is evidence to suggest that outdoor and adventure learning provides opportunities for disadvantaged pupils to develop resilience, self-confidence and motivation. Outdoor Adventure Learning - Teaching and Learning Toolkit - EEF	7

	<p>There is also evidence that specifies the importance of cultural capital, particularly for disadvantaged children.</p> <p>Cultural Capital - Early Education</p>	
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Total budgeted cost: £6,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The following review is a breakdown of progress towards each outcome.

1. 100% of disadvantaged children passed the phonics screening at the end of the 2023-2024 academic year. However, the cohort for this year was very small and as such, this remains a priority.
2. A marking and feedback policy and code has been introduced and implemented across the school. The use of the code is consistent across school and children are beginning to respond to it which is having a positive impact on learning. Some aspects of the policy are less well embedded. As all elements need to be embedded for this strategy to be successful, this remains a priority.
3. Vocabulary has been a focus across the school, but more so in EYFS/KS1. Children's oral development has improved, particularly in EYFS but practices need to be embedded further for this outcome to be considered met. This remains a priority.
4. Summative internal data shows that 67% of disadvantaged children are working below or towards age-related expectations in spelling, punctuation and grammar, with spelling a particular challenge. This will remain a priority.
5. Summative internal data shows that 56% of disadvantaged children are working below or towards age-related expectations in reading comprehension. This will remain a priority.
6. Internal data in the form of a pupil voice questionnaire demonstrated high levels of children feeling happy and safe in school. The work that has been done so far in this area needs to be built upon to further develop a whole-school holistic approach to children's wellbeing. This will remain a priority.
7. Three very successful trips took place this academic year which developed children's cultural capital, particularly disadvantaged children. This will continue this year and remains a priority.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that some disadvantaged pupils are performing less well than their non-disadvantaged peers, particularly in grammar, punctuation and spelling and particularly in key stage one and two.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our disadvantaged pupils are more likely to have difficulties regulating their emotions which can impact on their behaviour.