

Thurlby Community Primary Academy

Pupil premium strategy statement 2021-2023

School overview

Detail	Data
School name	Thurlby Community Primary Academy
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	36/169 – 21.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	11 th October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs H. Joyce
Pupil premium lead	Mrs R. Norbury
Governor / Trustee lead	Mr S. Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40 555
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 44 760

Part A: Pupil premium strategy plan

Statement of intent

Thurlby Community Primary Academy aims to provide the very best education for all pupils where every child counts and every moment matters. As a whole school approach, we work together to ensure barriers are overcome and all pupils have the opportunity to achieve success with challenge at the appropriate level. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Every child is entitled to quality first teaching of a high standard, with staff accessing professional development through effective training to ensure that we meet needs. Where areas have been identified for a child requiring further support, interventions across the school are streamlined to those which have been proven to have the most impact, though the main aim is to keep up not catch up. We aim to achieve this for all pupils from when they enter in Reception to when they leave our school, narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.

Our goal is for every child to:

- leave as lifelong learners where they are confident, resilient to challenge and prepared with the life skills to equip them on the next part of their journey
- have confidence in their ability to communicate effectively in a wide range of contexts
- have barriers to learning created by poverty, family circumstance and background removed
- be able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to first hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	In EYFS, some children enter school with lower oral language and communication skills and require specific intervention or SALT to support to close the gap.
2	Historically, a significant proportion of PP children are falling marginally behind their peers in writing and mathematics.
3	38.9% of PP are also on the SEND register (14/36).
4	Attendance – 17% of PP attendance was below 95% from March -June 2021
5	For many children who are eligible for PP, their social and emotional readiness for learning is often a barrier due to their home learning environment.

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
To improve oral language and communication skills for pupils eligible for PP funding.	The gap for oral and communication skills between PP and non-PP children has narrowed as a result of direct intervention through NELI and the WELLCOMM programmes. Also, due to ongoing adult support throughout the academic year.
First quality teaching in writing and mathematics across the school is a key focus in developing the different skills and concepts to ensure accelerated progress is evident for pupils eligible for PP funding.	Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing and mathematics. At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for writing (2019: KS1 – 69%, KS2 – 78%) and mathematics (2019: KS1 - 76%, KS2 - 75%).

	Focused Mathematics intervention will consist of Plus 1 and Power of 2 in KS1 and Success @ Arithmetic in KS2.
Attendance percentages have increased for all PP and non-PP children to at least 95%. The percentage of children who are persistent absentees has decreased across the school.	Barriers to PP attendance have been identified and support has been put in place to overcome these. Through close monitoring, and following the School's Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above).
Support all PP children in being socially and emotionally ready to learn.	Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.
Implement high quality intervention and therapies across the school in reading, writing and maths so that gaps in learning are narrowed.	Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children.

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)

Budgeted cost: £6060

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training, facilitating small group work addressing emotional, mental health and social needs of pupils	ELSA is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically	5
NELI training for REC TA and Class teacher	The NELI programme has a positive impact on children's language skills compared to children who did not receive NELI. Children who have completed the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading.	1
RWI training for teaching assistants, leading to highly skilled delivery of synthetic phonics. TAs working	Read Write Inc. Research and Evidence - Ruth Miskin	2

alongside our pupils in class and intervention groups will benefit from purposeful CPD. Phonics intervention will impact their writing.		
<p>PiXL CPD for RSL</p> <p>Regular meetings with PiXL Consultant and attendance at PiXL conferences</p> <p>Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast array of resources on offer by PiXL in order to narrow the gap.</p>	The challenge has been pinpointing the correct PiXL therapy from the wealth of resources that will support TAs and CTs in their delivery. The RSL will be able to provide CPD on appropriate therapies and diagnostic tools within PiXL.	3

