

Pupil premium strategy statement ~ Thurlow Church of England (VC) 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	77
Proportion (%) of pupil premium eligible pupils	16% (inc. CiC & prev. CiC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-26
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sharon FitzGerald, Headteacher
Pupil premium lead	Sharon FitzGerald
Governor / Trustee lead	Dr Sue McKeogh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years	£ 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>	£14,800

Part A: Pupil premium strategy plan

Statement of intent

Thurlow is a rural primary school in Suffolk serving the immediate locality as well as surrounding areas. More than half of our children (58%) choose to travel in from the town of Haverhill and therefore come from out of catchment. Of our disadvantaged children, 83% live out of our catchment area and the same percentage have SEN or additional needs. 42% of our disadvantaged pupils are in EYFS and Key Stage One.

We endeavour to understand the needs of **all our children**. In 'laying the foundations for a bright future', we strive to provide the very best educational experiences and secure the highest educational standards for **all**, regardless of background or barrier. Everyone within our school and Federation community is fully committed to educating **every child** to their full academic potential whilst giving high priority to all aspects of their personal and spiritual development. Through our nurturing learning environment, bespoke curriculum, high quality opportunities and carefully selected strategies **all our pupils** are valued, encouraged and supported to achieve their fullest individual potential, without exception.

We get to know our children well, appreciating their strengths as well as their needs and challenges, academic and otherwise, identifying any gaps and addressing these through focused teaching sessions, pastoral provision and personalised interventions. We ensure **all children** achieve the best possible outcomes from their individual starting points, irrelevant of their socio-economic circumstances and deploy our funding to support this.

Central to our approach is excellent classroom teaching. It is through the provision of robust, high quality professional development, sharing best practice and open and honest conversations about learning, our staff apply and adapt their practice, their teaching strategies and approaches to support and scaffold our children's learning to achieve these outcomes.

Additionally, **all our children** need opportunities to enrich their lives through experience. We recognise the need to ensure access to these opportunities, particularly where they are not accessible at home and our pupil premium funding also contributes to ensuring this is the case. This, alongside the provision of high quality education and refined targeted support will enhance the life chances of the vulnerable to ensure positive engagement in learning so they thrive.

At Thurlow it is our approach to

- recognise not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM.) Therefore, we endeavour to use the funding to support any pupil legitimately identified as being disadvantaged socially and vulnerable to underachievement due to poverty or deprivation.
- allocate the funding received through Pupil Premium to address the varying needs of our vulnerable pupils
- forensically analyse pupil attainment and progress to identify gaps and target additional support to all pupils, including those entitled to benefit from the funding
- ensure high aspirations throughout the school and Federation community through the robust provision of pastoral support, high quality PSHEE and enhancing curriculum enrichment activities
- evaluate and monitor Pupil Premium spending, measuring impact to ensure it is spent effectively (using the EEF Teaching & Learning Toolkit)

We are

- identifying and addressing gaps in learning and knowledge so all children are making progress from their individual starting points (keeping up rather than catching up)
- prioritising the development of early communication, language, literacy and numeracy skills
- developing and enhancing the children's personal, social and emotional skills
- providing an enhancing range of experiences and opportunities to enrich every child's 'cultural capital'
- working with parents to increase their involvement and confidence in supporting their child's education

Provision includes

- Early identification and intervention
- High expectations
- Delivery of high quality teaching
- Teaching children how to be a good learner / what good learning looks like
- Ensuring each child knows what they have done well and what they need to work on now
- Termly progress meetings
- Bespoke interventions to address identified needs delivered by those most qualified
- Access to enriching activities to broaden horizons
- Funding extra-curricular opportunities before and after-school

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills, including vocabulary knowledge and acquisition. Our assessments, observations and discussions with children in reception through to KS 2 show that a number of children, including disadvantaged pupils, have under developed oral language skills and vocabulary gaps. These affect their access to the broader curriculum and progress within reading and writing.
2	A range of ongoing social and emotional needs. Our assessments and observations have identified that a number of our pupils, including disadvantaged pupils, struggle with confidence, resilience and independence within learning activities, suffer emotional overload as well as have difficulty in coping with some social situations. The pandemic increased these needs. These needs have led to an increase in pastoral support, nurture provision and ELSA support.
3	Gaps in pupils' learning identified from our assessments, which link to learning and SEND needs. Engagement with learning and outcomes in reading, writing and Maths are impacted by cognitive and socio-communication difficulties. <ul style="list-style-type: none"> ▪ In reading children have gaps in their vocabulary knowledge and their understanding of texts at a comprehension level

