

# Pupil premium strategy statement - Thirsk Community Primary School

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	151
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 – 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jake Harrison - Headteacher
Pupil premium lead	Becki Kaufman – Deputy Headteacher
Governor / Trustee lead	Jane Grainger

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,415
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£87,775

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or receive support from other external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	EYFS Over the last three years, 43% (21) of pupils achieved Good Level of Development (GLD)

	Of this percentage, a significant barrier to this has been writing. - Writing – 52% three-year average achieving the ELG against 74% for other children
2	Phonics Over the last three years, 52% (11/21) of pupils have achieved the expected standard. In 2024, 70% of Disadvantaged pupils achieved the standard compared to 83% of other pupils Nationally. The National figure is 67% for pupils achieving the expected standard
3	Writing Over the last three years, 47% (16/34) of pupils have achieved the expected standard or above
4	Attendance The Attendance figures for 2023/2024 for Pupil Premium pupils was 88.4% compared to 92.9% of other pupils
5	Enrichment of wider life experiences 53% of our pupils fall into the top 30% most deprived on the Income Deprivation Affecting Children Index (IDACI)

## 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
Improve the attainment in writing ELG for disadvantaged pupils to be in line with other children	Outcomes in writing across KS1 and KS2 improve to close the gap and improve the 3-year average Assessments and observations indicate significantly improved outcomes in writing for disadvantaged pupils
Disadvantaged pupils continue to be inline or above the National average and the gap is closed with other children	Outcomes in phonics remain in line or above the National average Assessments and observations indicate improved outcomes in writing for disadvantaged pupils
Improved writing attainment for disadvantaged pupils across the school	Outcomes in writing across KS1 and KS2 improve to close the gap and improve the 3-year average Assessments and observations indicate significantly improved outcomes in writing for disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for all groups of pupils is improved

	The new WTTISA statutory guidance is being implemented along with the school attendance policy leading to unauthorised and persistent absences significantly decreasing
To enhance the enrichment offer for our most disadvantaged pupils	Pupils will have a wide range of experiences which they may not normally have outside of the school

## 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: £34,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new members of staff in KS1 and EYFS to deliver the validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Recruitment of experienced additional members of staff in EYFS to support with delivering small group and intervention work	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind - in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2

Staff training on feedback in writing	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	3
Funding for release time for subject leaders and Phase leaders to be released from class to implement strategies and lead in specific areas.		1,2,3

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>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:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2

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

Budgeted cost: £ 36,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing Attendance Champion/Parent Support Advisor to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Funding in place to support the enrichment of life experiences for our most deprived pupils</p>	<p>53% of our pupils fall into the top 30% of most deprived pupils based on the overall Index of Multiple Deprivation (Overall IMD). For our families, this directly relates to the Income and Employment Indices</p>	<p>5</p>

**Total budgeted cost: £ 87,775**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### 2024 EYFS Analysis

- The percentage of pupils achieving a good level of development (GLD) is 70%. The percentage achieving the standard has decreased by 1%.
- 30% of pupils are Disadvantaged - 8 pupils (2 boys and 6 girls).
- 50% of Disadvantaged pupils achieved the GLD.
- Disadvantaged pupils are below Disadvantaged pupils Nationally.

### 2024 Year 1 Phonics Screening Check

- The percentage of pupils achieving the expected standard (32+ out of 40) in the Year One Phonics Test is 81%. The percentage achieving the standard has increased by 1%.
- 63% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).
- 70% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 13%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
- Over the last three years 81% of disadvantaged pupils (21/26) have achieved the expected standard.

### 2024 Reading, Writing & Maths combined Year 6

- The percentage of pupils achieving the expected standard or above is 35%. The percentage achieving the standard has decreased by 15%.
- 31% of pupils are Disadvantaged - 8 pupils (1 boys and 7 girls).
- 13% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 58%. National Disadvantaged is 51%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 40% of disadvantaged pupils (14/34) have achieved the expected standard or above.