Targeted academic support

Budgeted cost: £20900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Success@Arithmetic intervention (x3 times a week) for small groups in KS2 in order to improve fluency skills in Mathematics. An entry and exit assessment tool to be used to measure impact.</p>	<p>Every Child Counts was developed with support from the Department for Education.</p> <p>Success@Arithmetic enables:</p> <ul style="list-style-type: none"> • low-attaining children to catch up with their peers • continued good progress in the future • increased effectiveness of teachers and teaching assistants in the delivery of maths intervention. <p>Research-based methods</p> <p>Every Child Counts interventions meet the recommendations of the EEF's Making Best Use of Teaching Assistants guidance report.</p> <p>Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.</p> <p>They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.</p> <ul style="list-style-type: none"> • 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic. 	2
<p>PiXL therapies- all staff have access to therapies, including pre and post teaching. They will be delivered on a</p>	<p>External support from PiXL Associate is designed to challenge leaders in their selection and use of PiXL therapies. Focus is on the Widely Important goal, reassessing the children's performance and next steps throughout the year to</p>	2 3

1:1 basis or small groups. Therapies will focus on reading, writing and maths.	ensure they meet age related expectations. The focus is on 'find the gap, plug the gap'. Previous evidence within the school shows that PiXL therapies have had a positive impact on pupils' ability to answer SATs papers, leading to improvement in attainment.	
Maths intervention to target specific children – Power of 1 and Power of 2, focusing on the basic four basic calculations	Nottingham Trent University's analysis of the Key Stage 2 maths performance of 1071 schools in England that have used the Plus 1 and Power of 2 programme with more than 5 children. The research compared attainment measures with those of all other primary schools. The results suggest that those schools using Power of 2 show higher levels of maths attainment than those which do not.	2 3
Delivery of targeted speech interventions, to include NELI, Wellcomm, First Call by trained TAs	According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools.	1

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

Budgeted cost: £ 13595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & emotional readiness Socially Speaking	Proven to increase self-esteem, listening skills and expressive language abilities resulting in enhanced social interaction.	5
Lego Therapy - Pastoral	'Bricks for Autism' course which trains staff on how to use Lego therapy within schools.	5
Sustain a system of rewards and incentives for improved attendance, including personalised rewards and recognition. Regular meetings to improve parental engagement	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve ARE or above, and 3.1 times more likely to achieve GD, than pupils that missed 10-15% of all sessions 	4
Play therapy- structured play therapy either on an individual basis or within a group.	Some studies indicate that 20% of children have some form of psychological problem (Venables (1983); Rutter, Cox et al (1975); Jeffers & Fitzgerald (1991); Porteous (1991) etc.) and that 70% of these are helped through the use of psychological based therapies such as play and creative arts.	5

Total budgeted cost: £ 40 555

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.

- Reading results across the school were very good in all year groups as a result of the new approach to teaching reading. The reading spine, question stems and the 30 minute daily direct teaching of reading skills has benefited all pupils.
- Y1 phonics screening results were 83.3% in July 2021 which were above NA at 82% (2019). This included daily additional phonics input, regularly assessed to ensure progression against the phases. This included 1:1 support teachers and TAs.
- Staff were utilised to do pre-teaching to prepare children for new concepts, keep up not catch up.
- A range of interventions met the needs of the children, including NESSY, Toe by Toe, PiXL therapies, RWI booster, Reading Rocketeers, Socially Speaking and Wellcomm.
- Pastoral lead undertook training for Lego Therapy to support children with being socially and emotionally ready to learn. This was a successful training programme which showed a positive impact on individual children, including some PP children.
- Attendance figures have increased across the school due to monitoring by the Attendance Lead on a 4-weekly basis.

Attendance Percentage Figures for PP children who received additional support.

	September 2020	July 2021
Child A	93.75	96.52
Child B	93.37	97.27
Child C	93.42	95.69

Y1 Data

	ALL/%	PP/%
Phonics Screening	83.3	100

Y2 data

	ALL%	PP%
Reading	70	100
Writing	67	100
Mathematics	93	100
R, W, M combined	67	100

Y6 data



Additional intervention was put in place through the COVID Catch-up funding and PP funding. The focus was to improve the functional skills in readiness for secondary transition, including looking being emotionally ready for secondary. They received an additional hour a week tuition throughout the year.



