



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	260
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Caroline Crompton Headteacher
Pupil premium lead	Emma Dymond Acting Deputy Headteacher
Governor	Colin Howell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (to April 2023)	£47,370
Recovery premium funding allocation this academic year (to April 2023)	£3226
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,966
Total budget for this academic year (to April 2023)	£53562

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: £7860

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 in partnership with local schools and plan collaboratively.	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: Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics	1, 2
To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning.	Metacognition and self-regulation approaches to teaching has very high impact	1, 5
To build resilience in the children's approach to school by using wellbeing approaches.	Metacognition and self-regulation approaches to teaching has very high impact	
To improve the standard of reading across the school by delivering high quality daily phonics and guided reading lessons.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Reading Comprehension activities strategies	1, 3, 4, 5
To ensure teachers plan for writing effectively using AFL and precise	Improving Literacy in KS2 Improving Literacy in KS1	1,5, 4

feedback. Extra training given to teachers on planning and delivering English curriculum.		
To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	Oral language interventions	1,3, 4, 5

Targeted academic support Budgeted cost: £8,205 plus £3,226 recovery funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use funding to provide small group interventions focusing on key maths and English skills in year 6. Whole school interventions to run across the school in maths and English.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
Data from pupil progress meetings used to identify needs of children and evidence based interventions put in place.	Carefully selected small group interventions (EEF) Teaching Assistant Interventions	1,4,5

Wider strategies Budgeted cost: £34271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly attendance meetings.	EEF-wider-strategies	2
Pastoral Care	EEF-wider-strategies	2
Fund Disadvantaged pupils' places at breakfast and homework club and enrichment activities. PP lead, Inco and Pastoral lead to liaise at	EEF GUIDE TO SUPPORTING SCHOOL IMPROVMENT	2

least termly on how best to support PPG pupils.		
Zones of regulation training for all staff and pupils	Social and Emotional Learning	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 2021 to 2022 academic year.

Improved reading, writing and maths attainment for disadvantaged pupils.

Following our strategy to improve attainment, more than half of our PP children were put in booster groups for Maths or English or for both. These were led by either our own qualified teachers, or tutors as part of the National Tutoring Scheme and the aim was to boost progress, particularly following dips in progress and attainment in the aftermath COVID. These groups worked alongside quality first teaching already taking place in the classroom.

Our internal assessments during 2021/22 showed that 67% of our disadvantaged children made expected or accelerated progress in reading in Years 1-6., 50% in writing and 55.9% in maths, showing that these groups had a major impact.

Attainment has yet to catch up with the progress figures. In reading, 53% of disadvantaged children are working at age related expectation. In writing, 29.4% and in maths 50%. In reception, 50% of disadvantaged children made the expected standard in word reading, 33.3% in writing and 66.7% in number. The dip in writing follows the general data across the school with many factors at play including COVID. Writing remains part of our School Improvement Plan for this academic year as a focus for all children to improve both progress and attainment.

Improved attendance for disadvantaged pupils

This academic year, a focus on attendance has shown that Pupil Premium children have an attendance rate of 4.71% below the rest of their peers. This lower rate was mainly due to a core of children with whom we have worked hard, having in-house strategies and multi-agency meetings where appropriate. Weekly attendance meetings are held with The Pastoral Care Manager, so that lack of attendance can be identified quickly and early help put in where required.

Improvement in oral language skills and vocabulary acquisition among disadvantaged pupils.

Closely linked to attainment, especially in English, this is an outcome which is still very much part of the strategy. Our reading curriculum ensures a rich variety of literature is explored and subject specific vocabulary is focused on by teachers. Subject Leaders are not embedding the vocabulary solidly into the curriculum and making expectations clear.

Improvement in pupils' readiness to learn and engagement in wider curricular activities.

In terms of pastoral care and support, many children have accessed the services of our Pastoral Care Manager and used her as a safe space to take time out in and chat. Our Zones of Regulation training is continuing and has moved to the next level. We continue to offer free places in our Before School Club to any Pupil Premium children and will take the lead in offering this to children who we think would benefit from it.

All Pupil Premium children are offered priority places for our school clubs and the uptake of these remains strong. There are also a number of children who take music lessons which are funded from our premium. Homework club has been a great success this year to support children who struggle to complete work independently at home.