



Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thursby Primary School
Number of pupils in school	105 including 6 Part Time Nursery (September 2023)
Proportion (%) of pupil premium eligible pupils	14.3% (includes Nursery) (September 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Johnston
Pupil premium lead	Jayne Williams
Governor lead	Kirsty Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,505
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£26,505

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Thursby School we first focus on the individual needs of our Pupil Premium pupils and identify the areas of barriers to learning, entitlement, encouragement and enrichment as a review. Research conducted by various documents, for example: EEF guidance reports for various elements and the Great Teaching Toolkit are used to support decisions around the relevant and effectiveness of different strategies and their cost effectiveness.

At Thursby, we recognise that common barriers include supporting attainment to be in line or exceeding peers; home support may be less consistent; there is a current dual SEND need for 2.9% of Pupil Premium pupils; this is our lowest dual need over the years. (-4% difference from 2022-23) Our FSM low income families may need support with wider strategies in school. As FSM stands at 73% (+4% from 2022-23) of PP pupils and 14.3% 9.9% of NOR (including Nursery) which is 4.4% higher than 2022-23. We are proud of our Pupil Premium attendance which remains in-line with non-Pupil Premium attendance and at times is higher than non-PP pupils attendance and something school has worked on over the years, though we understand this may change dependent on needs of families.

In line with our whole school vision and values we use our curriculum drivers of: resilience, independence and active learning alongside outdoor active learning to support engagement, aid progress and deepen knowledge using a variety of strategies so all pupils have access to learning regardless of their starting points and needs identified.

We recognise that the impact of school closures during Covid19 have resulted in some disadvantaged pupils needing further speech, language and communication needs identified, social and emotional skills developed and some gaps in the curriculum evident especially in 2021-2022, though these were cohort specific (EYFS/Year 1) and 2022-23 outcomes show that weakness does not remain currently.

Our overall objectives are:

- To continue to close the gap between disadvantaged and non-disadvantaged pupils across all classes and measured via statutory outcomes across school
- To support disadvantaged pupils' access to learning by diminishing barriers to learning
- To ensure pupils with Dual needs of SEND receive appropriate and timely support and/or interventions to continue to make progress in line with single need disadvantaged pupils

- To give access to enriching learning experiences in school with opportunities to learn beyond the class room and opportunities to develop talents for those who may not have significant issues in their progress and attainment

Our aims:

- Provide high quality first teaching in all classes to meet the needs of all pupils
- Ensure appropriate staff CPD is accessed and available to all
- Appropriate provision is accessible to individuals, groups of pupils. We also recognise this may capture non-disadvantaged pupils as we understand not all socially disadvantaged pupils qualify or register for FSM
- Pupil Premium funding to be allocated according to specific needs in school

Provision includes: (non-exhaustive)

- All teaching is at least good consistently and securely in all subjects
- All staff have deep knowledge of each pupil- their strengths and needs
- Reducing class sizes where possible to improve teaching and learning progress further
- Additional Teaching Assistant support in class via fluid support in KS1 and 2 (temporary contracts until August 2024)
- Build cultural capital opportunities and experiences
- Pastoral/Behaviour support accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residential including breakfast club, after school clubs, uniforms, 1:1 and music tuition/sessions/opportunities and widening cultural and religious experiences

Challenges

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

Challenge number	Detail of challenge
1	SEL- independence and resilience (school's curriculum drivers)
2	2.9% dual SEND needs (1) raising attainment to expected
3	Raising attainment in Maths especially for girls and rapid recall of multiplication tables
4	Enriching cultural capital opportunities to pupils and enriching the curriculum (visits, visitors, activities-the wider curriculum offer)

