

## Thistly Meadow Primary School Pupil Premium Strategy Statement 2024-25



This statement details our school's use of pupil premium (and recovery premium) for the 2024-25 academic year 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	Thistly Meadow Primary School
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 <sup>st</sup> September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr C Bowpitt, Head teacher
Pupil premium lead	Miss C Impey
Governor lead	Mr M Steady

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£63,640</b>

## Part A: Pupil Premium strategy plan

### Statement of Intent

The effective use of our pupil premium grant (PPG) encompasses all elements of our mission, vision and core values. All pupils are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We believe that education plays a powerful and transformative role in improving life chances and our curriculum helps to remove barriers that stand in the way of pupils achieving an excellent education. Our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils. High quality teaching is at the heart of our approach as it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We set a three-year pupil premium strategy. Each year we review the strategy and review provision and outcomes.

Our objective for our disadvantaged pupils is to improve their outcomes so they know more and remember more. Using Education Endowment Foundation (EEF) research and our own teacher assessments, we have identified common barriers to learning and have used these to underpin the following key principles:

- Early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy, speaking and reading.
- Quality teaching to diminish differences between our disadvantaged pupils and their peers
- Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Leaders evaluate progress through supportive monitoring, coaching and mentoring in order to develop practice and improve pupil outcomes
- To provide high quality teaching and learning opportunities including High quality early reading teaching and support
- High quality maths teaching and support
- Oracy and fluency skills integrated into all school experiences
- Continued professional development for staff
- To provide effective social and emotional support to disadvantaged pupils so that they are safe, happy and attend each day with continued support for emotional well-being and self esteem
- Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to have an excitement for learning with continued access to high quality arts, sports and enrichment experiences

To ensure successful implementation of the plan, evidence based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through our enriched, relevant and engaging curriculum:

- Evidenced based strategies will be implemented to ensure impact on improving outcomes for our disadvantaged pupils
- High quality teaching is key to improving outcomes for our disadvantaged pupils
- Every child will be supported socially and emotionally
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences.

## Challenges

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

Challenge	Detail of challenge
1	Internal barrier: cognition and learning (narrow vocabulary, poor memory, limited recall) Our assessments show that the most common barrier disadvantaged pupils have is their cognition and learning. Our teaching of foundational skills and opportunities for practice will be supported by drawing on national evidence-based studies, so that we can continue to narrow gaps.
2	Internal barrier: specific difficulty in reading, writing, maths Our summative assessments, teacher assessments and diagnostic assessments identify that disadvantaged pupils commonly have a specific difficulty in reading (including phonics), writing and maths.
3	Internal barrier: limited oracy and fluency skills Our teacher assessments and diagnostic assessments indicate that oracy and fluency language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Our assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, particularly EYFS
4	External barrier: emotional wellbeing, mental health and well-being, low self-esteem which impacts on attendance and attainment of disadvantaged pupils We know from research and our teacher assessments that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health. We will support attendance so that the attendance of children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.

5	<p>External barrier: low aspirations and limited life experiences</p> <p>We know from research and our teacher assessment that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not always have the same life experiences outside of school.</p>
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### 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
Improved oral and fluency skills in order to reduce the gap between disadvantaged pupils and their peers in reading, writing and maths ensuring that key curriculum knowledge and the practice of this knowledge and skills are prioritised for disadvantaged pupils.	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with oral language assessments, engagement in lessons, work scrutiny and ongoing formative assessment</p> <p>Gap between disadvantaged pupils and non-disadvantaged pupils is diminishing in reading, writing and maths attainment.</p> <p>Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged is in line with national average progress.</p> <p>Baseline assessments prioritise intervention programmes.</p>
To ensure all children can access the intended curriculum	<p>Children know more and can do more. The curriculum is iteratively improved. A comprehensive programme of professional development support accessed by teachers and teaching assistants.</p> <p>Leaders/Subject / middle leaders share expertise across the school through collaborative planning, coaching and mentoring</p>

