



Pupil Premium Strategy Statement

2022-2025

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)	227
Proportion of disadvantaged pupils	46%
Academic years covered by this statement	2022-25
Publish date (Revision 3)	September 2024
Review date	July 2025
Statement authorised by	David Jones
Pupil Premium lead	David Jones
Governor lead	Paul Sadler

Funding overview

Pupil Premium allocation this academic year	£152,080
Pupil premium funding carried forward	£0
Total budget allocation for this academic year	£152,080

Attainment & achievement overview

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

Disadvantaged pupil attainment scores for academic year: 2023-2024

Measure	All Pupils ARE	Disadvantaged ARE	All Pupils Greater Depth	Disadvantaged Greater Depth
Reading	77%	53%	15%	6%
Writing	64%	53%	0%	0%
Maths	54%	47%	8%	0%
EPGS	72%	59%	23%	6%

Disadvantaged pupil combined attainment for academic year: 2023-2024

Measure	All pupils	Disadvantaged
Meeting expected standard at KS2	51%	29%
Achieving high standard at KS2	0%	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.

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: £91,248

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 a variety of 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: £24,333

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

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: £36,499

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: £152,080

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.

Internal assessments from last academic year (2023/24) show that disadvantaged pupils are continuing to make, on average, *more* than expected progress in all areas and similar progress to those who would be considered to be non-disadvantaged. Further resources have been allocated to support those individual pupils who did not make the same accelerated progress as others last academic year.

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. Maths and writing have been identified as areas for development for this academic year following significant work to embed a culture of reading and vocabulary development previously.

Despite significant on-going pressures, overall attendance in 2023/24 was broadly in line with the national average at 94%. The absence rate among disadvantaged pupils was 4% higher than their non-disadvantaged peers – a larger gap 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 continue to indicate that pupil behaviour, well-being and mental health have been negatively affected by recent socio-economic factors as well as legacy COVID-19-related issues and 'cost of living' pressures. The impact is particularly acute for disadvantaged pupils. We continue to use pupil premium funding to provide additional well-being support for all pupils, and targeted interventions where required.