	ALL%	PP%
Reading	81	25
Writing	71	25
Mathematics	81	25
R, W, M combined	67	25

Externally provided programmes







Nuffield Early Language Intervention (NELI)

	NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.
	Three 25 minute small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks Listening activity – Vocabulary activity – Narrative activity – plenary

	<p>Progress is monitored via assessments and record keeping.</p> <p>Provided by NELI</p>
	<p>Children receiving the NELI programme made the equivalent of 3 additional months' progress in language.</p>







Wellcomm

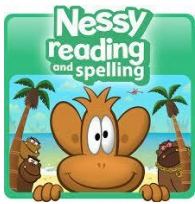
	<p>A Speech and Language Toolkit for Screening and Intervention in the Early Years - 6 months to 6 years.</p> <p>Offers a range of customised intervention activities to help support Oral language: Receptive and expressive grammar.</p>
	<p>Three or more 20 minute individual sessions a week. The Big Book of Ideas provides a total of over 150 instant, play-based activities.</p> <p>Section of intervention is determined by the child's score in age in years and months.</p>
	<p>The toolkit uses a Little book of score sheets and rules and traffic light system that identifies children requiring immediate intervention, as well as those who show potential language difficulties.</p>
	<p>Within the EYFS cohort the impact of the intervention on Communication and Language was demonstrated –</p> <ul style="list-style-type: none"> 80% of children made at least 3 steps of progress over 3 terms in Listening and Attention 93% made at least 3 levels of progress in Understanding 100% made at least 3 levels in Speaking, with the majority of the group making at least 4 levels.







First Call

	<p>First call is for children in KS1 when Unclear Speech, inattention, small range of vocabulary, short sentence and understanding instructions is less than an average 6 year old.</p>
	<p>Three or more 20 minute small group sessions or individual sessions to a targeted group of around 3-6 pupils or 1:1.</p> <p>These activities need to be tried for 2 to 3 months prior to making a request for Speech and Language Therapy</p>
	<p>Progress is monitored via assessments and record keeping. 1 to 11 years</p> <p>Assessments provided</p> <p>Score in years is provided – up to 11 years for general skills and up to 6 years for specific skills.</p>

	<p>The toolkit states that each child will develop in their own unique way and at their own pace. After a block of intervention, the assessment should show more typical development for their age,</p>
---	---







Nessy

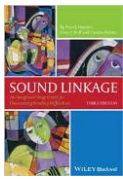
	<p>Begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics. The program progresses to an advanced multi-syllabic level, developing solid literacy skills with fluency, morphology, vocabulary and comprehension strengthening activities. Spelling, including teaching of sight words, is linked to the reading instruction.</p>
	<p>Ideally, 80 minutes a week, divided into four 20-minute sessions, made the greatest progress. Game-based learning activities are designed to build correct pathways, providing appropriate error correction and feedback.</p>
	<p>Nessy Reading and Spelling Target Assessment, is an accurate measure of pupil reading level or reading age, and that the assessment can be used to determine initial placement in the literacy curriculum, and to monitor student progress in oral word recognition.</p>
	<p>An analysis of results, after using the Nessy materials for remote learning at over a period of 6 weeks at 80 minutes a week, showed an average gain of one year level in reading.</p>







Toe by Toe

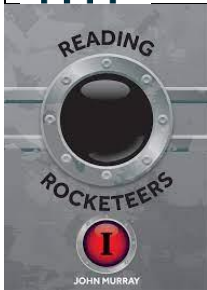
	<p>Toe By Toe supports any child who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word). Toe By Toe can be used effectively from the age of 5 but is recommended for KS2.</p>
	<p>Daily 15 minute individual sessions for 12 months. If a child receives 30-minute daily sessions may complete Toe By Toe in 6 months.</p> <p>The unique syllable division employed by Toe By Toe is very easy to use. Once the sound of a phoneme has been taught using the 'polynons' (nonsense words), these rules can then be applied to any multi-syllabic word and children find a whole new world of reading opening before their eyes.</p>
	<p>Progress is monitored via assessments and record keeping.</p> <p>Provided by TOE by TOE reading age assessment</p> <p>Optimum progress seen in children 7+</p>

	<p>Toe by Toe, taught individually, for 20 minutes per day, five days per week, for an average of 3 months - The experimental group made average gains of three and a half years.</p>
---	---







