



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	102
Proportion (%) of pupil premium eligible pupils	20 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Liam Benson
Pupil premium lead	Jayne Williams
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,950
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,950

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 and there are ever changing challenges within the community. For us, early intervention is key and we focus on language development in various forms with a clear emphasis on vocabulary, oracy and reading. We constantly refine practice as a whole school approach to ensure consistency and our greatest asset for improving practice is through our subject leader development approach and monitoring across all subjects.

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.

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 including achieving and sustaining improved pupil wellbeing
- 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
- Build cultural capital opportunities and experiences
- Wellbeing support accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residentials 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	Pupil wellbeing remains paramount and targeted additional support for individual pupils through identified social and emotional needs, these challenges can particularly affect disadvantaged pupils and those just above the threshold for disadvantaged, though school recognises any child may require additional support at any time.
2	Continued refinement of vocabulary, oracy and reading across the curriculum and especially in foundation subjects to support disadvantaged pupils and those with a dual SEND need. (27.8% 01.09.24)
3	Raised attainment in Maths especially in gaps identified within KS2 calculations (SATs gap analysis July 2024)
4	Consistently enriching cultural capital opportunities to pupils and within the curriculum (visits, visitors, activities, clubs -the wider curriculum offer eg music opportunities whole school approach) so that pupils have gain a wider and rich knowledge of our heritage and broaden the experiences for many disadvantaged pupils

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. To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Pupils continue to have high attendance, parent engagement remains secure and pupils more confident, resilient and independent towards their learning • Sustained high levels of positive wellbeing demonstrated by: pupil voice, parent voice, PSHE and Online Safety lessons, increase in participation in after school clubs and high attendance of PP pupils across school maintaining at least in line with Non PP pupils. • ELSA support sessions showing positive impact from pre to post intervention and engagement in the classroom (Due to maternity leave 2024-25 ELSA is replaced with similar SULP/Nurture groups for identified pupils) • Signposting families to external support where relevant ensuring timely and early intervention is sought
<p>2. SEND and PP pupils being supported in line with individual need for raising attainment and progress especially through oracy, vocab and reading</p>	<ul style="list-style-type: none"> • Dual need pupils making expected attainment at the end of each key stage in Reading and writing (and writing across the curriculum-use of vocab application) • SLCN pupils in EYFS/ KS1 continue making good+ progress in KS2 through tiered vocab approach, whole school oracy refinements, 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 • Year 2 phonics catch up pupils with SEND increase progress measures from starting points through intervention 1:1 daily support
<p>3. Raise Maths attainment for calculations</p>	<ul style="list-style-type: none"> • Raise accuracy in Year 6 calculations outcomes to increase attainment from WTS to Exp+ • Increased greater depth for Maths across cohorts
<p>4. Enrich wider opportunities of school life</p>	<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

	<ul style="list-style-type: none"> • Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning • Parent voice reflecting improved attitudes to learning and engagement in activities (attendance at book look) • Music experiences/opportunities across cohorts and school in groups (specific concerts)
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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
<p>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> <p>Staff skilled in SEN and PP needs addressed and knowledgeable to support successful outcomes for pupils – CPD accessible to all staff and based on individual needs</p>	<p>EEF (+8 months progress) for feedback</p> <p>EEF-SEND in mainstream guidance report (June 2020)</p> <p>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’</p> <p>EEF- 5 a day (SEND strategies- raises whole cohort)</p>	<p>2 3 4</p>
<p>Oracy development across whole school as a structured, progressive provision across the curriculum</p> <p>(embed high quality adult/child interactions from EYFS to Year 6)</p> <p>Keep up to date with research on oracy</p> <p>Fund Staff CPD for Oracy/phonics refreshers, intervention training</p>	<p>There is strong evidence that the rate at which pupil’s develop language is sensitive to the amount of input they receive from adults and peers around them. The number of quality interactions with others throughout the day in a language-rich environment is vital for supporting development across the curriculum.</p> <p>EEF- evidence informed strategies to promote high quality interactions with young children</p>	<p>3</p> <p>3 & 4</p>

<p>Fund Literacy leader release and subject leader release for monitoring</p>	<p>Teaching by Listening: The importance of adult-child conversations to language development (Zimmerman, Gilkerson et al)</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'.</p> <p>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.</p> <p>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>2 3</p>
<p>ELSA- ½ day per week release (Teaching Assistant) x1 further to be trained through next cohort round- fund CPD and time to deliver ELSA weekly Due to maternity leave, support SEMH through anxiety-related programmes eg Socially Speaking, Sulp group intervention for SEND pupils and lunch time Nurture groups through a planned programme for FSM and SEND pupils.</p> <p>Continued refinement of resources to support SEL across school</p> <p>Continue with refining SEMH whole school approach and fund release for CPD, working with pupils based on individual needs (including online safety needs)</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>Safer-suicide prevention strategy (Thursby School)</p>	<p>1 2</p>
<p>Subject leadership developed across all subjects with high regard for priority subjects – Subject lead release time by HLTA (further</p>	<p>High quality CPD for teachers identified in EEF-Pupil premium as high importance</p>	<p>2 3</p>

supported through PTI subscription and CPD days and continuation of WELL)	EEF-Effective Professional Development, 2022 (14 mechanisms)	
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	The Great Teaching Toolkit review https://evidencebased.education/great-teaching-toolkit-cpd/ WELL Implementation plan (internal plan approved by WELL director annually)	

