



# Thaxted Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Thaxted Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	13.4 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Justine Brooks Acting Headteacher
Pupil premium lead	Emma Dymond Acting Deputy Headteacher
Governor	Colin Howell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,396
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,393
<b>Total budget for this academic year</b>	<b>£54,124</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When creating our Pupil Premium strategy document we recognised the importance of considering evidence based approaches, but found the work of the Education Endowment Fund and Marc Rowland particularly relevant to our setting. As a school, we recognise the importance of a strategic approach to planning for our most disadvantaged children and the benefits this has on the achievement for all. Our commitment to this approach can be evidenced in our participation in the Essex Disadvantaged Champion training.

Our ambition is to have '**achievement for all**' at the heart of our school ethos, making sure that all staff have high aspirations of every pupil.

To achieve this we aim to:

- Have pupils at the heart of everything we do, knowing them well and developing strong relationships with them and their families.

We will do this by:

- Developing a collective responsibility from all staff.
- Planning strategically using evidence based approaches which are reviewed regularly.
- Tracking progress and targeted support.
- Ensuring inclusive teaching and learning with pedagogy for all.
- Providing a curriculum that considers the whole child with strong pastoral support.
- Ensuring our wider curriculum offers opportunities for all.
- Developing a sense of belonging.
- Improving attendance of our Pupil Premium children.

*These link directly to our school vision '**Together learning for life because the dreams of today are the future of tomorrow**'.*

*This is underpinned by our values of Respect, Reflection, Reasoning, Responsibility, Resourcefulness and Resilience.*

## Challenges

Through assessments, observations and discussions with pupils and teachers we have identified the key challenges to achievement among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment and progress: Progress of the pupil Premium children, as a group, is lower than that of non-pupil premium children.
2	Attendance and readiness to learn: Many of our eligible children are vulnerable, for whom, coping with life inside or outside school can be a barrier to learning.
3	Vocabulary; Vocabulary gaps and underdeveloped oral language skills are more prevalent among our disadvantaged pupils.
4	SEND: A number of eligible children (usually around 50%) also have complex Special Educational Needs and Disabilities.
5	COVID 19: The education and wellbeing of many of our disadvantaged pupils has been impacted by school closures. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations, especially in writing.

## 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 reading, writing and maths attainment for disadvantaged pupils.	KS1 and KS2 outcomes in 2024/25 show progress and attainment of our pupil premium pupils is at least in line with the national average.
2. Improved attendance for disadvantaged pupils.	Attendance for PP pupils is in line with national average. Pupil voice reports that children enjoy school and feel safe and happy.
4. Improvement in oral language skills and vocabulary acquisition among disadvantaged pupils.	Reading and writing assessments show improved attainment for PP pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, reading comprehension skills, book studies and ongoing formative assessment.
5. Improvement in pupils' readiness to learn and engagement in wider curricular activities.	Disadvantaged pupils fully engaged in lessons and improved participation in enrichment activities, demonstrated by student voice, student and parent surveys, and teacher observations.

## Activities 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

Budgeted cost: £5,470

Activity	Evidence that supports this approach <i>(click on the hyperlink for more information)</i>	Challenge number(s) addressed
To improve outcomes in maths across the school by releasing teachers to work with the Maths Hubs and plan collaboratively.	<a href="#">The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</a>  <a href="#">Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</a>	1, 2
To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning.	<a href="#">Metacognition and self-regulation approaches to teaching has very high impact</a>	1, 5
To improve the standard of reading across the school by delivering high quality daily phonics and guided reading lessons.	<a href="#">Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</a>  <a href="#">Reading Comprehension activities strategies</a>	1, 3, 4, 5
To ensure teachers plan for writing effectively using AFL and precise feedback	<a href="#">Improving Literacy in KS2</a> <a href="#">Improving Literacy in KS1</a>	1,5, 4
To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	<a href="#">Oral language interventions</a>	1,3, 4, 5

**Targeted academic support** Budgeted cost: £8,205 plus £3,335 recovery funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use school lead tuition and recovery funding to provide small group interventions focusing on key maths and English skills in years 3, 4 and 6.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
Data from pupil progress meetings used to identify needs of children and evidence based interventions put in place.	<a href="#">Carefully selected small group interventions (EEF)</a>  <a href="#">Teaching Assistant Interventions</a>	1,4,5

**Wider strategies** Budgeted cost: £35,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly attendance meetings.	<a href="#">EEF-wider-strategies</a>	2
Pastoral Care	<a href="#">EEF-wider-strategies</a>	2
Fund Disadvantaged pupils' places at breakfast and homework club and enrichment activities. PP lead, Inco and Pastoral lead to liaise at least termly on how best to support PPG pupils.	<a href="#">EEF GUIDE TO SUPPORTING SCHOOL IMPROVMENT</a>	2
Zones of regulation training for all staff and pupils	<a href="#">Social and Emotional Learning</a>	5

**Total budgeted cost:** £45,981

## 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 2020 to 2021 academic year.

We are aware that national research shows us that the learning of disadvantaged children suffered more than their non-disadvantaged peers during the pandemic. We offered the most vulnerable children a place in school, although not all were taken up. Children who did not have access to a digital learning platform were provided with computers and work packs were delivered to their homes to supplement this if needed.

Some of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Furthermore, resources were diverted to support unplanned need arising from the pandemic linked to our Covid 19 catch up plan.

Throughout the year all students had access, via zoom or in person, to pastoral support when needed. Work with the maths hub was limited, and although some CPD took place, it was not high quality and affected our role out of the Teaching for Mastery Programme. However, teachers used the DFE ready to progress criteria to focus on key learning for their year groups. In year 2, 66.7% of PP children achieved ARE in maths, compared to 80% non PP pupils. In Year 6, 50% of PP children achieved ARE compared to 75.8% non-PP pupils.

Undoubtedly, children who did not have support at home with reading fell further behind. In anticipation of this, rapid readers were purchased for intervention groups and all books re- banded in our library as part of our drive to improve reading. In year 2, 33% of PP children achieved ARE in reading, compared to 68.6% non PP pupils. In Year 6 50% of PP children achieved ARE compared to 68.9% non-PP pupils.

Writing stamina was identified as a barrier for all children and teachers worked hard to establish non-negotiables to raise standards across the school. We also continued to strengthen our English curriculum by adopting the J Bond tool kit fully. In year 2, 33% of PP children achieved ARE in writing, compared to 48.6% non PP pupils. In Year 6, neither of the two PP children achieved ARE compared to 68.9% non-PP pupils.

Pastoral support was a priority during the last academic year and continues to be so this year. The training of all staff on Trauma Perceived Practice will be implemented further this year, by teaching children the zones of regulation, so they can learn to recognise and regulate their emotions.

A number of the strategies used last year, such as improving attendance, engagement in the wider curriculum and work with the maths hub are continued in this year's document.

## Further information

Wider strategies to support pupils, where funding is not taken from the PP budget.

- Hertfordshire reading for fluency intervention based around young people gaining reading fluency to enable them to develop their comprehension skills (year 6)
- Development Early Mastery (Reception, Years 1 and 2)
- KS2 Science ambassadors
- Subject lead work – developing assessment and tracking systems within the foundation subjects
- Subject leads developing a 'book study' approach
- To fully embed our RSE curriculum
- Ensure the new SLT work effectively to deliver school improvement
- Early adopters of Ordinary Available (SEND provision)
- Development of small step SEND assessment systems
- Senior mental health lead training NB (pastoral lead)