Sound Linkage

	<p>70 phonological awareness activities help children with reading difficulties. Teaches the connection between the sounds and letters.</p>
	<p>Activities are purely auditory. Individual sessions for 10 minutes three times a week</p>
	<p>The Sound Linkage test of phonological awareness – takes 10 minutes. Identifies strengths and weaknesses. Recommended use of SSRT (Reading age test) or SSWT Spelling age Test Progress is monitored via assessments and record keeping.</p>
	<p>Greg Brooks -Emeritus Professor of Education -University of Sheffield found that the when measured by SSRT before and after 12 weeks of intervention 90% of children made around 7 months of progress.</p>







Reading Rocketeers

	<p>Increase levels of attainment and progress in reading comprehension across the school. Each book encourages learners to both understand and apply core reading skills. 5 books.</p>
	<p>Daily use with a small group of 6 children. 25-minute intervention Books are not related to years - they are just in order 1 to 5. Each book comes with 3 levels - ° Easy °° Middle °°° Hard All the Q codes and web addresses take you to all the ready-made Ppt and resources</p>

	<p>Designed to boost levels of attainment for those who may still be working towards expected reading standards. School use own assessments of reading comprehension.</p>
	<p>Key marginal children move towards ARE: SS 100+</p>







Precision Teaching

	<p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. Focus on skills too difficult for a child to master on their own but could with guidance and encouragement.</p>
	<p>On a daily basis, spend 10 minutes teaching the child individually the 2 new items using whichever teaching method you think is best.</p>
	<p>Using the probe, ask the child to see how many they can get right in 1 minute. This should be a fun activity. Make note of the number of correct items and number of errors. A note of the errors is made so you can target these for your next round of teaching – keeping the teaching 'precise'</p>
	<p>Monitoring learning this closely gives immediate feedback about teaching. It means we focus very closely on exactly which material a child is struggling with and which methods are proving fruitful. Studies have shown (eg Hattie, 2009) that feedback about teaching makes the single biggest improvement to learning outcomes.</p>







Success@Arithmetic

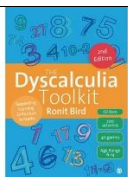
	<p>Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills.</p>
	<p>Tailored programme of up to 24 sessions for a group of up to three pupils. The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency. Each session starts with a skills practice skills. Moves to teaching mastery with CPA.</p>

	<p>The programme provides a Teacher lead diagnostic assessment. Guided by careful observation and questioning.</p>
	<p>Over 13,000 pupils in Years 3 to 11 have been supported by Success in 2,000 schools. The children made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.</p>







Plus 1 and Power of 2

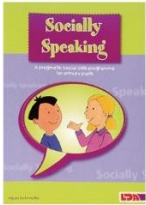
	<p>Plus 1' and 'Power of 2' books are designed to work as a self-contained approach, schools require no additional support to successfully implement the approach. Plus 1 focus' on basic number concepts. Power of 2 focus basic calculations</p>
	<p>Works most successfully with 4 to 5 sessions per week between coach and learner, where each session lasts for around 10 - 15 minutes. Each work page of the resource has a narrative which supports both the coach and learner to explore, unpick and understand specific mathematical concepts. The 'Plus 1' and 'Power of 2' books pedagogy is therefore extremely learner and coach facing.</p>
	<p>Plus 1 assessment - Power Maths assessment for year 1 children Power of 2 assessment - Power Maths assessment for year 2 children</p>
	<p>Nottingham Trent University's analysis of the Key Stage 2 maths performance of 1071 schools in England that have used the Plus 1 and Power of 2 programme with more than 5 children. The research compared attainment measures with those of all other primary schools. The results suggest that those schools using Power of 2 show higher levels of maths attainment than those which do not.</p>






Dyscalculia Toolkit

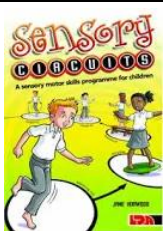
	<p>Suitable for use with all learners between the ages of 7 and 14, but particularly for supporting pupils experiencing significant and specific difficulties in mathematics.</p>
	<p>This collection of 200 teaching activities and 40 games to use with pupils who struggle with maths is based on the author's years of experience in schools, working with dyslexic, dyspraxic and dyscalculic pupils. The activities and games provided can be used with individuals, pairs or small groups of pupils. Three 20 minute sessions a week.</p>

