

Pupil premium strategy statement – Thurlbear CE VA Primary School

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	Thurlbear
Number of pupils in school	207
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 – 2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Steve Gillan
Pupil premium lead	Steve Gillan
Governor / Trustee lead	Hannah Kelloway

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year March 2021 – April 2022	£ 24,415.00
Recovery premium funding allocation this academic year March 2021 – August 2022	£ 1,223.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25,638.00

Part A: Pupil premium strategy plan

Statement of intent

We strongly believe that it is not about where you come from but your commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential and succeed as they move on into later life, to encompass our Foundation Stone quote of 1872: To Train Up A Child In The Way They Should Go. At Thurlbear Church of England VA Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. All members of staff have high aspirations and ambitions for all of our children and we believe that no child should be left behind.

Challenges

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

Challenge number	Detail of challenge
1	Pupils that have low self-esteem and confidence/SEMH struggle to achieve their true potential, by raising esteem and confidence children can succeed.
2	The school has identified pupil premium pupils that need rapid first interventions to catch up quickly, or to develop their previous ability to challenge themselves at greater depth. This is also as a result of the various lockdowns from the last two academic years
3	Costs for residential visits put them outside reasonable expenditure for some of our Pupil Premium families especially with other siblings

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
As a result of counselling with a staff member, pupil premium pupil will be able to express their emotions more and feel more confident. This will impact on their self-worth and emotional well-being and allow them to focus on their learning habits.	Pupil surveys before and after Listening Ear sessions will show an increase in positivity from the pupils.

Interventions will highlight that Pupil Premium Pupils will accelerate their progress whatever their starting points. This will be notable in KS1 with regard to Phonics and then with Reading stamina and comprehension skills in KS2.	Quality first teaching will support this in line with targets set on the SDP. Pupil Progress data will highlight that the gap against others is diminished and data in Pupil Progress Meetings will show this. Focus on Pupil Premium pupils will build a more robust and secure vocabulary base and develop reading and writing skills as the children progress through KS1 and KS2.
Leading on from this will be the impact on writing through quality first teaching and will support this in line with targets set on the SDP.	Pupil Progress data will highlight that the gap against others has diminished and this will be measured through Pupil Progress meetings with all staff and book scrutinies.
Support for Pupil Premium pupils across the school will help to close the gap between PP pupils and others. Targeted support provided in the afternoons as extra to basic skills taught in the morning sessions	The gap in attainment between PP children and others will diminish.

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: £ 900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching and specific feedback to pupil premium pupils	Education Endowment Foundation evidence June 2021	1,2, 3
CPD sessions for all staff in staff meetings	CPD sessions for ALL staff including support assistants so everyone is following and understands same approach, lead by SENDCo and outside agencies.	1,2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,609.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 teaching support.	EEF evidence based on uses of teaching assistants giving specific guidance, feedback and support at key times for pupils. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,2, 3
In-class support	Assistants are used to support children within the class and ensure they understand or have the help they need to achieve the desired learning outcomes – EEF evidence.	1,2, 3

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

Budgeted cost: £ 3129.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elsa/PFSA support	Pupil Premium children are prioritised for these sessions through teacher identification, parental request and as part of termly pupil progress meetings. Understanding barriers to learning is key to the success of this group. For example problems within families, e.g. marital breakdowns or poor parenting skills present barriers to learning when children are in school. Children will attend school regularly, believe in themselves and be in the right frame of mind to learn.	1,2, 3
Subsidy of Educational visits, uniform, resources for learning	Enabling participation of ALL pupils in all events or activities where financial contributions are required and not manageable for parents. Pupil Premium funding to be used to subsidise activities, e.g. educational visits including residential visits, after school sport clubs (x1 per child), music tuition, resources etc. where eligible parents have difficulties in managing the full cost. As a Church of England school, Inclusion is one of our core values and we believe that all children have the right to the same experiences as their peers. All children receive and are part of a fully inclusive curriculum including residential, educational visits and music lessons/sports activities.	1,2, 3

Total budgeted cost: £ 25,638.00

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- Children have made good progress and have attained virtually equally with all children. Vocabulary is a key component of future success and will feature in the next steps for Pupil Premium pupils for 2022 – 2023.
- All children were able to participate in extra-curricular activities, equal chances and opportunities for all. This led to increased confidence and club achievements by Pupil Premium pupils in clubs for sports teams.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	SEMH support via Listening ear and 'Talk Time' work and is ongoing commitment to the pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Specific time to discuss issues / feelings / potential behavioural issues and this allowed them to feel listened to and supported and able to focus on the academic work. This led to a decrease in negative behavioural issues.