

# Pupil premium strategy statement (primary)

1. Summary information					
School	Thirsk Community Primary School				
Academic Year	2023.24	Total PP budget	77,450	Date of most recent PP Review	October 23
Total number of pupils	169	Number of pupils eligible for PP	53	Date for next internal review of this 3 year strategy	October 24

2. Current attainment Summer 2023		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	All pupils national 59%
% achieving in reading	50%	All pupils national 74%
% achieving in writing	50%	All pupils national 69%
% achieving in maths	50%	All pupils national 71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PPG pupils' writing attainment is significantly below their peers in most year groups
B.	PPG pupils often do not have sufficient reading skills (decomposition, fluency and comprehension) needed to support other areas of the curriculum
C.	Communication and language skills: pupils can have limited vocabulary and comprehension skills which this can act as a barrier to learning across the curriculum, but also in their emotional regulation.
D.	A large overlap in school between SEN and PPG.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Mental health and wellbeing of our PPG pupils, particularly for those with multiple vulnerabilities.
F.	Attendance for PPG pupils
G.	Increase % of PPG involvement with wider opportunities e.g. clubs residential visits.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Attainment and progress show increase on previous year for PPG pupils in writing, with gap closed between PPG and non PPG pupils.	Quality of teaching will be good or outstanding for writing, with a focus on the modelling and guiding phases – support provided by SLT

		<p>Positioning of PPG pupils, and targeted seating evident.</p> <p>PPG pupils will be targeted in live marking and in conferencing - Pupil progress will be evident in pupils' books. Gaps in pupils' knowledge will be closed.</p> <p>PPG pupils to clearly know their targets and next steps for writing.</p> <p>Writing tasks to be rooted in experiences provided by school to engage pupils as a hook for writing.</p> <p>Movement of groups will occur as and when rather than waiting a whole 6 weeks to alter.</p> <p>Specific interventions for PPG pupils to target gaps (particularly in handwriting, spelling and sentence construction)</p>
<b>B</b>	<p>In Key Stage 1, PPG pupils match their peers in phonics.</p> <p>In Key Stage, PPG pupils show consistent progress in their fluency and comprehension skills, with an increased number of PPG pupils reading at age-related speed, with gap closed between PPG and non PPG pupils.</p>	<p>Quality of teaching will be good or outstanding for reading, with a focus on the modelling and guiding phases – support provided by SLT .</p> <p>Positioning of PPG pupils, and targeted seating evident.</p> <p>PPG parents supported to ensure consistency of “everybody, every night”, meaning that all PPG pupils are read with daily.</p> <p>PPG pupils targeted to be listened to each day at school</p> <p>PPG interventions in phonics to close gap with non PPG</p> <p>PPG pupils will be targeted in live marking and in conferencing - Pupil progress will be evident in pupils' books.</p> <p>Regular fluency and comprehensions assessments of PPG pupils not meeting age-related expectations to track progress</p> <p>Explicit teaching of question types and comprehension skills as specific intervention to support progress before KS2 SATs.</p> <p>Choral and Echo reading approaches utilised with PPG pupils to support fluency development, meaning more PPG pupils read at an age-appropriate speed</p> <p>Class Novel time every day for PPG pupils to continue to develop their love of reading</p> <p>Books are chosen to engage and inspire the needs and interests of PPG cohort</p>
<b>C</b>	<p>Speech and language development of PPG pupils which enables them to express their understanding across the curriculum and to express their emotional needs.</p>	<p>Oracy promoted at the heart of the curriculum - CPD via SLT</p> <p>Feedback given to pupils around spoke language and targets given</p> <p>Display used to support oracy development</p> <p>Both presentational and exploratory talk supported and developed</p> <p>Positioning of PPG pupils, and targeted seating evident for peer to act as language scaffolds</p> <p>Use of sentence stems/ language scaffolds for targeted PPG pupils to support their oracy development within lessons</p> <p>SALT interventions for targeted PPG pupils</p> <p>Language of reflection and emotional regulation shared explicitly with PPG pupils during MHWB time, to give them the language needed to express themselves</p>
<b>D</b>	<p>Adaptations across the curriculum to ensure PPG SEN pupils can access it to the highest possible standards</p>	<p>Effective provision for this group of pupils</p> <p>Demonstrable progress from clear starting points across the curriculum (including using alternative assessment systems for SEN pupils)</p> <p>Curriculum maps to show adaptations for SEN pupils, with clear interventions utilised across the curriculum</p> <p>Differentiated work for PPG SEN pupils to access the curriculum evident in books and in learning walks</p> <p>Review of impact identified, and next steps shared. PPG pupils know their targets in different curriculum subjects.</p> <p>Use of SSR where multiple vulnerabilities include SEND</p>

