

# Thorndon CoE Primary School

## Premium strategy statement 2024/25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Thorndon CoE Primary
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	31%
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	D Jones, Exec Headteacher
Pupil premium lead	H Meadowcroft, HoS
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£20,720</b>

# 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 all subject areas. 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, 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.

## Challenges

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

Challenge number	Detail of challenge
1	Limited speech and language skills and vocabulary which impacts on learning.
2	Emotional wellbeing and pupils' being ready to learn.
3	Gaps in key literacy skills - To address identified gaps in learning to improve and develop pupils' writing skills.

4	Access to resources, such as books and have life experiences, which other pupils experience
5	Parental engagement with school and ensuring children's basic needs are met.

## 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.

Challenge	Intended outcome	Success criteria
1	<p>Pupils develop and use language effectively and widely to express themselves.</p> <p>Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given.</p>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.</p> <p><b>Measure:</b> EYFS Baseline assessments and pre and post intervention data.</p>
2	<p>Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> <li>• Pupils are more willing to learn.</li> <li>• Pupils listen attentively in class and follow instructions well.</li> <li>• Pupils adhere to the school's behaviour expectations.</li> <li>• Pupils have excellent social skills.</li> </ul> <p>Pupils are self-confident, able to face challenges and can work independently.</p>	<p>Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> <li>• Fewer behaviour-related incidents are reported.</li> <li>• Pupils have increased self-esteem, improved listening skills and expressive language abilities.</li> <li>• Pupils are willing to undertake challenges with minimal or no adult support.</li> </ul> <p><b>Measure:</b> Pastoral records, termly progress data and end of year data. Work in pupil books.</p>

<p>3</p>	<p>Improved writing attainment among disadvantaged pupils.</p> <p>To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> <li>• Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing.</li> <li>• Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation.</li> <li>• Pupils can proofread and edit their work effectively</li> <li>• Pupils can manipulate simple tools and demonstrate improved pencil control.</li> <li>• Pupils demonstrate the correct formation, orientation, and size of letters.</li> <li>• Pupils demonstrate legible, joined handwriting.</li> </ul>	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly.</p> <p>Pupils are reaching the expected standard or above for their year group and meeting the end of KS1 and KS2 Writing expectations.</p> <p>Attainment of PPP is raised in English Writing because of targeted interventions.</p> <p><b>Measure:</b> Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.</p>
<p>4</p>	<p>Enable pupils to experience similar opportunities to other pupils</p>	<p>The personal circumstances of pupils that the school can influence have improved and pupils experience similar opportunities to other pupils.</p>
<p>5</p>	<p>Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and can meet the children's basic needs.</p> <p>Parents are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<p>Parents feel comfortable approaching school for help with their child at home.</p> <p>Parents are confident to assist their child at home with their learning.</p>

## 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)

Budgeted cost: £1,000

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
1	CPD for Staff	High quality CPD from the National College.	£0
3	CPD for staff in our new writing scheme.	Pleasure for Writing approach is proven to support and develop children's vocabulary and writing skills.	£1000

### Targeted academic support (for example structured interventions)

Budgeted cost: £7,500

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
1	Use Neli in EYFS to identify pupils who have issues.	Recommend by Speech Therapists	£0
3	Use NFER Grammar, punctuation, and spelling assessments, and interventions to target those in needs to improve the writing skills of PPP children.	NFER is an established system of assessment and identification of gaps in learning used nationally with proven results in raising attainment and pupil progress.	£1000
	Extra support in class for writing skills, including SPaG, provided by TA support.	Extra adult support in class is proven to raise standards	£6000

3	Provide interventions in school to include disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	£500
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,898

Challenge number(s) addressed	Activity	Evidence that supports this approach	Approx costs
2	Provide emotional and well-being support to PPP: <ul style="list-style-type: none"> <li>to develop confidence and self-esteem</li> <li>run nurture groups and social groups</li> <li>provide behaviour support to individuals.</li> </ul>	Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.	£1000
2	Provide ELSA support and training.	Develop coping strategies and talk about difficulties.  Interact more successfully with others.  Develop greater self-awareness, manage school better and feel better about themselves.  Pupils with an ELSA feel they have been listened to and supported.	£730
4	Provide funding for disadvantaged pupils who may not be able to attend school clubs or extra-curricular activities outside of school due to affordability. PPP and those currently claiming FSM are offered fully funded trips and visits, clubs and access to Forest Schools.	Records indicate that only a small percentage of PPP take up clubs, we want to change this.  The benefits of pupils attending residential visits/ trips and visits is educationally proven and improves self-esteem and well-being.	£1000  £5,600  £2368