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
<p>1. Promote SEL focus to support accessing the learning through using strategies to aid academic progress</p>	<ul style="list-style-type: none"> • Pupils accessing the curriculum easier in lessons • Pupils using strategies to support expectations to learning and peer relationships • Pupils having accessing to additional support for raising progress and attainment • Knowledgeable and skilled staff utilising resources and training to aid raising standards • Pupils continue to have high attendance, parent engagement remains secure and pupils more confident, resilient and independent towards their learning
<p>2. SEND and PP pupils being supported in line with individual need for raising attainment and progress</p>	<ul style="list-style-type: none"> • Dual need pupils making expected attainment at the end of each key stage in Reading and Maths specifically 2023-24 (this equates to 5 pupils in Year 6 and 3 pupils in year 2) • SLCN pupils in KS1 continue making good+ progress in KS2 through tiered vocab approach, phonics catch-up groups and Dual need pupils accessing interventions and support where needs are addressed and progress meets or exceeds their targets through trained and skilled staff
<p>3. Reading standards supporting SLCN of pupils vocab across the curriculum</p>	<ul style="list-style-type: none"> • All PP pupils receiving reading rewards in class linked to policy including star reader certificates • Parents utilising reading newsletters termly for quality texts and support at home • Staff knowledgeable in teaching subject specific vocab to enable pupils to articulate wider vocab size to support academic progress (including whole school oracy and Early Reading teacher knowledge)

	<ul style="list-style-type: none"> • Expand the Phonics Little Wandle texts through HILLS books • Continue to replenish reading resources across school with additional focus on equality
4. Increase girls Maths progress for FSM in line with Non-FSM progress	<ul style="list-style-type: none"> • Formative assessment strategies aiding gap analysis for progress • Active /practical learning eg outdoor active Maths raising motivation and thereby increasing progress and attainment • Use of Feedback supports swift progress and misconceptions identified and actioned succinctly • Maths rewards eg certificates for Athletics and TT Rockstars • Continue with daily '5 minute maths' and practising of rapid recall multiplications especially in Years 2,3 and 4
5. Enrich wider opportunities of school life	<ul style="list-style-type: none"> • PP pupils increase in after school club participation/Breakfast club • PP pupils accessing music opportunities through visits, visitors, concerts, playing an instrument • Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning • Parent voice reflecting improved attitudes to learning and engagement in activities • Music experiences/opportunities across cohorts and school

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lessons having dedicated pre/post assessments in all subjects and teaching revisit based on gaps in learning from formative assessment (live amendments) and 5 minute daily quick maths to continue	<p>Girls maths especially with rapid recall are longer by average than boys by the end of Year 4.</p> <p>EEF (+8 months progress) for feedback</p>	2 3 4

<p>Staff skilled in SEN and PP needs addressed and knowledgeable to support successful outcomes for pupils</p>	<p>EEF-SEND in mainstream guidance report (June 2020) EEF- Pupil premium guidance report (2019) Gov.uk report for 'supporting attainment of disadvantaged pupils-success & good practice' (November 2015) states 'Primaries with higher proportions of SEND were associated with lower performance amongst disadvantaged pupils' EEF- 5 a day (SEND strategies- raises whole cohort)</p>	
<p>Oracy development across whole school as a structured, progressive provision across the curriculum</p> <p>Staff CPD for Phonics/Early Reading/Oracy</p> <p>Parent termly newsletters sampling quality texts and Reading workshops for parents</p>	<p>DFE-. EEF-Early Literacy report. EYFS- 'Actions for Early Years' Gov.uk 17.09.2020 states 'continuing to support their early language and communication skills is essential'. Oracy report -Voice 21 (Will Millard and Loic Menzies) shows Oracy is critically important as proven evidence for Disadvantaged/SEND better life outcomes; underpins literacy to vocab acquisition and improves wellbeing and pupil confidence. Ofsted Research Review (May 2022) states the word-rich and word-poor differences correlates with lasting socio-economic and health inequalities.</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master basic skills with an average impact of 4+ months.</p> <p>Clark & Douglas (2011) states FSM pupils less likely to read fiction outside of class room</p>	<p>3</p> <p>3 & 4</p> <p>2</p> <p>3</p>
<p>All staff in EYFS, KS1 and upper KS2 trained in managing challenging behaviour needs for SEL needs for PP pupils</p> <p>ELSA- ½ day per week release (Teaching Assistant) revisited in 2022-23 due to change of staffing and CPD required.</p> <p>Resources to support SEL across school</p>	<p>SEL- EEF- 5+ months progress (July 2018) and Self-Regulation (+7 months) and has an identifiable and significant impact on attitudes to learning, social relationships and attainment</p> <p>Specialists leading CPD for staff based on Thursby's pupil context eg ADHD/ASD or SEMH needs especially within upper KS2</p>	<p>1</p> <p>2</p>