<b>E.</b>	Clear plans and support (including working with outside agencies) for PPG pupils where SEMH impacts learning.	<p>Growth mind set and attitudes to learning have a positive impact on rates of progress and attainment across all year groups.</p> <p>MHWB key part of SIF</p> <p>MHWB team established</p> <p>Designated MHWB time each morning</p> <p>Unstructured time (eg. Playtimes and lunchtimes) are settled and productive and happy times, with further support (clubs run by school staff) <b>John Steel</b></p> <p>Effective transition at the beginning of the day/ changing groups</p> <p>Nurture provision provided following Boxall Profile, leading to structures interventions.</p> <p>Ready Respectful and Safe being established in school</p> <p>Early help referrals</p> <p>Youth mentor</p>
<b>F.</b>	Attendance for PPG pupils improves to match non PPG attendance	<p>Robust systems to promote good attendance for PPG pupils.</p> <p>Key families and pupils identified</p> <p>Strategies developed to support good attendance, sign posting to support services and multi-agency working.</p> <p>Impact on attendance of PPG pupils</p> <p>Breakfast club invites</p> <p>After school club initiatives</p>
<b>G.</b>	PPG pupils have more opportunities to develop cultural capital	Increase % of PPG involvement with wider opportunities e.g. clubs residential visits.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing
Raise the outcome in writing for disadvantaged pupils. Especially disadvantaged pupils where there is low prior attainment. As a result, outcomes for disadvantaged pupils close the gap to national average.	New curriculum to provide enriched activities for writing  New structure to the writing process based on immersion  Whole class writing to be led by class teacher  CPD for class teachers by phase leaders to support writing teaching  Feedback and conferencing given in the moment	Evidence from many different sources (EEF etc) all indicate that one of the biggest ways for improving disadvantaged pupils' progress and attainment is the quality of teaching that pupils receive on a daily basis.  Writing for pleasure foundation centre suggests the benefits of purposeful and authentic class projects.  Writing for pleasure foundation and EEF note the importance of feedback in supporting progress.	Leaders to observe, create adaptations where needed and support staff with the changes.  SLT monitoring of slides/ quality of teaching.  Regular writing CPD – key part of the SIP  Progress in pupil's books  Pupil interviews	SK GW	SLT release time = £1357 x 2 £2714  Staff CPD- half termly input on writing £1000
In Key Stage 1, PPG pupils match their peers in phonics.  In Key Stage 2, PPG pupils show consistent progress in their fluency and comprehension skills, with an increased number of PPG pupils reading at age-related speed, with gap closed between PPG and non PPG pupils.	Regular little Wandle CPD  Whole class reading approaches including greater use of choral and response reading  Carefully chosen texts to inspire pupils during whole class  20 minutes class novel time each day to promote love of reading  Explicit intervention in Y6 around question types	Reading continues to be a barrier especially for disadvantaged pupils. This restricts pupils' progress across the curriculum. Strong evidence from the EEF indicates that this is an effective strategy for accelerating pupil progress.  Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  PISA shows that engagement with reading is strongly correlated with performance  The Reading Framework notes: Children who are good at reading do more of it: they	Reading Lead  Pupil voice – love of reading  Regular phonics assessments – is gap closing in phonics  Regular comprehension assessments – is the gap closing in comprehension  Listening to PP pupils daily – is fluency improving  Number of pupils reading 100 books	GW	GW release time = £1357  New texts £995  Staff CPD £1000  Reading raffle prizes £22.30

