



Pupil Premium Strategy Statement

2021-2024

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. (DfE 2016)

At Thongsley Fields, we use the additional funding to employ and train staff members to support pupils' learning and purchase additional resources particularly supporting key subjects such as English and Mathematics. We also use it to enhance the wider curriculum through funding activities such as extra-curricular clubs, trips and residential visits and providing enhanced cultural experiences for our pupils.

School overview

Pupils in school (Number on roll)	272
Proportion of disadvantaged pupils	54%
Academic years covered by this statement	2021-24
Publish date (Revision 2)	September 2022
Review date	July 2023
Statement authorised by	David Jones
Pupil Premium lead	David Jones
Governor lead	Paul Sadler

Funding overview

Pupil Premium allocation this academic year	£155,386
Recovery Premium allocation this academic year	£17,835
Pupil premium funding carried forward	£0
Total budget allocation for this academic year	£173,221

Attainment & achievement overview

The following data represents the latest published data available and will be updated as appropriate.

Disadvantaged pupil progress scores for academic year: 2018-2019

Measure	Score	All Pupils
Reading	-0.5	0.9
Writing	-0.2	-2.5
Maths	-2.8	0.6

Disadvantaged pupil performance overview for academic year: 2018-2019

Measure	Disadvantaged	All Pupils
Meeting expected standard at KS2	49%	26%
Achieving high standard at KS2	8%	0%

Statement of intent

Irrespective of socio-economic background or the daily challenges our children face, we are driven to enable them all to make good progress and achieve high standards across all learning. We consider the individual and collective barriers to learning faced by our children. This statement also covers those children who are considered to be more vulnerable such as those receiving additional support through early help, social care and/or young carers.

High quality teaching is our primary focus for all children irrespective of disadvantage. However, our strategy focuses on areas that are known to particularly support disadvantaged pupils. It also includes wider plans for education recovery as a result of the COVID-19 pandemic targeting those worst affected irrespective of economic disadvantage.

We provide additional support to meet the individual needs of our children including targeted support in class, group and individual intervention, emotional and social support as well as wider family support. We ensure that disadvantaged pupils have access to a full and wide academic and experiential curriculum, subsidising costs where appropriate.

Our school's approach is based on the need to:

- ensure all pupils receive the necessary challenge to strive for more
- intervene early when needs are identified
- employ a unified, whole school strategy for raising expectations and improving outcomes of all children.

Challenges

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

Challenge summary	Detail of challenge
1: Oral language and vocabulary	Assessments, observations and discussions suggest that many pupils, particularly those more disadvantaged, have under-developed oral language skills and significant vocabulary gaps.
2: Phonics & Early Reading	Assessments, observations and discussions suggest that many pupils, particularly those more disadvantaged, experience greater difficulties with phonics. This significantly hinders their reading development.
3: Number knowledge	Assessments, observations and discussions suggest that a significant number of pupils, particularly those more disadvantaged, experience difficulties in Maths as a result of under-developed number knowledge.
4: Self-regulation and well-being	Observations and discussions with staff, pupils and families highlight social and emotional issues for many pupils, exacerbated by disrupted schooling and COVID related restrictions that have narrowed experiential learning beyond school.
5: SEND	A high proportion of our disadvantaged and non-disadvantaged pupils have identified additional needs.
6: Early Help & Social Care needs	A very high proportion of our disadvantaged and non-disadvantaged families receive or require additional support from Early Help, Children's Social Care services and/or additional school provided support services.
7: Home learning	Many disadvantaged and non-disadvantaged pupils experience a lack of parental support with learning or the conditions necessary to support learning.
8: Deprivation	Many families experience significant financial pressures including those not eligible for additional funding. Many of these parents particularly, work multiple jobs. Many of our families struggle with providing for basic needs (including housing, food & clothing), transport and access to clubs and additional experiential learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure they have been achieved.

Intended outcome	Success criteria
Improved oral language and vocabulary	Assessments and observations indicate improved language skills and vocabulary, particularly among disadvantaged pupils.
Improved phonics knowledge and reading attainment	Assessments indicate improved outcomes in phonics screening and reading for disadvantaged pupils with the gap between non-disadvantaged pupils closing at KS1 and sustained improvements through KS2.
Improved attainment in Maths	Assessments indicate improved outcomes in Maths for disadvantaged pupils with the gap between non-disadvantaged pupils closing at KS1 and sustained improvements through KS2.
Improved and sustained well-being and self-regulation	Observations, reports and discussions indicate improvements in self-regulation and well-being. Incidents of disruption to learning are reduced and engagement with the full range of curriculum and enrichment opportunities on offer increases.
Improved progress for disadvantaged children with identified SEND	Assessments and observations indicate improvements in progress. Discussions with pupils, parents and staff support this.
Improved outcomes for disadvantaged pupils receiving support through Early Help & Social Care	Families, staff and external agencies report strong communication from and with school. Children report feeling supported with their learning.
Improved engagement from parents	Observations and discussions indicate that fewer children experience poor parental engagement with education.
The effect of deprivation as a barrier to access is reduced	All pupils have access to the full and broad curriculum and enrichment experiences available to them. Financial constraints are not a determining factor.

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 (e.g. CPD, recruitment and retention)

Budgeted cost: £110,861

Activity	Evidence that supports this approach	Challenge(s) addressed
Develop and embed the use of dialogic strategies across the school curriculum. Support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Ensure all relevant (EYFS, KS1 and selected KS2) staff (including those new to the school) have received initial and on-going training to deliver the school's chosen phonics and early reading scheme (Read Write Inc.) effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4, 5
Work with the Maths Hub to support the development of Maths teaching across all year groups including embedding the use of PowerMaths textbooks, resources and planning.	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 1
Embed the use of PiXL across KS2 & KS1 to support the development of ongoing diagnostic assessment and analysis of teaching to enable more effective targeting of gaps in prior learning.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 5
Improve the consistency of personal, social and health education (PSHE) including ensuring emotional learning is embedded into routine practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	4

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.

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £24,250

Activity	Evidence that supports this approach	Challenge(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5, 8
Continue to engage with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 7, 8

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.

Wider strategies (e.g. related to attendance, behaviour, well-being)

Budgeted cost: £38,109

Activity	Evidence that supports this approach	Challenge(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of further developing our school ethos and improving behaviour for learning across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7, 8
Support fund for families in acute need in order to ensure full access to curriculum activities.	Based on our experiences and feedback from staff, pupils and parents, we have identified a need to set aside funding to support families in financial need.	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £173,221

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year primarily due to the impact of COVID-19, which disrupted teaching in all areas.

Our internal assessments during 2021/22 suggested that the progress of disadvantaged pupils has been accelerated in all year groups. Our Key Stage 2 data and qualitative information shows that disadvantaged pupils have made, on average, *more* than expected progress in most areas and in most year groups, are making at least as much progress as those who would be considered to be non-disadvantaged.

Our strong determination to maintain close contact with our families and provide a high-quality, broad curriculum despite ongoing external challenges has led to significant gains for all pupils. Writing has been identified as an area for development for this academic year following significant work to embed a culture of reading and vocabulary development.

Despite significant on-going pressures, overall attendance in 2021/22 was in line with the national average at 94.3%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1 % higher than their peers and persistent absence 0.6% higher. These gaps are marginally larger than in previous years. Attendance will remain a focus for our school as attendance among disadvantaged pupils has historically been much lower than their peers.

Our assessments and observations indicated that pupil behaviour, well-being and mental health have been negatively affected by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide additional well-being support for all pupils, and targeted interventions where required. We are building on that approach for this academic year.