<p>Subject leadership developed across all subjects with high regard for priority subjects – Subject lead release time by HLTA (further supported through WELL)</p> <p>External CPD for subject leads- Princes Teaching Institute program to develop teacher subject specific knowledge; CCC courses to support leadership across all levels and Princes Trust Institute CPD 2023-24</p>	<p>High quality CPD for teachers identified in EEF-Pupil premium as high importance</p> <p>EEF-Effective Professional Development, 2022 (14 mechanisms)</p> <p>The Great Teaching Toolkit review</p> <p>P</p>	<p>2</p> <p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLCN progress supported by Knowledgeable & Skilled TA and whole school approach to Oracy</p> <p>Phonics support in KS1 (STA) and Keep up support in KS1 and KS2 for lowest readers</p> <p>Maths supported by TT Rockstars/Mathletics</p>	<p>EEF small group tuition and 1:1 support- high cost yet effective</p> <p>EEF-Digital Technology +4months progress</p> <p>Supporting girls Maths relating to digital technology supports the engagement of pupils and competition type activities.</p>	<p>2</p> <p>3</p> <p>4</p>
<p>Interventions supporting Reading and vocab utilised eg Talk Boost, Keep-Up Phonics (Little Wandle)</p> <p>Small group in class fluid support for pupils led by TA (following TA policy reviewed 2022)</p>	<p>EEF toolkit- 1:1 or small group tuition as expensive yet effective in accelerating learning</p> <p>TA policy devised under EEF 'Best use of TAs' guidance report (2021, revised 2022)</p> <p>SENDCO leading TA deployment CPD across Cumberland Council</p>	<p>2</p> <p>3</p> <p>4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Outdoor and active learning encouraged by all</p> <p>Reduction in cost of visits/visitors</p> <p>Support cost of uniforms/clubs</p> <p>Promote cultural capital experiences through visits, visitors and activities</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils</p> <p>EYFS_-Physical development approaches (EEF + 3months)</p> <p>Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum</p>	<p>2 5</p>
<p>Music opportunities offered for all disadvantaged pupils through external Music service offers</p> <p>Whole class learn to play an instrument through CCC Music Services</p>	<p>Impact of participation in the Arts on academic learning appears to be positive. Some activities have been linked to improvements in specific outcomes eg music and spatial awareness between drama and writing</p> <p>Wider benefits include SEL (EEF +5 months)</p>	<p>1</p>

Total budgeted cost: £ 20,000

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 2022 to 2023 academic year.

1. Those pupils who needed additional provision have been able to work in small groups/paired/1:1 to focus on their specific areas of need in more depth and whilst some pupils may require longer term support beyond the intervention school has committed to continuing with these wellbeing support groups. Intervention groups: pre-intervention assessment and post intervention assessment has shown positive outcomes
2. Good progress in Phonics has ensured an outcome of 100% pass rate in the Year 1 Phonics Check (June 2023) with an average score of 39/40 (+15% from 2021-22) Phonics was externally validated by Ofsted (December, 2022) with high praise given.
3. High quality texts have been logically sequenced across each class, each term and each year within our revitalised curriculum design and plans, which are available on the school website. Texts give a balance of diversity, subject-led and challenge-led opportunities. These will continue to be enriched over 2023-24 through HILLS book led by subject leader gap analysis.
4. ELSA support and pupil wellbeing support has shown significant positive impact in effect size from targeted interventions and has shown a positive engagement within lessons which subsequently aids successful outcomes for all. (refer to analysis of pre and post assessments showing significant progress measures for mild anxiety short term) Pupils who are quite new to school, FSM and/or have an active Early Help are making small step progress overall which results in higher engagement in the class room and growth in confidence.
5. Subject leader development and teacher subject knowledge across the curriculum has been a huge focus to improve outcomes for all pupils, especially those most disadvantaged. Children are taught vocab explicitly to grow their vocabulary size and deepen their knowledge to aid their understanding and long term retention of knowledge. Thursby School has incorporated a whole school structured approach to Oracy/Vocab in 2022- 2023 which encapsulates the work achieved in 2021-2022 for developing a language-rich curriculum at all levels across all subjects. This gives a clear plan of progression in Spoken Language across the curriculum, which in turn impacts of Social, Emotional Language and Behaviour. There is proven evidence this gives disadvantaged (and SEND) better life-outcomes. EYFS end of Reception ELG for SLCN showed all bar one pupil met the expected standard=90%, Year 2 outcomes for Reading are at 8"1% Expected+ and Reading has the highest Greater Depth % from the core subjects.

