



Thaxted Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil 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 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	244
Proportion (%) of pupil premium eligible pupils	12%
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 2024
Statement authorised by	Caroline Crompton Headteacher
Pupil premium lead	Emma Dymond Deputy Headteacher
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (to April 2024)	£44,400
Recovery premium funding allocation this academic year (to April 2024)	£2501.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1625
Total budget for this academic year (to April 2023)	£48,526.25

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 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. We endeavour to do this by working with all stakeholders to provide the best possible outcomes and experiences.

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.
- Develop excellence in high quality and adaptive teaching, with a particular focus on oracy and vocabulary.
- 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. This includes metacognition and self-regulation strategies to improve pupils as learners.
- Positive SEMH is embedded to ensure the whole child thriving.
- 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 '**Growing together, regardless of background or ability, we nurture independent learners with enquiring minds to enable them to reach their full potential.**'*

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

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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	Oracy 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	SEND (SEMH) We have identified a regression in pupils' abilities to self-regulate and approach learning with resilience, often due to emotional and well-being issues outside of the school environment.
6.	Inclusion The families of some disadvantaged children are reluctant for their children to join in extra-curricular activities, especially clubs.

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 2027 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.

3. 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.
4. Pupils identified as having special educational needs will have appropriate support in place which is reviewed three times a year in line with the SEND code of practice 2014. This is reviewed through One-Plan documents, personalised assessment and data methods for specific children.	Pupils identified as SEND are happy at school and making good progress, evidenced by data and pupil and parent voice. The one-plan system is in place and monitored termly.
5. Improved and sustained well-being and a sense of belonging for all pupils in our school, particularly our disadvantaged children.	Sustained high levels of well-being evidenced by: Data from pupil voice, parent surveys and teacher observations. Book scrutinies and formative and summative assessment show a strong culture of pupil ability to demonstrate positive meta-cognition processes when faced with high challenge in their learning Reduced number of children being referred for SEHM support.
6. Improvement in pupils' engagement in wider curricular activities.	Disadvantaged 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: £12,675

Activity	Evidence that supports this approach (click on the hyperlink for more information)	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

<p>To improve outcomes in reading and writing across the school with a particular focus on oracy, vocabulary and teacher professional development linked to whole school priorities.</p>	<p>There is strong evidence to suggest that oral language interventions including high-quality class discussion are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Research shows that carefully designed professional development opportunities have a significant impact on student achievement.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning. Ensure feedback on learning is effective.</p>	<p>Metacognition and self-regulation approaches to teaching has very high impact</p> <p>Evidence suggests that feedback involving metacognition and self-regulatory approaches may have a greater impact on disadvantaged pupils where it is clear and actionable.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>To build resilience in the children's approach to school by using wellbeing approaches.</p>	<p>Metacognition and self-regulation approaches to teaching has very high impact</p>	<p>2,3</p>
<p>To nurture an inclusive environment for SEND children with additional training for support staff and resources to support professional development.</p>	<p>A significant proportion of our disadvantaged children also have SEND needs.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>

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Targeted academic support Budgeted cost: £2620

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.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

Wider strategies Budgeted cost: £32,000.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly attendance meetings.	EEF-wider-strategies	2
Pastoral Care	EEF-wider-strategies	2,5
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.	EEF GUIDE TO SUPPORTING SCHOOL IMPROVMENT	2,5
Zones of regulation training for all staff and pupils	Social and Emotional Learning	2,5
Opportunities for children to attend wider school activities such as the school disco, pantomime, Shakespeare workshop and extra-curricular clubs.	What is cultural capital? – Cultural Learning Alliance	6

Total budgeted cost: £47,295.25

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 2023-2024 academic year.

Improved reading, writing and maths attainment for disadvantaged pupils.

Following our strategy to improve attainment, there was a focus on quality first teaching and a clear responsibility given to teachers that they were responsible for the progress of their PP children. The results of the academic year were encouraging as our internal assessments showed that 66.7% of our disadvantaged children made expected or better progress in reading, 50% in writing and 63.3% in maths. Writing remains a whole school focus as part of our development plan and fits with the current national trend. Whilst there is still a progress gap with their peers, the two year trend shows improvement overall since this strategy was implemented.

Attainment has yet to catch up with the progress figures. In reading, 50% of disadvantaged children are working at age related expectation. In writing, 30% and in maths 56.6% These statistics remain roughly in line with previous figures.

Improved attendance for disadvantaged pupils

This academic year, a continued focus on attendance has shown that Pupil Premium children had an attendance rate of 89.52% compared with their peers at 94.78%.

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. A new recording system allows instant access to monitor attendance with any concerns immediately flagged and followed up.

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 embedding the vocabulary solidly into the curriculum and making expectations clear. Staff meetings have focused on incorporating oracy into lessons .

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 being re-visited. 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 at 56.6%. There are also a number of children who take music lessons which are funded from our premium.

Children have been supported with the cost school trips, in particular the school residential.