	Provide active play at lunchtimes to promote healthy living and positive mental health	The benefits of pupils being active promotes positive play and behaviours in school.	
5	Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.	There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.	£0
5	Ensure reading books that are going home are at the pupil's reading level and ability.  Provide dyslexia friendly novels in the library.  Provide phonics support to parents to help them with hearing their child read via the Ruth Miskin website and flash cards.	Parents are more likely to engage with and support home learning if they feel confident and able to do so.	£1000
5	Purchase revision guides for all PPP in Year 6.	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	£200

**Total budgeted cost: £20,398**

## Part B: Review of outcomes in the previous academic year – 2023/2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Review of expenditure			
Previous Academic Year		2023-2024	
Teaching			
Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Children will achieve good academic outcomes.	<p>Invest in 'Writing for Pleasure' subscription to improve writing outcomes for pupils. The scheme uses 'a love of writing' approach to help children develop a deeper understanding of the writing process (mastery approach).</p> <p>Improved reading resources including purchasing additional phonics books and books to promote reading for pleasure. Improved reading resources for dyslexia readers</p> <p>Specialist SEN training e.g. ASD and dyslexia.</p>	<p><u>Reading</u>: results for PP (% at or above expectation and progress from starting points):            Year 1 (1 pupil) – 0% (100% progress)            Year 2 (5 pupils) – 60% (100% progress)            Year 3 (3 pupils) – 33% (100% progress)            Year 4 (2 pupils) – 50% (100% progress)            Year 5 (2 pupils) – 100% (67% progress)            Year 6 (2 pupils) – 100% (100% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation):            Year 1 (1 pupil) – 0% (100% progress)            Year 2 (5 pupils) – 60% (80% progress)            Year 3 (3 pupils) – 0% (67% progress)            Year 4 (2 pupils) – 50% (100% progress)            Year 5 (2 pupils) – 50% (100% progress)            Year 6 (2 pupils) – 100% (100% progress)</p> <p><u>Maths</u>: results for PP (% at or above expectation):</p>	



	SEN software subscriptions e.g. Dyslexia screening programme	<p>Year 1 (1 pupil) – 0% (100% progress)  Year 2 (5 pupils) – 60% (80% progress)  Year 3 (3 pupils) – 33% (100% progress)  Year 4 (2 pupils) – 100% (100% progress)  Year 5 (2 pupils) – 100% (100% progress)  Year 6 (2 pupils) – 100% (100% progress)</p> <p><u>Phonics:</u>  Year 1 phonics check: FSM (1 pupil) – 0% working at.  Year 2 phonic recheck: FSM ( 3 pupils) – 33% working at.</p>	
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## Targeted academic support

Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Children will achieve good academic outcomes.	<p>Catch-up TAs e.g. Rapid Readers, Dyslexia Screener, Nessy and precision teaching.</p> <p>Class-based interventions e.g. Reading Comprehension, Guided Reading texts.</p> <p>Renewal of Language Link subscription – Early Speech and Language intervention.</p> <p>Investment in teaching using Maths Mastery approaches e.g. White Rose, Angles Maths Hub programme</p>	<p><u>Reading:</u> results for PP (% at or above expectation and progress from starting points):  Year 1 (1 pupil) – 0% (100% progress)  Year 2 (5 pupils) – 60% (100% progress)  Year 3 (3 pupils) – 33% (100% progress)  Year 4 (2 pupils) – 50% (100% progress)  Year 5 (2 pupils) – 100% (67% progress)  Year 6 (2 pupils) – 100% (100% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation):  Year 1 (1 pupil) – 0% (100% progress)  Year 2 (5 pupils) – 60% (80% progress)  Year 3 (3 pupils) – 0% (67% progress)  Year 4 (2 pupils) – 50% (100% progress)  Year 5 (2 pupils) – 50% (100% progress)  Year 6 (2 pupils) – 100% (100% progress)</p>	<p>Continue with targeted interventions.</p> <p>Continue working with the Maths Hub and maths interventions.</p> <p>Purchase ‘Whole word recognition’ Books.</p>

		<p><u>Maths:</u> results for PP (% at or above expectation):  Year 1 (1 pupil) – 0% (100% progress)  Year 2 (5 pupils) – 60% (80% progress)  Year 3 (3 pupils) – 33% (100% progress)  Year 4 (2 pupils) – 100% (100% progress)  Year 5 (2 pupils) – 100% (100% progress)  Year 6 (2 pupils) – 100% (100% progress)</p> <p><u>Phonics:</u>  Year 1 phonics check: FSM (1 pupil) – 0% working at.  Year 2 phonic recheck: FSM ( 3 pupils) – 33% working at.</p>	
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**Wider strategies**