Budget: £8,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLCN progress supported by Knowledgeable & Skilled STA (dual SEND needs) and whole school approach to Oracy refined through SEND targeted support matched to EHCP/SEN Support provision. Phonics support in KS1 (STA) and Keep up support in KS1 and KS2 for lowest readers where required	EEF small group tuition and 1:1 support- high cost yet effective SEND Cumberland Local Offer website https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=5-9 NASEN Handbook https://nasen.org.uk/news/teacher-handbook-launched Oracy Framework chrome-extension://efaidnbnmnnibpcqjpcqlclefindmkaj/https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf	2 3 4
Interventions supporting SEMH needs either 1:1 or small groups where required.	EEF toolkit- 1:1 or small group tuition as expensive yet effective in accelerating learning TA policy devised under EEF 'Best use of TAs' guidance report (2021, revised 2022) SENDSCO leading TA deployment CPD across Cumberland Council and on strategic group for SEND supporting development of TA academy through SEND LA	2 3 4

Budget: £10,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor and active learning encouraged by all</p> <p>Reduction in cost of visits/visitors for day visits and residential.</p> <p>Support cost of uniforms/clubs</p> <p>Promote cultural capital experiences through visits, visitors and activities</p> <p>Residential support</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>With a high % of FSM a large proportion of families do not give voluntary donations for visits. This causes a large shortfall in being able to enrich children’s wider curriculum opportunities. We subsidize any FSM pupils (19 in total) if needed and we reduce family costs for the whole class.</p>	<p>2 5</p>
<p>Music opportunities offered for all disadvantaged pupils through external Music service offers (festival £400-£500)</p> <p>Whole class learn to play an instrument through CCC Music Services £3,000</p> <p>ZO-ZO drumming across school £600</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>

Budget: £8,000

Total budgeted cost: £26,000

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 2023 to 2024 academic year.

Pupil Premium pupils have increased in number over the years for FSM and lowered for previously cared for pupils. In 2023-24 there were 14.5% (In 2024-25 this has increased by 5.1% to 19.6%)

Pupils have been supported through ELSA specific intervention led by a qualified Teaching Assistant who has external supervision sessions led by a psychologist. These sessions have shown positive impact on those identified pupils, some have been short term rather than long term as their needs may be more complex. Pupils have also been supported well through having specific support staff allocated as trusted adults to spend 1:1 time with identified pupils on entry/after any incidents/when a pupil seeks support as examples.

As school has a number of pupils with dual needs of SEND and Pupil Premium staff deployment and focusing on staff professional development for SEND has impacted positively on individual pupil progress from their starting point. This is evidenced in pupils books, through pupil progress meetings, small group interventions with pre and post assessments along with SENDCO observations where relevant eg Smart Moves Programme, Phonics Intervention and SENDCO review sessions with those adults leading interventions.

School is finding an ever- increasing rise in costs for school visits and visitors and parents of some pupil premium pupils require additional support from school to access visits. As such, School has set a larger amount of funding to support this as school believes the wider opportunities offered to all pupils is paramount in pupils having the same access to opportunities especially for residential.

The Music service has continued to be involved with enabling all pupils in school to learn to play and instrument. This has led to pupils performing to parents in the hall during a school performance. As part of the DFE requirement to publish school's music development plan (2024-25) this is available on school's website. In order to continue to meet the DFE requirements funding is required so all pupils have the same opportunities.

School Data outcomes in 2023/24 for disadvantaged pupils

GLD in EYFS

Writing and Maths number patterns were the main areas of the ELG's not met by pupils, as none were identified as FSM/PP at the time this is captured within the scope of schools development plan and the focus on Oracy and Maths reasoning.

Year 1 Phonics

50% of FSM pupils passed with an average score of 36.5/40. 50% who did not pass have a dual SEND need/were absent during the testing period.

Year 4 Multiplication Test

FSM pupils who completed the test and whilst there is no benchmark 1 pupil gained full marks and an other was above 2022/23 average score but lower than majority of peers.

Year 6 SATs

All Pupil Premium pupils in Year 6 met expected for all tests in Reading, Writing, Maths and SPAG.

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 ended in July 2024. We are awaiting funding for 2024-25 onwards. 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 from the Headteacher.

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 has continued 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 18 pupils on Pupil Premium for 2024-25 of which 17 are FSM and 1 is P/CLA. FSM has increased rapidly over the past 3-4 years and support is required to give opportunities for targeted and wider support for pupils to enrich their education and allow for experiences they would not otherwise have access to.