

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	211
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£29,010
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£31,620</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our curriculum aspires to instil a lifelong love of learning. At Thorney Island Community Primary School, we aim to offer an exciting, challenging curriculum, which is ambitious for all learners. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Our approach is responsive to both common challenges and individual needs and not based on assumptions about the impact of disadvantage

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. We will adopt approaches that complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	At the end of KS2, in 2022-23, only 50% (4 children) of disadvantaged children reached the expected standard in KS2 SATs (1 child out of 8 was on our SEN Register).
2	By the end of 2022-23, in the whole school, 91% of disadvantaged children had made expected or more progress in Reading, 81% in Writing and 86% in Maths. 35% of the disadvantaged group of children are also on the school SEN Register. These children need to continue to make progress inline with, or more than, their peers.
3	Some disadvantaged children have limited access to wider enrichment activities due to complex home lives, complex family setups or financial burdens.

4	The attendance of our disadvantaged pupils last academic year was 89.4%, which is above the national average for disadvantaged pupils (88.6%), however, lower in comparison to 95.1% for all pupils at TICPS.
5	Some disadvantaged children have high levels of social and emotional needs, which can affect attainment and wellbeing.

## 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, without SEN, to reach age related expectations in line with their peers in RWM at the end of KS2.	The percentage of disadvantaged children, without SEN, reaching age related expectations in RWM to be in line with their peers at the end of at KS2. Children with SEN will make good or more progress in RWM from their starting points.
As a group disadvantaged pupils to make excellent progress over time, narrowing the gap towards achieving Age Related Expectations.	For at least 85% of the group (with SEN and without) to make expected or more progress in RWM over the year.
All pupils, and particularly our disadvantaged pupils, feel highly valued in school, through clear support for their wellbeing and full access to all available opportunities.	For at least 85% of disadvantaged children to have attended at least two extra-curricular clubs this academic year.
Disadvantaged pupils who attend TICPS will understand the value of good attendance and make improvement over time.	The attendance data for disadvantaged children will improve from the 2022-23 data (89.4%) and be more inline with whole school attendance.
The social and emotional needs of disadvantaged children to be supported to enable them to feel safe and happy at school and improve attainment.	All disadvantaged children will feel happy in school and attain well.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the implementation of Monster Phonics, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</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>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>1,2,5</p>
<p>Implementation and monitoring of Jigsaw PSHE Scheme to improve whole school social and emotional learning.</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) (EEF)</p>	<p>5</p>
<p>ECTs and Middle Leaders will be coached and mentored to ensure provision is appropriate and effective for all pupils.</p>	<p>EEF evidence shows that effective mechanisms for professional development will improve outcomes for children.</p>	<p>1.2</p>

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,900

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 2022 showed that particular children had specific gaps in their phonics knowledge. Phonics teaching and targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, as documented in the EEF Toolkit.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. EEF Teaching and Learning Toolkit, July '21, using 62 studies.</p> <p>EEF Planning Guide July 21, 121 studies were reviewed of intensive support being provided in phonics, in small groups and one to one, with the aim to support pupils to catch up with their peers. Pupils provided with one to one support increased by an additional 5 months in their phonics development and pupils in small group interventions increased by 4 months</p>	<p>1,2</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 Monster Phonics interventions, TRUGS, Rapid Writing, Code reading scheme, Toe by Toe</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</p> <p>For one to one tuition led by TAs, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported e.g. when delivering a structured intervention (EEF)</p>	<p>1,2</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>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>1,2,5</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.	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. 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 up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
School Start speech and language programme to be delivered weekly by an additional trained teacher to small groups from EYFS. Other 1:1 Speech and Language support delivered regularly by a trained TA with support from West Sussex Speech and Language service.	Through liaising with feeder Nurseries in the Summer Term 2023 it was established that SLCN were high for some children entering Reception in Sept 2023. 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.	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring a whole school approach to supporting pupil mental health and wellbeing, particularly of our disadvantaged/vulnerable pupils through our values and curriculum, with careful identification of pupils who would benefit from further support through: ELSA (Emotional Literacy Support Assistant) sessions, Zones of Regulation, pastoral/nurture support sessions or access to Drawing and Talking sessions.	Young Minds charity Oct '22: Record numbers of children and young people are seeking out mental health support, with many of them not being able to access the support and treatment they need.  At TICPS, approximately 65% of our disadvantaged children are from single-parent families or families who have experienced separation/divorce so these children are closely supported to cope with these situations through nurture support.	4,5
To employ a "Drawing and Talking" Practitioner who supports the emotional well-being of children, including disadvantaged,	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	3, 4,5

<p>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>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 at these.</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.</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>Close monitoring of attendance of disadvantaged children and absence is followed up quickly by school staff. Support from outside agencies sourced if necessary.</p>	<p>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>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF). Children will demonstrate increasing resilience and settle quickly to school and lessons so disruptions are a rarity.</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. Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning (EEF).</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>EEF reports that carefully designed school communications can have a positive impact on parents' beliefs and behaviours. For example, most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates.<sup>40</sup> When informed of their child's total absences, they made extra efforts to improve attendance. One way that schools can support this is with simple letters to parents with above-average absences stating the total number of days that their child</p>	
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	has missed that year, framed in a way that encourages parents to support attendance Working Together to Improve School Attendance DfE, Sept 22: Schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	
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**Total Budgeted Cost: £31,620**

