

Pupil premium strategy statement – Thurlby Community Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	Yearly (2026)
Statement authorised by	Katherine Finch
Pupil premium lead	Ellie Smitheringale
Governor / Trustee lead	Judith Jagger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,655

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 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 and evidence based, though the main aim is to keep up not catch up. We aim to achieve this for all pupils from when they enter 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 a breadth of the curriculum*
- *Access to a wide range of opportunities to develop their knowledge and understanding of the world*

In order to achieve our objectives and overcome identified barrier 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 and 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 to support pupils in their emotional and social development and overall wellbeing*

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.
2	Historically, a proportion of PP children are falling marginally behind their peers in reading, writing and mathematics.
3	25% of PP children are on the SEND Register
4	Historically, PP attendance is lower.
5	For many children who are eligible for PP, their SEMH readiness for learning is often a barrier due to their home 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 the WELLCOMM programme. Also, due to ongoing adult support throughout the academic year.
To improve outcomes for PP pupils in reading, writing and maths by ensuring accelerated progress.	<p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing and mathematics.</p> <p>At the end of KS2, percentages for the expected standard are above the National Average (2023/2024) for writing reading, writing and maths combined in KS2 (69%) and for phonics (86%).</p> <p>Focussed Mathematics intervention will consist of Success @ Arithmetic in KS2.</p> <p>Focussed phonics intervention will consist of 1:1 tuition in KS1.</p>

<p>Attendance percentages have increased for all PP and non-PP children to at least 95%.</p> <p>The percentage of children who are persistent absentees has decreased across the school.</p>	<p>Barriers to PP attendance have been identified and support has been put in place to overcome these.</p> <p>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).</p>
<p>Support PP children, who require additional support, in being socially and emotionally ready to learn.</p>	<p>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.</p> <p>Focussed interventions will include LEGO Therapy and Sensory Circuits.</p>

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuits	<p>A National Health Service recommended programme delivered with training provided by both The Working Together Team and independent Occupational Therapists to deliver a sensory-based movement activity to help children achieve sensory integration and sensory processing. To be delivered at the beginning of each day.</p> <p>£590.00 £410.00 (improve resources)</p>	3,4,5
Allocated TA Time	<p>TA time is prioritised within the classrooms for children with PP, this includes children who attend interventions. The EEF suggests that TA time for in-class support and interventions can 'increase attention and support for learning for those pupils who struggle most has a direct impact on their learning, and an indirect effect on the learning of the rest of the class.'</p> <p>£10,000</p>	2
PiXL CPD for RSL Regular meetings with PiXL consultant and attendance at PiXL conferences.	<p>Support from the MAT Director for Standards in analysing trends for PP pupils, ensuring best use of the vast resources on offer by PiXL in order to narrow the gap.</p> <p>DfE – Exploring School Collaboration and Workload Reduction</p> <p>(Costed below under PiXL)</p>	1
RWI Development Days Support for staff for their professional development	<p>RWI Development day with the RWI Lead. CPD for all RWI teachers to improve the teaching of phonics.</p>	1,2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
 Budgeted cost: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Success@Arithmetic intervention (x4 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.</i></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 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. They 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> <p>4 days per week 1.75 hours = £5900</p>	<p>2</p>
<p><i>WellComm Training for Reception TA</i></p>	<p>WellComm is a speech and language toolkit that targets oral language (receptive and expressive grammar). It highly recommended by The Specialist Teaching Team and The EEF suggests that it shows good levels of validity.</p> <p>£150</p>	<p>1</p>
<p><i>LEGO Therapy training for 2 TAs</i></p>	<p>An evidence based approach that aims to develop social communication skills. The National Autistic Society observed significant development of listening skills, turn taking skills, joint attention, resilience, patience, perseverance and problem solving.</p> <p>£200 - resources</p>	<p>5</p>

<i>1:1 RWI Intervention</i>	An evidence-based approach which supports children with their phonics skills. £4500	2
<i>Pixl DTTR – Therapies</i>	Targeted intervention sessions designed to help pupils close specific learning gaps identified through PiXL's DTT cycle (Diagnosis, Therapy, Testing). They are not medical or wellbeing therapies—they are academic interventions (costed below in PiXL)	2

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

Budgeted cost: £37,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain a system of rewards and incentives for improved attendance, including personalised rewards and recognition.</p> <p>Regular meetings to improve parental engagement.</p> <p>Persistent absentees are now monitored on a weekly basis.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <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 <p>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.</p> <p>Perspective Light enhanced reporting £324</p>	4
Track-It Lights Behaviour	<p>Case Studies provided by Trackit Lights have proven to reduce negative behaviours by 65% and other schools have stated that 99% of behaviours across their schools are now positive.</p> <p>£525</p>	5
<p>Pastoral support – Mrs O’Loughlin – Pastoral Lead</p> <p>Guinea Pigs – Pastoral pets</p> <p>ELSA Annual sub and resources</p>	<p>ELSA was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Research shows that pets can help to build children’s empathy, responsibility and life skills and impacts on SEMH needs.</p> <p>£28,871 £1500 £1150</p>	5

Insight	Insight is a complete assessment tracking solution for your primary school that's simple and effective. £630	2, 3
PiXL	PiXL (which stands for Partners in Excellence, but is commonly referred to as PiXL) is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact. £2500	2, 3
Trip costs	Parents of children on the PP register are offered support to cover the financial costs of trips so that all children have equal opportunities in attending extra curricula activities and trips. £2400	5

Total budgeted cost: £59,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Reading results across the school were good as a result of the newer approach to teaching reading. The reading spine and 30 minute daily direct teaching of reading skills has benefited all pupils.
- Y1 phonics screening results were 86% in 2023-2024 (above NA) and 84% in 2024-2025 (above NA). Daily phonics were regularly assessed to ensure progression against each phase, TAs were included in this process.
- 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 RWI intervention and Success @ Arithmetic.
- Attendance figures increased across the school due to monitoring by the Attendance Lead on a 4-weekly basis with weekly monitoring also.
- Attendance figures were above the local and national average.