	<p>Reading assemblies and raffle</p> <p>Everybody, Every night re-established and embedded</p> <p>Reading club + Reading ambassadors</p>	<p>learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading.</p> <p>The Reading Framework notes that reading aloud to pupils is key to their development : it is a powerful driver for improving pupils' reading and all-round education, as well as having a positive impact on their social and emotional wellbeing.</p> <p>The Reading Framework promotes developing a love of reading.</p>			
Promote the speech and language development of all PPG pupils, to enable them to both access the breadth of the curriculum but to express themselves effectively to support in emotional regulation	<p>Developing a language rich curriculum</p> <p>Clear progression of vocabulary within each subject , which is taught explicitly within lessons</p> <p>Use of sentence stems within lessons to structure sentences</p> <p>Use of displays to support talk</p> <p>Curriculum provides opportunities for both presentational and experimental talk</p> <p>Oracy strategies utilised in lessons</p> <p>MHWB time to expose all pupils to the language of emotional expression and self-regulation</p>	<p>The EEF finds On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>APPG speak for change – oracy has been shown to improve academic outcomes/ underpin literacy and vocabulary acquisition/ support well being and confidence/ thrive beyond life at school</p> <p>APPG speak for change - Children and young people experiencing disadvantage and poverty: Research consistently finds that children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. Of the children who persistently experienced poverty, 75 % arrive at school below average in language development. Around 50% of children in some areas of deprivation begin school with delayed language. The pandemic has also widened the language gap.</p>		<p>SK</p> <p>Subject leads</p> <p>NK</p>	<p>SK release time = £1357</p> <p>CPD – oracy £1000</p> <p>NK mental health release time £1887</p>
					£11,332
<b>ii. Targeted support</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing
To provide targeted reading support for disadvantaged pupils in order to raise progress and attainment in reading.	<p>Development of reading team to target disadvantage learners on a daily basis.</p> <p>PPG pupils will be heard reading daily</p> <p>Continue to purchase books to support reading.</p> <p>KS1 using little wandle specific books related to phonics level</p> <p>Specific comprehension strategy for Y6</p>	<p>Reading continues to be a barrier especially for disadvantaged pupils. This restricts pupils' progress across the curriculum. Strong evidence from the EEF indicates that this is an effective strategy for accelerating pupil progress.</p> <p>Findings by the Education Endowment Foundation (EEF) suggest they can be useful for lower-attaining pupils and that successful programmes have a typical length of around 10 weeks. Research from by Professor Daniel Willingham has found that 'ten sessions yield the same benefit as fifty sessions.'</p>	<p>Pupil progress data</p> <p>Listening to PPG pupils read daily</p> <p>Monitoring of Reading team</p> <p>Monitoring of pupil books</p> <p>Reading tests termly</p>	GW	<p>GW release time = £1357</p> <p>Wandle CPD £250</p>
To provide catch up interventions – via little wandle – concentrating on phonics	<p>Super scholars groups for phonics in am</p> <p>Individualised catch up programmes every pm</p> <p>CPD and SLT</p> <p>Management time to support and monitor quality of provision.</p>	<p>Outcomes at end of EYFS were low. Ensure that PPG pupils in KS1 attainment increases so that PPG pupil are ready for their next stage of learning.</p> <p>EEF notes Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>Assessments for phonics every 6 weeks.</p> <p>GW re-organise interventions following assessments for all pupils off track in phonics</p> <p>Training for staff leading phonics interventions</p> <p>3 TA support in pm to carry out these interventions</p> <p>Matching up of reading books to reading level</p> <p>Observations from GW plus external support through the English hub</p> <p>Correct resources for each group</p>	<p>BK GW</p> <p>SR</p>	<p>GW release time = £1357</p> <p>Phonics intervention £2500</p>