6. Whilst school has invested in Music opportunities across school, the external music service has not fully provided their 'offer' in 2022-23, KS1 have learned to play the Ukelele and KS2 have benefitted as well, African Drumming has been taught externally which had a positive impact on widening cultural experiences, enjoyment, engagement and a new opportunity. In 2023-24 we are continuing with the Music Service offer, though recognise they may not be able to offer the depth of music opportunities school wishes to explore and be active with. To that end, school will broaden the opportunities out internally by taking part in a music concert (having an audience) and sharing their new skills with a wider audience.

7. *External school outcomes:*

EYFS-end of Reception

Good Level of Development (GLD)	80% (8/10 pupils) 10% increase from 2021-22
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Year 1 Phonics outcomes 2023

	<i>School</i>	<i>National</i>
<i>Year 1 Cohort</i>	100%	80.6%
<i>Pupil Premium</i>	100%	69.6%
<i>Non-Pupil Premium</i>	100%	84.2%

Key Stage 1- end of Year 2

	EXPECTED+	GREATER DEPTH
Reading	81%	31% (+8%)
Writing	75%	25% (+17%)
Maths	75%	25% (+17%)

Pupil Premium-Year 2 outcomes 25% of cohort (1 pupil=25% each)

	Expected	Greater Depth
Reading	100%	0%
Writing	75%	0%
Maths	75%	25%

- PP pupils scored above non-pp pupils on average, however, as SEND holds 18.8% of the cohort, if they were to be removed from the figures then non-pp pupils-v- pp pupils would show: Reading, Writing and Maths would all be in line for expected but not greater depth. This shows there is no gap between PP and non-PP at expected+

Key Stage 2- end of Year 6

	EXPECTED +	National	GREATER DEPTH
Reading	95% (+12)	73% (-2)	50% (+25)
Writing	80%	71% (+2)	25%
Maths	85% (+2)	73% (+2)	20% (+16)
SPAG	85% (+10)	72% (-)	30% (+13)

Year 6 scaled scores

Subject	School's scaled score	National
Reading	108.1 (+2.1)	105
Writing	N/A	N/A
Maths	104.2 (+1.2)	104
SPAG	106.7 (-0.1)	105

Reading, Writing and Maths combined % against national (both school and national have remained the same from 2021/22)

School	National
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75%	59%	
PP -v- Non PP		
Subject	PP (3)	Non PP (17)
Reading	66% of which 33% GD	100% of which 53% GD
Writing	67%	82% of which 29% GD
Maths	100%	82% of which 24% GD
SPAG	100%	82 % of which 35% GD

Externally provided programmes

Programme	Provider
Purple Mash – platform for home learning, homework and computing curriculum	2Simple
E Aware online safety programme (assessment and lessons)	E Aware
TT Rockstars	Ed Tech50
Spelling Shed	Ed Shed
Mathletics	3P Learning

Further information (optional)

Disadvantaged pupils are also being support through the Western Excellence in Learning and Leadership (WELL) project where we are embedding and continuously developing our implementation plan which forms a 3 year programme and ends in July 2024. This is part of a case study by Independent Evaluators from Nottingham University of which Thursby School is interviewed against the criteria for progress termly.

Thursby School has case studies available for viewing on the Cumbria WELL website for Use of IT during and Pupil Wellbeing detailed case study on the impact of an anxiety-led intervention completed at Thursby School during. This action research intervention evaluation is also published in the National Dyslexia Guild Magazine (Summer 2022)

Being active members of WELL, this has been widened out in school from Year 1 which was solely led by the Headteacher, to Year 2 being led by the Assistant Headteacher and KS1 leader and in Year 3 this will continue to be led by the 2 SLT members with focus elements broadened out to relevant teachers.

Our pupil premium shows an increase in FSM which began in 2019/20 and continues to increase over time. There is currently an increase annually of 2-3 pupil over time though in 202-23 this will remain stable at 15 pupils as 2022-23 as Year 6 pupils have left for secondary some new pupils joining school in-year admissions are FSM and there is a small increase in EYFS/KS1 FSM.