	<p>Designed to boost levels of attainment for those who may still be working towards expected maths standards.</p> <p>LEARNING SUCCESS – Dyscalculia Assessment – provided</p>
	<p>Key marginal children move towards ARE: SS 100+</p> <p>LEARNING SUCCESS – Dyscalculia Assessment – increased accuracy</p>






Socially Speaking

	<p>Introduces and practise skills needed to develop and maintain relationships and to lead independent lives outside the school context. It is a unique social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn everyone will benefit from enhanced social interaction.</p>
	<p>It is envisaged that the group will be run in a way that is attentive to the needs of each individual participants. Some children will benefit from working within a small group – 6 is ideal or for others 1:1 with an adult is the most effective. The session is made up of about 35 minutes broken into chunks of activity</p>
	<p>Self-assessment sheet should be completed 1:1 with each child before each unit – the Class teacher should then be given a copy of the pupils self-assessment and use teacher / observation to identify how accurate the self-assessment is and amend as needed. The same is completed at the end of the assessment but this time the adult running the intervention and class teacher uses judgments and observations to inform areas of progress. If needed, a skill that needs revisiting can be before starting the next unit.</p>






Sensory Circuits & 1st

	<p>Sensory Circuits is a sensory motor skills programme that helps children become more organised and achieve a level of alertness they need to help them prepare for the day's learning. Some children may require specific support to develop their motor skills at some point of their development (by motor skill, we mean movement, fine hand skills and self-help skills).</p>
	<p>A 'child friendly' approach focussing on skill development. The emphasis is on quality movements and it is important that time is invested early on to promote these good quality movement patterns. In sensory circuits, the idea is to start with something alerting, move to an organisation stage and then finally to a calming phase. When you put together a sensory circuit - Simply select six exercises, ensuring there is at least one activity from each of the alerting, organising and calming categories. Children will require longer in the calming phase than others. Choose 2 alerting activities, 2 organising activities and 1 calming activity.</p> <p>For most effective outcomes, sensory circuits should be completed on a regular basis. Ideally, the circuit will take no more than 15-20 minutes. The children should spend up to 5 minutes in each section performing the different activities</p>

	<p>Children can enter the day in a calmer, more prepared state, enhancing attention spans and their ability to concentrate, develop motor skills, coordination and learn effectively. For children who may find certain situations challenging - such as busy classrooms, noise or a lack of routine - the addition of sensory circuits to their daily program can add stability.</p>
---	---






ELSA: Emotional Literacy

	<p>Resources focus on social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p>
	<p>Elsa Support is a website which provides downloadable resources that support the teaching of emotional literacy or emotional intelligence by ELSA's. The interventions are ready to go, all you need to do is print them out and deliver the lessons.</p>
	<p>Complete rating scale. The rating scales ask the participants to rate themselves between 1 (low) to 5 (high). The rating scale asked the participants to rate themselves. The results, from response rate of 97 participants, demonstrate on the pre training questionnaire the participants rated themselves towards the low middle of the scale, results ranging from 2-3 across all dimensions.</p> <p>However, in comparison, the post training questionnaires showed an improvement; they all scored highly, from 4- 5, across all dimensions.</p>



Play based intervention

	<p>Teaching children in EYFS how interact with a peer two way relationship. Choosing a peer to interact with. Talking with a peer in a game situation. This indirect form of communication has been shown, in particular, to help children struggling with talking to peers.</p>
	<p>2 sets of 6 week blocks of play based activities. Block 1 - Toy and Object Play Techniques: 3 times a week for 10 minutes Block 2 - Role-play and socially talking Techniques: once a week for 10 minutes</p>
	<p>Child feels comfortable in: a room with different types of toys and play aid. They learn basic or advanced motor skills, decision-making and problem-solving skills. They develop social skills and release excess energy.</p> <p>In some cases the child will gain more confidence through self-expression and are able to enhance their imagination and creativity.</p>