To use teaching assistants to undertake Speech and Language interventions for targeted PP pupils	SALT interventions in afternoons  SALT CPD for support staff	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  Speak for Change: Children with Speech, language and communication needs (SLCN): SLCN experts contributing to the Inquiry highlighted how universal oracy provision, complementing targeted and specialist provision, has the potential to help transform schooling for children with these needs. Oracy can improve access to and subsequent inclusion in education for children with SLCN and with special educational needs and disabilities (SEND)	SALT assessments  SENCo moderation of SALT provision Pupil voice	BK	SLCN – SALT intervention. Training and intervention time. £7,840  SENCO release time. £1500
To use SEN curriculum documents to ensure PP pupils can access to the wider curriculum to the fullest extent	Subject leads to create SEN curriculum progression documents  Teachers to utilise documents in planning  Planning and teaching and learning show use of documents  SENCo and Curriculum lead to monitor SEN curriculum provision	We have a significant overlap between SEN and PPG. Ensuring effective access to the wider curriculum for our SEN pupils is thus central to their progress.	Pupil books  Curriculum provision offer statements evidenced in planning  Conferencing with SEN pupils  Assessment and monitoring of foundation subjects	Subject leads  BK  SK	SENCO release time £1500
<b>Total budgeted cost</b>					17,505
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing
Attendance for disadvantaged pupils will improve so that it is in line with National Values	<ul style="list-style-type: none"> <li>-Subsidised/ free places at school breakfast club.</li> <li>-Ensure that PPG pupils have access to breakfast</li> <li>-Provide social interactions/ nurture at the start of the school day</li> <li>- Enhancing of the curriculum to encourage pupils to attend</li> <li>- Letters sent home to parents</li> </ul>	Providing access to breakfast club can support pupils' attendance. Attending Breakfast Club can provide pupils with a consistent start to the school day.	<p>Monitoring attendance for PPG pupil that attend breakfast club.</p> <p>Gap narrowing between pp pupils and non pp pupils.</p> <p>Documentation to indicate strategies used to support good attendance.</p> <p>Documentation where parents/ carers have been supported to ensure good attendance</p>	BK / AM	£2,000
Provide enrichment opportunities for PPG pupils	<p>Ensure that PPG pupils experience a culturally rich curriculum that provides opportunities for wider development of pupils.</p> <ul style="list-style-type: none"> <li>- Support PPG pupils to have healthy life styles.</li> <li>-Supplementation of cost for Y6 residential visit (6 pupils)</li> <li>-Provide milk for PPG pupils</li> <li>-Provide free access to music lessons</li> <li>-Provide subsidised or free opportunities for PPG pupils to participate in clubs/ visits</li> <li>-Provide enrichments activities</li> </ul>	<p>Pupils lack wider experiences of life in modern Britain. This has a negative impact on aspirations and ambition. This also has a negative impact on the depth of knowledge about some aspects of life, therefore lower starting points for their curriculum understanding. Enrichment days will give them concrete understanding of the topic they are learning.</p> <p>Opportunities to experience residential trips will support PPG pupils with life skills (team work, resilience, being away from home, respect, growth mindset)</p>	<p>Monitoring of % of PPG pupils participating in wider opportunities.</p> <p>Pupil interviews to gain views of PPG pupils and the type of activities these pupils would like to take part in.</p> <p>Register of children who take part in extracurricular activities and other enhancement activities.</p> <p>Funding for all pupils eligible for PPG for residential trips and experiences.</p>	<p>BK</p> <p>SK/GW</p> <p>AM</p>	<p>Y6 Peat Rigg - £546</p> <p>Additional Enrichment weeks £3,000</p> <p>Music Tuition - £444</p>
Provide safe space for pupils with SEMH needs	<p>Provide access a lunch time club to reduce the stress levels of eating in the hall / playing outside with lots of pupils</p> <p>Provide safe space for MHWB discussions during check ins</p>	Pupils find it difficult to regulate their feelings when there is too much stimuli. This leads to outbursts (physical and verbal) and continues into afternoon learning. Pupils need a safe and relaxing space for these transitions when they are not in their classrooms with their class teachers	<p>Reduction of outbursts</p> <p>Pupils happy and excited about afternoon lessons</p> <p>Settled behaviours around school</p> <p>Reduction of injuries to self and others</p>	BK / NK / LW	£7544



<p>Have robust systems to support pupils where SEMH needs are impacting learning</p> <p>Using the SSR – Nurture provision</p>	<p>Mentoring/Behaviour tracking are identifying vulnerable pupils/families who may need additional support through SEMH/Early Help. The Team around vulnerable families (DSL, SENDCo, Learning mentor, TA, Class teacher, agency) have a shared understanding and knowledge to implement support.</p> <p>Development of Nurture Provision with trained staff to further support pupils with SEMH difficulties.</p>	<p>Pupils with SEMH find it hard to have a sense of belonging within their cohort, leading to disruptive behaviour and additional support, further leading to the disruption of lessons</p> <p>The negative attitude towards school for some pupils with SEMH needs.</p> <p>Boxall Profiles show the gaps in their SEMH needs which lead to learning not being able to occur until these gaps have been addressed</p> <p>Behaviour interventions have a positive impact on pupils learning.</p> <p>Additional support being needed during unstructured times (break and lunch) then upset being brought back into the classroom</p>	<p>Reduction in number of incidents of poor behaviour.</p> <p>Improved attitudes to school, leading to progress in learning.</p> <p>Evidence in analysis indicating reduction of needs, in the form of The Boxall Profile</p> <p>Better relationship for parents, pupils and school</p> <p>Individual behaviour support plans created and implemented to provide bespoke days</p>	<p>BK / NK / LW</p>	<p>£15,088 + £6529</p>
<p>Ensuring PPG pupils are well fed</p>	<p>Pay to cover the gap</p> <p>Breakfast club provision</p> <p>Bagel cost</p>	<p>School meals are costed at £3.26 from whereas we get £2.52 from the government. We need to cover the gap.</p> <p>Settled secure starts essential for PPG MHWB</p>		<p>BK</p>	<p>£7451.80</p> <p>Breakfast club £4275</p> <p>Bagels £220</p>
<p>Ensuring PPG pupils are well equipped</p>	<p>Provision of elements of uniform</p> <p>Provision of items needed for pupils to access enrichment activities</p>	<p>PPG often struggle to engage with extra-curricular activities due to the capital investment needed</p> <p>Year 6 – equipment needed for Peat Rigg</p> <p>Equipment needed for swimming</p>	<p>PPG pupils engage in a wider range of enrichment activities</p>	<p>BK</p>	<p>£530</p>
<p><b>Total budgeted cost</b></p>					<p>£47,627.80</p>