### 2024 Reading – Expected Standard Year 6

- The percentage of pupils achieving the expected standard or above is 69%. The percentage achieving the standard has increased by 6%.
- 31% of pupils are Disadvantaged - 8 pupils (1 boys and 7 girls).
- 63% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 18%. National Disadvantaged is 64%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally.
- Over the last three years 62% of disadvantaged pupils (21/34) have achieved the expected standard or above.

### 2024 Writing – Expected Standard Year 6

- The percentage of pupils achieving the expected standard or above is 46%. The percentage achieving the standard has decreased by 13%.
- 31% of pupils are Disadvantaged - 8 pupils (1 boys and 7 girls).
- 38% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 46%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 53% of disadvantaged pupils (18/34) have achieved the expected standard or above.

### 2024 Maths – Expected Standard Year 6

- The percentage of pupils achieving the expected standard or above is 54%. The percentage achieving the standard has decreased by 5%.
- 31% of pupils are Disadvantaged - 8 pupils (1 boys and 7 girls).
- 25% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 56%. National Disadvantaged is 64%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 53% of disadvantaged pupils (18/34) have achieved the expected standard

or above.

### 2024 Spelling, Punctuation and Grammar – Expected Standard

- The percentage of pupils achieving the expected standard or above is 65%. The percentage achieving the standard has increased by 11%.
- 31% of pupils are Disadvantaged - 8 pupils (1 boys and 7 girls).
- 50% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 32%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.
- Over the last three years 56% of disadvantaged pupils (19/34) have achieved the expected standard or above.

Outcomes for 2023/2024	Reading Working at Expected standard	Writing Working at Expected standard	Maths Working at Expected standard
Year 1	PP (11) – 40% Other (6) – 83%	PP (11) – 10% Other (6) – 67%	PP (11) – 70% Other (6) – 100%
Year 2	PP (9) – 25% Other (11) – 56%	PP (9) – 13% Other (11) – 22%	PP (9) – 38% Other (11) – 67%
Year 3	PP (11) - 64% Other (13) – 62%	PP (11) - 55% Other (13) – 31%	PP (11) - 55% Other (13) – 46%
Year 4	PP (8) – 29% Other (15) – 57%	PP (8) – 14% Other (15) – 29%	PP (8) – 14% Other (15) – 57%
Year 5	PP (9) – 78% Other (22) – 65%	PP (9) – 78% Other (22) – 65%	PP (9) – 78% Other (22) – 65%

This statement is set between 2024/2025 – 2026/2027

Desired Outcomes from the previous statement		
	Outcome	How successful was this?
A	Attainment and progress show increase on previous year for PPG pupils in writing, with gap closed between PPG and non PPG pupils.	There was some success but this was inconsistent across the school. This will remain a desired outcome through the duration of this statement
B	In Key Stage 1, PPG pupils match their peers in phonics. 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.	This has been a success with the three year trend showing 81% of pupils achieved the expected standard. Due to the cohorts coming trough Nursery and EYFS, this will remain a desired outcome through the duration of this statement.
C	Speech and language development of PPG pupils which enables them to express their understanding across the curriculum and to express their emotional needs.	There was some success but this was inconsistent across the school.
D	Adaptations across the curriculum to ensure PPG SEN pupils can access it to the highest possible standards	There was some success but this was inconsistent across the school. Work has begun to review and adapt the whole curriculum at the end of 2023/2024 and this will be ongoing through the duration of this statement



E	Clear plans and support (including working with outside agencies) for PPG pupils where SEMH impacts learning.	This was successful and the school will continue to implement the plans and support put in place
F	Attendance for PPG pupils improves to match non PPG attendance	There was some success but this was inconsistent across the school. This will remain a desired outcome through the duration of this statement
G	PPG pupils have more opportunities to develop cultural capital	There was some success but this was inconsistent across the school. This will remain a desired outcome through the duration of this statement

## 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.*

Programme	Provider
N/A	