<b>Challenge (number)</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
2. Children will have greater cultural capital.	Subsidised trips	<p>All disadvantaged pupils attended school trips and all attended the Year 6 residential. All children went to Forest Schools.</p> <p>All took part in school performances.</p> <p>Greater confidence and higher self-esteem achieved.</p>	<p>Continue to subsidise visits and residential trips so all can attend.</p> <p>Continue with arts and performances.</p> <p>Continue to provide Forest School sessions.</p>
3. Children will be confident and boost self-esteem	<ul style="list-style-type: none"> <li>• Access to wraparound care</li> <li>• Play-based (Lego) therapy</li> <li>• Subsidised trips</li> </ul>	Breakfast Club was offered and taken up. Pupils who attended were better prepared for the school	Continue to offer breakfast and after school club in 2024/25.

	<ul style="list-style-type: none"> <li>• Subsidised uniform</li> <li>• Participation in sport including adventurous activities</li> <li>• Forest school</li> <li>• Sensory resources</li> </ul>	<p>day. After school club allows parents to work, so financially better off.</p> <p>All PP pupils were offered subsidised trips this year and residential for Year 4/5 and Year 6. This was taken up by all eligible pupils. This allows PP pupils to attend, especially the residential.</p> <p>Lego Therapy was successful.</p> <p>This support has helped to improve integration, self-esteem, behaviour in and out of the classroom, including learning behaviours and it has also helped parents/carers.</p> <p>Pupils took part in sports clubs provided</p>	<p>Develop ELSA Support in 2024/25.</p> <p>Continue to offer subsidised trips and residential in 2024/25.</p>
<p>4. Children will have maximum time in their educational environment.</p> <p>Attendance and punctuality rates for pupils eligible for PP are consistent and high.</p>	<ul style="list-style-type: none"> <li>• Access to wraparound care</li> <li>• Free clubs</li> <li>• Play-based (Lego) therapy</li> <li>• Participation in sport including adventurous activities</li> <li>• Sensory resources</li> <li>• Monitor daily attendance and work with the EWO</li> </ul>	<p>Attendance for PP: 93%</p> <p>Reasons for absence were due to illness.</p>	<p>From Sept 2024 follow up attendance in line with new DfE attendance measures and Trust policy.</p> <p>Continue to work with parents on attendance and the help we can offer.</p>
<p>5. Children will be mentally and physically healthy.</p> <p>Children will understand the importance of mental and physical health and understand some strategies to support both of these areas.</p>	<ul style="list-style-type: none"> <li>• Access to wraparound care</li> <li>• Play-based (Lego) therapy</li> <li>• Subsidised clubs</li> <li>• Subsidised trips</li> <li>• Subsidised uniform</li> <li>• Participation in sport including adventurous activities</li> <li>• Forest school</li> <li>• Sensory resources</li> <li>•</li> </ul>	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p> <p>The resighting and redevelopment of the sensory room has been successful and is used by those who require time out or a place to go to help self-regulate.</p>	<p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p> <p>Develop the sensory room.</p>

		<p>A member of staff has been attending Lego therapy sessions has been successful.</p> <p>School is training a member of staff to be the Mental Health Lead.</p>	
<p>6. Children will be involved in all aspects of school.</p> <p>Children will be able to participate in all areas of school life and extracurricular opportunities.</p>	<ul style="list-style-type: none"> <li>• Access to wraparound care</li> <li>• Play-based (Lego) therapy</li> <li>• Subsidised clubs</li> <li>• Subsidised trips</li> <li>• Subsidised uniform</li> <li>• Participation in sport including adventurous activities</li> <li>• Forest school</li> <li>• Sensory resources</li> <li>•</li> </ul>	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p>	<p>Continue to provide subsidised or free activities.</p> <p>Ensure PP pupils are involved in sport and attend competitions.</p>
<p>7. Self-regulation, behaviour and social awareness.</p> <p>Children will be able to self-regulate and make appropriate choices.</p>	<ul style="list-style-type: none"> <li>• Access to wraparound care</li> <li>• Play-based (Lego) therapy</li> <li>• Subsidised clubs</li> <li>• Subsidised trips</li> <li>• Subsidised uniform</li> <li>• Participation in sport including adventurous activities</li> <li>• Forest school</li> <li>• Sensory resources</li> </ul>	<p>Pupil's behaviour is extremely good and has been observed by representatives of the Trust and SIAMS inspector.</p> <p>The school sensory room has been very beneficial to children who require assistance self-regulating their behaviour, but it needs to be redesigned to get the maximum benefit.</p> <p>Lego Therapy has been a successful intervention and the demand for sessions has increased over the course of the year.</p>	<p>Develop the sensory room.</p> <p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p>