

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	Thorney Island Community Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Dean Clegg
Pupil premium lead	Mrs Jenny Jones
Governor / Trustee lead	Mrs Jane Inglis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,210
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,820 (FSM £20,175 PLAC £7,035)

Part A: Pupil Premium Strategy Plan

Statement of Intent

We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged children.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated based on need. Not all children receiving FSM will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Not all disadvantaged children are attaining age related expectations in line with their peers in RWM.
2	Some disadvantaged pupils do not make progress in line with their peers in RWM across the school.
3	Some disadvantaged children are starting school with lower levels of speech and language than their peers.
4	Some disadvantaged pupils are making slower progress with phonics than their peers.
5	Lack of support with reading at home. School closure due to Covid-19 intensified this challenge.
6	Limited access to wider enrichment activities.
7	Social and emotional needs affecting the learning and behaviour of some disadvantaged children.

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
Disadvantaged children to reach age related expectations in line with their peers in RWM.	Percentage of disadvantaged children reaching age related expectations in RWM to be in line with their peers at the end of KS2.
Disadvantaged children to make at least good progress across the school in RWM.	All disadvantaged children will make good progress in RWM as evidenced by internal tracking and evidence in books. IPMs will show progress with additional support given.
Disadvantaged children with under developed language receive targeted intervention to accelerate progress in EYFS.	Children who receive targeted intervention for SCLN, make at least expected progress and maintain the gains post intervention.
Disadvantaged children in KS1 will make accelerated progress with phonics before PSC.	Disadvantaged children will show accelerated increases in phonics scores in PSC.
Disadvantaged children will have more opportunities to read to adults or peers in school. Parents will listen to children read more at home.	Reading ages of disadvantaged children will have increased by more than 12 months. Uptake of opportunities offered to parents will be high amongst disadvantaged families.
Continue to support engagement and access to enrichment experiences for learning they would not usually experience including local and national trips and residential trips, as well as extra-curricular clubs.	All disadvantaged children will participate in at least two extra-curricular activities/clubs by July 2022 and attend all trips.
The social and emotional needs of disadvantaged children will be supported to enable them to display good behaviour for learning and be happy in school.	All disadvantaged children will behave well in school and feel happy.

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

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer Term transition meetings in July 2021 between all classroom staff, with involvement from SLT, ensured all gaps and needs were shared, along with strategies to support all learners, with disadvantaged learners highlighted. Short Term Planning includes a range of formative assessment opportunities and future STP and MTP are adapted to reflect these assessments. Lesson observations will show evidence of differentiation for all learners and use of formative assessment, with an emphasis on disadvantaged learners.</p> <p>Editing and proofreading is a focus in the English Action Plan 21-22 in order to raise the quality of writing produced. Staff will be trained to teach children to edit their writing.</p> <p>In Maths we aim to ensure that all staff have ideas as to how reasoning and problem solving can be taught to all learners, especially those working towards age related expectations.</p> <p>Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and ensure that there is consistency of approach and that support is high quality. The impact they can make with disadvantaged children will be highlighted and developed.</p>	<p>The EEF Toolkit - Teaching and instructions that are adapted to meet individual needs has a positive impact on attainment and progress.</p> <p>Evidence from the EEF Toolkit suggests that metacognition and self-regulation have the potential for high impact. The evidence indicates that explicitly teaching strategies to help children plan, monitor and evaluate their work can be effective. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>Effective deployment of additional adults will have high impact on outcomes. Professional development and appraisal can help ensure skills are developed and shared, so adults make the most impact on children's learning.</p>	<p>1 & 2</p>

Targeted Academic Support

Budgeted cost: £19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1:1 or small group intervention to supplement the daily phonics teaching in EYFS and KS1 will be delivered by trained adults.</p>	<p>Analysis of phonics assessments completed in Summer Term 2021 showed that particular children had specific gaps in their phonics knowledge. Phonics teaching and targeted interventions matched to specific pupils with</p>	<p>1, 2, 3, 4, 5</p>