<p>High quality teaching of early reading and maths</p>	<p>Staff are sufficiently trained to deliver high-quality foundational knowledge, early reading and maths.</p> <p>Whole school teaching and learning strategies, based on evidence-based EEF research and Rosenshine principles, are implemented</p> <p>The teaching of reading fluency remains an overarching priority.</p> <p>Pupils will make at least good progress from starting points.</p>
<p>To achieve sustained improved well-being for our pupils, particularly disadvantaged pupils which will also impact on their attendance</p>	<p>Pastoral support, nurture, social and emotional learning (SEL) support as required.</p> <p>High quality continuing professional development (CPD) for all staff so that they are able to identify and support vulnerable pupils.</p> <p>Pupil voice and parental feedback is positive indicating that they feel supported by the school</p> <p>School attendance target (96%) and attendance support shows that attendance of disadvantaged pupils is in line with their peers / gaps closing</p> <p>Strategies to improve attendance have a positive impact.</p> <p>Qualitative data from pupil voice, parent and pupil surveys and teacher observations.</p> <p>The percentage of all pupils who are persistently absent being below national and reducing any gaps in attendance for our disadvantaged pupils</p>
<p>Increase accessibility of in-school and out of school experiences for vulnerable and PP pupils</p>	<p>All pupils eligible participate in in-school and out-of-school experiences and school supports reducing financial barriers where possible.</p> <p>Increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

### Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching

Budgeted cost £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund leadership mentoring, coaching roles to support planning and delivering and assessment (senior leaders, subject lead, external consultant)</p> <p>Curriculum development, leadership working with subject leaders to develop foundational skills, phonics, reading, writing and maths strategies</p> <p>Continue to develop and embed high quality adult/child interactions EYFS – y6</p> <p>Staff development and material produced to promote language rich learning environments</p> <p>Accelerated Reader to provide high quality online reading texts and teacher assessment</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-inomed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-inomed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development final.pdf</a></p> <p>Early Excellence – ‘Navigating a sea of Talk’ <a href="https://earlyexcellence.com/latest-news/press-articales/navigating-the-sea-of-talk/">https://earlyexcellence.com/latest-news/press-articales/navigating-the-sea-of-talk/</a></p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development (FJ Zimmerman)</p> <p>The school’s Oracy progression map and Fluency materials</p>	<p><b>1,2,3</b></p>

<p>Evidence-based Teaching and Learning Policy is supported by ongoing collaborative planning, coaching and mentoring to enhance inclusive practice and participation for all in lessons – cold calling, questioning, explicit vocabulary teaching and retrieval.</p> <p>External support and collaborations to support high-quality teacher training, share practice and to purchase resources r</p> <p>Staff development of the impact of good oracy, fluency including speech and language</p> <p>Early year collaborative projects with consultants and working with other schools to promote talk, high quality inclusive practice into the classroom daily (ECAT materials)</p>	<p>Early years child-led-interaction project professor Julie Fisher:  <a href="https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group">https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</a></p> <p>Improving Literacy - supporting oral language development. EEF – high quality classroom discussion and impacts on reading:  <a href="https://www.eef.org.uk/what-we-do/our-quality-classroom-discussion-impacts-on-reading">Oral language interventions/toolkit strand/Education Endowment Foundation/EEF</a></p> <p>Deepening knowledge through vocabulary training:  <a href="https://impact.chartered.college/article.beck-deepening-knowledge-through-vocabulary-learning/">https://impact.chartered.college/article.beck-deepening-knowledge-through-vocabulary-learning/</a></p> <p>Language for behaviour and emotions (Word Aware):  <a href="https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832">https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</a></p> <p>Collaborative learning  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p> <ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Oracy framework</li> <li>• LA collaborative project</li> <li>• LA Pupil Premium project</li> <li>• ECAT materials</li> </ul>	<p><b>1,2,3</b></p>