# Part B: Review of Outcomes in the Previous Academic Year 2022-23

## Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Success Criteria	Review (December 2023)																					
Disadvantaged children to reach age related expectations in line with their peers in RWM at the end of KS1 and KS2, or as close as for children with SEN.	<p>The percentage of disadvantaged children reaching age related expectations in RWM to be in line with their peers at the end of at KS1 and KS2. At the end of 2021-22, 50% of disadvantaged children met the expected standard in Writing at the end of KS2. 100% of children met the expected standard in Reading and Maths at the end of KS2. At the end of KS1 only 25% of disadvantaged children met the expected standard in RWM (75% are on the SEN register in Year 2 in 2021-22).</p> <p>Disadvantaged children with SEN will get closer to age related expectations.</p>	<p>At the end of KS1, 67% (2 children) reached the expected level in Reading, 0% reached the expected level in Writing and 33% (1 child) reached the expected level in Maths.</p> <p>At the end of KS2, 62.5% (5 children) reached the expected level in Reading, 37.5% (2 children) reached the expected level in Writing, 62.5% (5 children) reached the expected level in SPAG and 50% (4 children) reached the expected standard in Maths. 50% of children reached at least the expected standard in all 3 SATs tests.</p>																					
Disadvantaged children to make at least good progress across the school in RWM.	<p>All disadvantaged children will make at least good progress in RWM as evidenced by internal tracking and evidence in books. IPMs will show progress with additional support given.</p> <p>Across the school, in 2021-22, at least good progress was shown by 84% in Reading, 100% in Writing and 74% in Maths.</p>	<p>At the end of 2022-23:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading Summer 2023</th> <th colspan="2">Writing Summer 2023</th> <th colspan="2">Maths Summer 2023</th> </tr> </thead> <tbody> <tr> <td></td> <td>E+</td> <td>A</td> <td>E+</td> <td>A</td> <td>E+</td> <td>A</td> </tr> <tr> <td>Disadvantaged (21 chn)</td> <td>91%</td> <td>29%</td> <td>81%</td> <td>14%</td> <td>86%</td> <td>19%</td> </tr> </tbody> </table> <p>Of the 21 children on the Disadvantaged register in 2022-23, 6 were on the SEN Register.</p>		Reading Summer 2023		Writing Summer 2023		Maths Summer 2023			E+	A	E+	A	E+	A	Disadvantaged (21 chn)	91%	29%	81%	14%	86%	19%
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Disadvantaged (21 chn)	91%	29%	81%	14%	86%	19%																	
Disadvantaged children with under developed language to 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.	<p>2 disadvantaged children in EYFS were part of the School Start programme in 2022-23 so took part in weekly small group sessions with a trained teacher to improve their sound awareness or language skills. Both children made good progress with these skills over the year.</p> <p>One of the children also received 1:1 speech and language support twice a week to meet goal set by SALT. She has made good improvements to her speech sound production.</p> <p>All three disadvantaged children in EYFS reached Expected in ELG in Speaking at the end of 2022-23</p>																					
Disadvantaged children in KS1 will make accelerated progress with phonics before PSC.	Disadvantaged children will show accelerated increases in phonics scores in PSC.	The one disadvantaged child in Year 1 passed the PSC in 2023 and had TRUGS intervention during the year.																					
Disadvantaged children will have more opportunities to read to adults or peers in school.	Reading ages of disadvantaged children will have increased or be at chronological age. Reading	The vast majority of disadvantaged children have received increased opportunities to read to adults in school. 90% of the children increased their reading ages over the year (the other 10%																					

	assessments will show good levels of progress.	are on the SEN Register and are still working on phonics) with a number of children increasing by more than a year.
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 2023 and attend all trips.	81% of disadvantaged children attended at least 2 extra-curricular clubs last year, with 62% attending 3 or more clubs over the year. 100% of disadvantaged children attended school trips or residential.
The social and emotional needs of disadvantaged children will be supported to enable them to feel safe and happy at school and improve attainment.	All disadvantaged children will feel happy in school and attain well.	6 disadvantaged children (out of a potential 17) received Individual or Group Drawing and Talking Therapy sessions from a trained teacher over the year. All engaged well with the sessions and had the opportunity to talk. Pupil voice showed they all enjoyed these sessions. 8 children also had regular nurture support during the year to support their emotional wellbeing. Again pupil voice showed that the children felt the benefits to these sessions and they helped them feel happier.
Attendance of disadvantaged children will improve and be more in line with whole school attendance.	The attendance data for disadvantaged children will improve from the 2021-22 data (89.5%).	The attendance figures for the 24 disadvantaged children for 2022-23 were 89.4%. However, these have been closely monitored over the year. 18 of the 24 children had attendance over 87%. 3 of the remaining 6 children were from the same family, who have been receiving support from school and external agencies to improve attendance. Overall school attendance for 2022-23 was 95.1%

## 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
Monster Phonics	Monster Phonics
Jigsaw PSHE	Jigsaw PSHE

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