



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 and 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thrybergh Fullerton CE Primary Academy
Number of pupils in school	195 (183 fte)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 <i>Data for 2022-2023</i>
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	R. Allard
Pupil premium lead	R. Allard
Governor / Trustee lead	E. Verity

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,495
Recovery premium funding allocation this academic year	£9280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,775

Part A: Pupil premium strategy plan

Statement of intent

We intend to improve outcomes for disadvantaged pupils in school by ensuring that all children have access to the very best, Tier 1 provision through quality first teaching in the first instance. We believe that upskilling teachers to deliver evidence based, best practice will benefit all children but will particularly impact on children eligible for Pupil Premium. We aim to ensure that pupils 'keep up' and don't have to catch up by providing intervention only when necessary, with reading at the very core of our curriculum.

In spending our recovery premium allocation, we aim to ensure that no child leaves our school in reading failure. We therefore prioritise the spending of recovery premium on funding resources to deliver high quality phonics and also in providing fast track tutoring for those who need it.

We intend to improve access to education for all pupils but place greater emphasis on subsidising costs to families of children eligible for pupil premium to ensure that no child misses out on essential experiences such as school visits so that they are able to acquire the cultural capital they need to be successful in later life.

- We believe in the capacity of every pupil to achieve at the highest levels
- We do not believe that social or financial disadvantage should ever be an obstacle to a young person's life chances
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We encourage every pupil to believe in their self and their potential to achieve
- We support every pupil to take pride in their achievements and to always aspire to achieve even more.

Challenges

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

Challenge number	Detail of challenge
1	Lower average attainment of PP eligible children in English and maths.
2	Poor mental health in children and families post COVID affecting educational progress.
3	Lower attendance rates for children eligible for PP compared to non PP children including PA, lateness.
4	Some lack of experiences for PP children compared to non-PP children which impacts on cultural capital.

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 outcomes in reading for pupils eligible for PP funding	Gap reduces between PP and non-PP children in each year group.
Improve outcomes in writing for pupils eligible for PP funding	Gap reduces between PP and non-PP children in each year group.
Improve outcomes in mathematics for pupils eligible for PP funding	Gap reduces between PP and non-PP children in each year group.
Improve attendance rates for pupils eligible for PP funding	Increase in % attendance for pupils eligible for PP funding to be in line with those pupils who are not eligible. Reduction in the % Persistent Absence of children who are eligible for PP funding
PP eligible pupils increase their cultural capital but attending school visits and experiences.	All children have experienced the planned enrichment opportunities by the time they leave 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: £ 35,000 - additional teaching and TA capacity, INSET costs, cover costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all class teachers on pedagogy and the science of memory – INSET and staff meetings to follow up.</i>	EEF – Cognitive Science in the Classroom Barak Rosenshine – principles of instruction John Sweller’s Cognitive Load Theory	1
<i>Increased staffing capacity to ensure that all children receive quality first teaching delivered by a qualified teacher and supported by TAs where required.</i>	EEF Guide to the Pupil Premium – adopting a Tiered Approach	1
<i>Raising aspirations - School involvement in securing Artsmark accreditation to improve the school’s overall provision for the Arts especially music and art and design</i>	EEF – Impact of Arts education on the cognitive and non-cognitive outcomes of children – Durham University.	4

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

Budgeted cost: £ 33,000 - RWI Package and Development Day, Teacher tutoring costs (Recovery Premium), SHINE package, additional TA for RWI delivery.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of RWI online training package and CPD	EEF Phonics Closing the reading gap – Alex Quigley	1
<i>1:1 fast track tutoring using the RWI package – costs for staffing (Recovery Premium)</i>	EEF Impact of school closure and attainment EEF Phonics EEF One to One Tuition	1

<i>1:1 SHINE interventions delivered for pupils who need it (as identified through NTS standardised testing)</i>	EEF One to One Tuition EEF Teaching assistant interventions	1 3
<i>3:1 School Led Tutoring Teacher - subsidy</i>	EEF One to One Tuition	1

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

Budgeted cost: £ 40,000 – Behaviour and Well Being Lead, School Library service, purchasing of books, equipment for parents sessions, attendance rewards/prizes, FSM £50 subsidy.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensuring parents and children are able to access the support they need for mental health and wider issues.</i>	Early Help intervention - It is more effective to provide early help when problems first arise than to intervene later (DfE, 2018; EIF, 2021). Early Years engagement - https://royalfoundation.com/the-duchess-of-cambridge-unveils-five-big-insights-research-early-years/ Impact of Covid on mental health and educational outcomes - https://www.actionforchildren.org.uk/blog/supporting-children-through-mental-health-struggles	3
<i>Increase engagement in reading for pleasure but improving the class library stock for readers of all levels.</i>	UCL – Reading for Pleasure DfE Reading Framework	1
<i>FSM subsidy for visits and experience days</i>	N/A	3 4
<i>Involvement of parents in planned school events – stay and play, exhibitions</i>	EEF – Parental Engagement – evidence from research	3 4
<i>New attendance</i>	DfE – The link between absence and attainment at KS2	3

<i>incentives and rewards implemented inline with a new attendance policy – Sept 2021</i>		
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Total budgeted cost: £108,000

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 2022-2023 academic year.

Disadvantaged Comparison 2023

KS2

Y6 All pupils	Number of pupils in cohort	% EXP (test results)	No pupils exp	% GDS (test results)	No pupils GDS
Reading	31	64.5%	20	9.7%	3
Writing	31	74.2%	23	6.5%	2
Maths	31	58.1%	18	3.2%	1
RWM	31	45.2%	14	3.2%	1

Y6 Pupil Premium	Number of pupils in cohort	% EXP (test results)	No pupils exp	% GDS (test results)	No pupils GDS
Reading	9	56%	5	11%	1
Writing	9	67%	6	11%	1
Maths	9	44%	4	0%	0
RWM	9	44%	4	0%	0

Phonics

Phonics Y1 All pupils	Number of pupils in cohort	% pass (phonic screen)	Number pupils pass (phonics screen)
	30	86.7%	26
Phonics Y1 PP Pupils	6	67.9%	4

KS1

Y2 All pupils	Number of pupils in cohort	% EXP teacher assessment	No pupils exp	% GDS teacher assessment	No pupils GDS
Reading	27	51.9%	14	0%	0
Writing	27	51.9%	14	0%	0
Maths	27	74.1%	20	0%	0
RWM	27	48.1%	13	0%	0

Y2 Pupil Premium	Number of pupils in cohort	% EXP teacher assessment	No pupils exp	% GDS teacher assessment	No pupils GDS
Reading	11	27.3%	3	0%	0
Writing	11	36.4%	4	0%	0
Maths	11	54.5%	6	0%	0
RWM	11	27.3%	3	0%	0

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI – Online Subscription	Ruth Miskin
NTS SHINE	Rising Stars
Cornerstones Maestro	Cornerstones
Skills Builders	Rising Stars
TT Rockstars	TT Rockstars
Purple Mash	2Simple
Charanga	Rotherham Music Service
Understanding Christianity	Church of England