<p>Maths professional development for all to provide opportunities for internal collaboration, skills sharing, modelling and coaching</p> <p>Using NCETM and DfE / EEF guidance to support curriculum planning</p> <p>Funded release time for Maths hub training, support and monitoring</p>	<p>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</p> <p>Maths evidence-based approaches:  EEF Improving Mathematics in the Early Years and KS1  <a href="#">Maths guidance KS 1 and 2.pdf (publishing. Service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <ul style="list-style-type: none"> <li>• LA Mathshub collaborative (Year 3)</li> <li>• Mastering number</li> <li>• EEF Effective Professional Development</li> </ul>	<p><b>1,2,3,</b></p>
<p>Improve the quality of social and emotional learning (SEL)</p> <p>SEL approaches, supported by staff development, are built into the curriculum (PSHE, RSE) as well as from part of our Behaviour for Learning guidance</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Improve the quality of social and emotional (SEL) learning  <a href="#">EEF Social and Emotional Learning.pdf(Educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• School - Behaviour for Learning guidance</li> <li>• School - Metacognition guidance</li> </ul>	<p><b>4</b></p>



## Targeted academic support

Budgeted cost £26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Literacy / phonics leads and external consultants provide coaching, training and professional development for staff</p> <p>Early reading intervention support and training (external RWI consultant)</p> <p>Additional reading / phonic sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 6 to up to 12 weeks:</p> <p>Phonics and targeted phonics interventions  <u>Phonics/Toolkit Strand/Education Endowment Foundation/EEF</u></p> <ul style="list-style-type: none"> <li>• Choosing a phonics teaching programme (gov.uk)</li> <li>• Read Write Inc.</li> <li>• The reading framework (gov.uk)</li> <li>• EEF teaching and learning toolkit/phonics</li> </ul>	<p>1,2,3</p>

## Wider strategies

Budgeted cost £7,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, SEMH, ELSA, MELSA, support for vulnerable pupils led by skilled and experienced professionals both within school and externally</p> <p>Nurture groups / social communication groups</p> <p>Nurture group</p> <p>Attendance support</p> <p>Before and after school activities</p> <p>Behaviour</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, reducing reduced levels of school exclusions by 31% and improved pupil attainment (Banjerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective from of early intervention for reducing psychological distress (Cooper, 2009)</p> <ul style="list-style-type: none"> <li>• EEF Behaviour interventions</li> <li>• Nurture Group Research (NurtureUK)</li> <li>• Nurture.org/research-evidence/impact-and-evidence</li> <li>• DfE Attendance Evidence Report</li> </ul>	<p><b>4,5</b></p>
<p>Embed the Trauma Informed Practice approach in school – focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families</p> <p>Providing professional development / updates for our staff and building on guidance from SENCO and mental health lead</p>	<p>Trauma Informed Practice approach Behaviour interventions/EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p><b>4</b></p>
<p>Embed the principles of good practice set out in the</p>	<p>Working together to improve School attendance guidance 2024 (DfE)</p>	<p><b>4,5</b></p>

<p>Department for Education's (DfE) advice</p> <p>Leaders regularly reviewing attendance and interventions, working with our vulnerable families to improve attendance</p>		
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	

**Total budgeted cost £63,640**

## 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 to 2024 academic year. See our school website for data summary:

Key Stage 2 2023/24 Expected Reading 71.4% (national 62%)

Key Stage 2 2023/24 Expected Maths 71.4% (national 59%)

Key Stage 2 2023/24 Expected Reading, Writing, Maths combined 43% (national 45%)

Over a period of years, the outcomes at the end of KS2 show that pupils are making progress from their starting points and gaps are closing. We continue to work hard to accelerate progress for all our pupils, with a focus on language acquisition in all its forms across the curriculum, and quality adaptive teaching and interventions.

Our overall attendance in 2023 – 24 has risen again and is above national.

### Externally provided programmes

Programme	Provider
Read Write Inc.	Read Write Inc. phonics
White Rose Maths	White Rose Hub
Times table Rockstars	Maths Circle
Accelerated Reader	Renaissance