# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| School name | Thornbury Primary Leadership Academy |
| Number of pupils in school | 460 |
| Proportion (%) of pupil premium eligible pupils | 158 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 ==2023-2024== 2024-2025 |
| Date this statement was published | 5-2-24 |
| Date on which it will be reviewed | 30-10-24 |
| Statement authorised by | Clare Daddy |
| Pupil premium lead | Clare Daddy |
| Governor / Trustee lead | Hannah Tuffnell |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £229,890 |
| Recovery premium funding allocation this academic year | £22,910 |
| Pupil premium funding carried forward from previous years | £0 |
| **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* | £254,464 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Our pupil premium strategy is carefully thought out to remove barriers for disadvantaged children through:
  - A wide range of interventions targeted at pupils with specific gaps in their knowledge and understanding.
  - An enriched curriculum through our educational visits programme and after school opportunities.
  - Free access to our breakfast club so that children have their basic needs met and are thus able to concentrate on their learning
  - Support for children who face challenges at home due to financial constraints.
  - Support for uniforms, food, and hygiene products.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Regression due to the pandemic |
| 2 | Social and emotional aspects |
| 3 | Attendance |
| 4 | Lack of Parental Engagement |

# 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 |
|---|---|
| GLD | 77% |
| Y1 phonics | 88% |
| KS2 | 80% RWI combined |
| In each academic year for PP achievement to match NPP achievement. | YR-Y6 |
| In each academic year for PP attendance to match NPP attendance. | YR-Y6 |

# 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: £ 22,910 (Estimate)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

| To provide additional support via an additional teacher in Y6. | EEF teaching and learning toolkit: | 1 |
| --- | --- | --- |
| - Facilitate smaller group work for maths English<br><br>- To provide interventions before and after school<br><br>Work 1:1 with targeted children to enable them to achieve the expected Y6 standards | • Small group intervention (+4)<br>• Teaching assistant interventions (+4)<br>• Reading comprehension strategies (+6)<br>• One to one tuition (+5)<br>• Feedback (+6)<br>• Individualised instruction (+4)<br>• Mastery learning (+5) | 4 |

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

Budgeted cost: £ *140,723 (Estimate)*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| --- | --- | --- |
| To provide additional support for pupils during school hours<br><br>To facilitate smaller group work and 1:1 work in key year groups, including use of NTP/ school led tutor and academic mentors<br><br>To provide interventions to accelerate progress in key areas<br><br>To provide resources to deliver interventions<br><br>To provide additional out of hours support for pupils in addition to that provided through catch-up funding. | EEF teaching and learning toolkit:<br>• Small group intervention (+4)<br>• Teaching assistant interventions (+4)<br>• Reading comprehension strategies (+6)<br>• Phonics (+5)<br>• One to one tuition (+5)<br>• Feedback (+6)<br>• Individualised instruction (+4)<br>Mastery learning (+5) | 1<br>4 |

| | | |
|---|---|---|
| To provide additional speech and language support | | |

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

Budgeted cost: £ *117,106*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide behaviour and social interventions<br><br>To provide pastoral support for children<br><br>To provide counselling for children where appropriate<br><br>To support and develop good learning behaviour<br><br>To support and develop good habits of attendance | EEF teaching and learning toolkit:<br>• Social and emotional learning (+4)<br>• Parental engagement (+4)<br>• Meta-cognition and self-regulation (+7)<br>Mentoring (+2) | 2<br>3<br>4 |
| To provide individual support for breakfast and after school club<br><br>To support individual families with support and access to free meals when isolating and during holidays | EEF teaching and learning toolkit:<br>• Social and emotional learning (+4)<br>• Parental engagement (+4)<br>• Mentoring (+2) | 2<br>3<br>4 |
| To subsidise educational trips<br><br>To provide individual support for uniform, PE kit etc | • Social and emotional learning (+4)<br>• Meta-cognition and self-regulation (+7) | 2<br>4 |