<p>Nessy reading intervention is renewed and used with children requiring additional reading support.</p> <p>Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and ensure that there is consistency of approach and that support is high quality. These areas include TRUGS phonics interventions, Rapid Writing, Code reading scheme, Toe by Toe, Nessy.</p> <p>Pupils who may require more targeted support are identified on a daily basis and immediate support and feedback given by teaching staff. To use appropriate diagnostics to acutely identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs.</p> <p>Regular one to one tuition by teachers and HLTAs for those children who require additional support with phonics, reading, writing or maths will be provided.</p> <p>School Start speech and language programme to be delivered weekly by an additional trained teacher to small groups from EYFS.</p>	<p>particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.</p> <p>Immediate feedback provided by the programme has high impact on learning outcomes. Targets are adapted depending on the performance of the children and are monitored by teaching staff. Nessy is a proven intervention to support reading.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</p> <p>Evidence from previous years and the EEF Toolkit suggests that high quality, timely feedback and quality questioning, are effective ways to improve attainment. Same day intervention allows for this feedback to be timely and effective.</p> <p>EEF Toolkits highlights the effectiveness of one to one tuition in improving pupil outcomes. This tuition will be additional to and explicitly linked with normal lessons.</p> <p>Through liaising with feeder Nurseries in the Summer Term 2021 it was established that SLCN were high for some children entering Reception in Sept 2021. Following early discussions with West Sussex Speech and Language service it has been recommended that the School Start programme is implemented in school. This is a targeted intervention for language and sound awareness in reception class is a practical resource that can be used with children who need additional help in developing communication skills during the first year of school.</p>	
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Wider Strategies

Budgeted cost: £8,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a "Drawing and Talking" Practitioner who supports the emotional well-being of children, including disadvantaged, and alleviate emotional or psychological problems as a therapeutic pre-intervention.</p> <p>A trained ELSA will be employed to meet the day-to-day emotional needs of the children, particularly the disadvantaged.</p>	<p>Children who have their emotional and social needs met are in a better place to make progress with their learning. Teacher and parental feedback is used to monitor the impact of this intervention, as well as pupil voice pre and post intervention. A number of the disadvantaged children in our school carry the burden of family issues and so this 1:1 support allows them to share these and make better progress with their learning as a result.</p> <p>Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity.</p>	<p>6 & 7</p>

<p>To provide subsidies and financial support to enable disadvantaged children to access all school trips and residential.</p> <p>Identifying appropriate enrichment opportunities to meet interests and skills of disadvantaged children, and ensure participation in these. Monitor attendance.</p> <p>Specialist support for children and families with additional needs e.g. family problems, attendance problems is maintained and allows external agency involvement to be sought and collaborative working e.g. Early Help, School Nurse, Fair Access etc. Families were also regularly contacted throughout the Covid-19 school closures and many disadvantaged children were invited/encouraged to attend school.</p> <p>Parent workshops to support phonics and reading development at home. Parents invited in to read with children in school. Books at Bedtime event to promote a love of reading at bedtime.</p> <p>Mental Health First Aid training for member of staff to allow them to best meet the MH needs of pupils and help pupils engage with their learning.</p> <p>Close monitoring of attendance of disadvantaged children and absence is followed up quickly.</p> <p>INSET training for school staff "Understanding how to manage anxiety and developing a toolbox of strategies to support children and young people"</p>	<p>An enriching and stimulating curriculum along with offering extra-curricular activities, impacts positively on enjoyment and engagement with learning and therefore attendance, progress, attainment and behaviour.</p> <p>Working with external agencies to support disadvantaged children and families improves the attendance and wellbeing of these children and therefore their attainment and progress. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>A holistic approach to supporting all the needs of children helps the children be ready to learn and make progress.</p>	
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Total Budgeted Cost: £29,820

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.

Specialised intensive support (1:1 and small group tuition) ensured the vast majority of children at risk of not making the required progress were achieving well with many being on track to reach at least age expected levels before the school went into another 'Lockdown'. Pupils were also very well supported in phonics until 'Lockdown' with many children making accelerated progress once they returned although current assessments show this as a significant area of concern. Pressure for school places was extremely high this academic year due to Regimental changes and increased housing in the area. There were significant pressures for places in Year 2 and Year 5. As a result, we employed additional T.A.'s to support children with additional needs. Families have appreciated our efforts to accommodate their children thus strengthening community links. The vast majority of children were able to start school within hours of arriving within our catchment area ensuring that they missed as little schooling as possible. We were able to cater effectively for the needs of vulnerable children or children with Special Educational Needs at short notice due to staffing ratios and staff expertise – This impacted on progress and attainment as well as community cohesion and on progress, inclusion and attainment of vulnerable groups. Attendance at the school has remained high due to the fact that we were able to offer an enriched curriculum that motivated children and stimulated learning – This impacted on enjoyment and engagement with learning as well as progress, attainment and behaviour. Due to the community we serve there was a high demand for school places during 'Lockdown' as nearly all parents were classed as Key Workers. Staff illness, 'Lockdowns' and self-isolation has impacted this year on our ability to deliver all that we wanted to. Working within class bubbles also created a range of challenges when it came to providing the usual 1:1 tuition after school. One of our greatest successes was providing for the emotional well-being of pupils and the impact Drawing and Talking therapy had on the emotional well-being of pupils.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Drawing and Talking Practitioner	Private
NESSY	NESSY

Service Pupil Premium Funding – See Additional Information Provided on the School Website