<p>KS2 outcomes</p>	<p>2024-2025</p> <p>100% of disadvantaged children were expected in reading, writing and maths combined, 8% GDS non</p> <p>Reading:</p> <p>100% of disadvantaged Y6 children were expected or above in reading, outperforming non-disadvantaged pupils, (83%). 67% of disadvantaged pupils achieved greater depth% in reading (non-disadvantaged 38%).</p> <p>Average scaled score for disadvantaged pupils - 110. Non-disadvantaged pupils; 106.</p> <p>High quality teaching has been effective. Interventions have been strategically targeted, including for those pupils to achieve greater depth. The reading spine for the Year 6 class was reviewed and adapted to reflect the pupils' interests, based on pupil voice and feedback.</p> <p>Writing</p> <p>100% of disadvantaged Y6 children were expected or above in writing, outperforming non-disadvantaged pupils, (59%).</p> <p>Maths</p> <p>100% of disadvantaged Y6 children were expected or above in maths, outperforming non-disadvantaged pupils, (75%). 50% of disadvantaged pupils achieved greater depth in maths (non-disadvantaged 25%).</p> <p>GPS</p> <p>100% of disadvantaged Y6 children were expected or above in GPS, outperforming non-disadvantaged pupils, (67%). 83% of disadvantaged pupils achieved greater depth in GPS (non-disadvantaged 42%).</p>
<p>EYFS GLD</p>	<p>70% of children in EYFS achieved GLD.</p>
<p>Y1 Phonics</p>	<p>2024-2025</p> <p>67% of PP passed the Phonics Screening Check (4 out of 6 pupils) Non-disadvantaged pupils achieved 88%.</p> <p>33% these pupils have additional needs and are on the SEND register.</p>

	<p>Average score was 27 for PP pupils. The average score for non-PP is 35.</p> <p>Improving the average score for disadvantaged pupils remains a key priority for this academic year.</p> <p>Pupils who did not achieve the required threshold will have robust targeted intervention to ensure that they are secure in their phonological knowledge, in readiness for the Year 2 retake. The RWI Development Days will ensure that practice is effective and with fidelity in order to improve outcomes.</p> <p>EYFS staff have prioritised, and will continue to prioritise, WellComm intervention. WellComm impacts phonics indirectly by strengthening the foundational language and communication skills that are essential for early literacy.</p>
MTC	<p>2024-2025</p> <p>The class average was 21.3. The pupil premium average was 16.5. 50% of PP are also SEND.</p> <p>Analysis of the multiplication tables check (MTC), along with the Success @ Arithmetic (S@A) intervention data, indicate that the year 4 cohort were below their peers. However, it is important to highlight that all pupils who participated in S@A demonstrated measurable progress, achieving an improvement of at least five raw points. Given the relatively small proportion of pupils working well below age-related expectations, it is recommended that S@A continues into the next academic year, with a particular focus on supporting the larger group of marginal pupils currently working just below the expected standard.</p> <p>To further strengthen MTC outcomes, Times Tables Rock Stars (TTRS) is being implemented through targeted small-group interventions for disadvantaged pupils, with the aim of raising individual performance and improving the overall average score.</p> <p>Class teachers are adapting their approach to the teaching of times tables through the use of daily chanting, songs and games. There will also be more direct teaching of specific times tables, using gaps analysis to highlight areas of development, and individual heat maps will be shared with the children and parents.</p> <p>Strategies have been shared with parents on how to support their child at home.</p>
SEMH	<p>2024-2025</p> <p>Attendance for disadvantaged children was above national.</p> <p>Parents of disadvantaged children report that their child/ren are much happier coming to school. This is also evidenced in the children's sensory profiles.</p> <p>Sensory Circuits continue to be delivered with fidelity across the school, supported by the implementation of individual sensory profiles for all pupils. These profiles outline clear,</p>

<p>personalised targets that enable effective monitoring of progress and ensure consistency of practice. The approach has recently been reviewed by the Working Together Team, who identified it as an example of good practice. In addition, the Pastoral Lead remains up to date with current and relevant training, ensuring that pastoral interventions—such as LEGO Therapy and ELSA—are delivered to a high standard. These interventions are rigorously monitored through baseline assessments and exit reviews to ensure their ongoing effectiveness and impact.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.



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.



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>



Precision Teaching

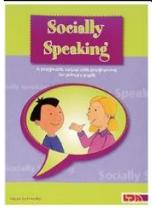
	<p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. Focus on skills too difficult for a child to master on their own but could with guidance and encouragement.</p>
	<p>On a daily basis, spend 10 minutes teaching the 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>
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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. 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</p>

	situations challenging - such as busy classrooms, noise or a lack of routine - the addition of sensory circuits to their daily program can add stability.
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