## Total budgeted cost: £ *280,739*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| | 2023 National Average for non-disadvantaged pupils | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and National Average for non-disadvantaged pupils |
|---|---|---|---|
| RWM EXS+ | 66% | 76% | 10% |
| RWM HS | 10% | 8% | -2% |
| Reading EXS+ | 78% | 80% | 2% |
| Reading HS | 34% | 8% | -26% |
| Writing EXS+ | 77% | 76% | -1% |
| Writing HS | 16% | 8% | -8% |
| Maths EXS+ | 79% | 84% | 5% |
| Maths HS | 29% | 16% | -13% |
| | 2023 National Average for disadvantaged pupils | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and National Average for disadvantaged pupils |
| RWM EXS+ | 44% | 76% | 32% |
| RWM HS | 3% | 8% | 5% |
| Reading EXS+ | 60% | 80% | 20% |
| Reading HS | 17% | 8% | -9% |
| Writing EXS+ | 58% | 76% | 18% |
| Writing HS | 7% | 8% | 1% |
| Maths EXS+ | 59% | 84% | 25% |
| Maths HS | 13% | 16% | 3% |

| KS1 End of Year Outcomes | | | |
|---|---|---|---|
| | 2023 National Average for non-disadvantaged pupils | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils |
| Reading EXS+ | 73% | 68% | -5 |
| Reading HS | 22% | 16% | -6 |
| Writing EXS+ | 65% | 67% | 2% |
| Writing HS | 10% | 9% | -1% |
| Maths EXS+ | 75% | 67% | -8% |
| Maths HS | 19% | 9% | -10% |
| | 2023 National Average for Disadvantaged | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils |

| Reading EXS+ | 54% | 68% | 14% |
|---|---|---|---|
| Reading HS | 9% | 16% | 7% |
| Writing EXS+ | 44% | 67% | 23% |
| Writing HS | 3% | 9% | 6% |
| Maths EXS+ | 56% | 67% | 11% |
| Maths HS | 8% | 9% | 1% |

| EYFS End of Year Outcomes | | | |
|---|---|---|---|
| | **2023 National Average** for non-disadvantaged pupils | **2023 school achievement of disadvantaged pupils** | **Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils** |
| Achieved GLD | 72% | 64% | -12% |
| | **2023 National Average** for disadvantaged pupils | **2023 school achievement of disadvantaged pupils** | **Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils** |
| Achieved GLD | 52% | 64% | 12% |

## Summary of progress for disadvantaged pupils 2022-2023

- The percentage of disadvantaged pupils at Thornbury in all Key Stages who have achieved the expected standards or above exceeded the national averages for disadvantaged pupils.

- The percentage of disadvantaged pupils at Thornbury in Key Stage 1 and Key Stage 2 who have achieved the higher standard, exceeded the national averages for disadvantaged pupils in all areas apart from Reading in KS2.

- The percentage of disadvantaged KS2 pupils at Thornbury achieving the expected standard in reading, writing and maths combined and in Maths exceeded that of all children nationally.

**Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:**

- Smaller group intervention sessions for all children
- Regular analysis of outcomes to determine precision teaching in interventions and lessons.
- Setting of children in Year 6 into ability groups.
- Regular interactions with parents
- Attendance strategies strengthened parental relations and also enable children to achieve in line with their peers.
- Strong pastoral support has provided children nurture, care and developed their social skills and interactions.
- Educational visits have provided real life experiences that have enriched children's vocabulary and broadened their understanding of the wider world.

Based on all the information above, the performance of our disadvantaged pupils [*exceeded* expectations.

We are at present on course to achieve the outcomes we set out to achieve over the next three years, as stated in the Intended Outcomes section above.

# 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 |
|-----------|----------|
| None | |
| | |

# Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|---|
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

# Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- In-school strategies include regular briefings, curriculum guidance events for parents and pupils, performance review meetings for target pupils, revision/homework booklets and use of virtual learning platforms to support learning beyond the school day.
- utilising support from our local Mental Health Support Team and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. sports clubs, Eco-club, local charity work, STEM club) will include focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.