	<ul style="list-style-type: none"> In writing children need support with sustaining their ideas, becoming proficient in using a range of sentence structures and ambitious vocabulary and improving their spelling In Maths children need to develop greater fluency and recall to support their reasoning and problem-solving skills
4	Acquisition of phonics and early reading skills is lower for a number of our pupils, including those identified as disadvantaged pupils, particularly in EYFS and KS1. Their development as confident and proficient readers and early writers is impacted.
5	Financial constraints can be an obstacle to the wider experiences, which enrich children's understanding of the world, of diversity and build their store of '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
Improved oral language skills and vocabulary acquisition from EYFS through to KS2 to support our children to become successful communicators and readers.	Assessments and observations indicate improved oral language and communication skills; This will be evident through ongoing formative assessments, including PIRA and YARC, and triangulated with other evidence sources including work scrutiny and learning observations.
Improved social and emotional well-being for all our pupils with self-regulation, resilience, engagement, independence, participation and relationships particularly in mind.	Observations, discussions, pupil perceptions and assessed outcomes from PSHEE sessions, pastoral input and ELSA / nurture sessions, (as appropriate,) will see the children demonstrating self-regulation in class and managing their emotions increasingly effectively. Triangulated monitoring will show positive impact on pupil wellbeing, pre & post ELSA sessions for example.
Identified gaps in reading, writing and maths are known and successfully addressed leading to improved learning outcomes and sustained progress.	<p>Outcomes of diagnostic assessments and teacher monitoring accurately identify specific gaps in learning and enable teachers to plan learning sequences and interventions to address specific aspects of reading, writing and maths for improvement.</p> <p>Reading: PIRA assessments (& YARC as appropriate,) assessments show individual progress in decoding, fluency and comprehension skills. The majority of children will attain in line with age-related expectations and end of KS2 reading outcomes will be broadly in line with the national average.</p> <p>Writing: Assessments will show</p> <ul style="list-style-type: none"> increased understanding and confidence in using varying sentence structures

	<ul style="list-style-type: none"> ▪ ambitious vocabulary used with increasing confidence ▪ improving awareness and correct application of spelling patterns and rules <p>The majority of children will attain in line with age-related expectations and end of KS2 writing outcomes will be broadly in line with the national average.</p> <p>Maths: PUMA assessments show that the majority of children are able to apply taught number skills with fluency and confidence and are increasingly able to apply these to reasoning and problem solving questions.</p> <p>Bespoke number interventions, for example, Doodle and Number Stacks will be embedding to address identified areas of need.</p> <p>Year 4 multiplication tables screening outcomes will be broadly in line with the national average.</p> <p>The majority of children will attain in line with age-related expectations and end of KS2 Maths outcomes will be broadly in line with the national average.</p>
<p>Improved acquisition and understanding of phonics will further reading attainment and progress through the implementation of our selected phonics programme (Twinkl)</p>	<p>Pupils achieve at least in line with and above the national average expected standard in the Year 1 Phonics Screening Check. (National 80% 2024)</p> <p>Early reading assessments show improved phonological awareness.</p> <p>In observations, pupils will be showing a greater awareness of the sounds in words and of syllables, routinely hearing and segmenting the words they want to spell and blending when reading with increasing independence.</p> <p>Pupils achieve broadly in line with national average progress scores in KS2 reading.</p>
<p>Our offer will continue to provide all our children with essential, enriching experiences to build their 'cultural capital', supporting positive engagement with their learning and impact constructively on their wellbeing.</p>	<p>Financial constraint will not be a reason for any child not to participate in school trips, residential visits, OSHL, local groups/clubs, e.g. dance, Scouts, swimming etc... School will support families where necessary.</p> <p>High levels of wellbeing will be demonstrable through pupil voice, observations showing positive feedback as a result of participation in enrichment activities, parent surveys and engagement with clubs including our morning sport club.</p> <p>All disadvantaged children will have the option of school support financially, for both in-school and out of school provision.</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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase/subscribe to standardised and bespoke diagnostic assessments to inform support and interventions</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Assessing and monitoring pupil progress testing standardised tests EEF</p>	<p>1,3,4</p>
<p>Intervention support to ensure the needs of each child are met. Gaps analysis identify aspects to be addressed through individual and small group interventions.</p> <p>Learning Support Assistants (TA's) are trained and deployed to support identified children in small groups / 1:1 in classes with identified children (Staffing costs funded centrally)</p>	<p>EEF Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Small group tuition EEF</p>	<p>1,2,3,4</p>
<p>Further embed specific dialogic activities across the Federation curriculum linked to the established themes & resources therein. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase/subscribe to additional resources and fund ongoing teacher training and release time to enhance this.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF</p>	<p>1,3,4</p>

<p>Purchase/subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have chosen Twinkl.</p>	<p>Phonics approaches have a strong evidence base (+ 5 months,) that indicates a positive impact on the development of early reading skills, particularly for disadvantaged pupils: Phonics EEF</p>	<p>4</p>
<p>Continue to implement the staff CPD training programme to address specific aspects identified to benefit learning and pupil outcomes.</p> <p>Team and individual CPD programmes, including the National College, EEF training, Walk Thru's (Rosenshine & coaching) as well as specific training linked to programmes and interventions deployed to support high quality teaching and learning strategies.</p>	<p>Ensuring all teaching and learning support staff are effective and supported to keep improving and refining their practice. This is key to success and therefore a priority for spending, including that of Pupil Premium.</p> <p>EEF evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> <p>Effective professional development EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of and support for children's speech, language and communication development using the WellComm assessment tool</p> <p>Bespoke programmes delivered to address identified areas of need, including vocabulary acquisition, naming, describing, retelling, receptive language skills etc...</p>	<p>A number of pupils have weaker language and communication skills.</p> <p>Oral language is frequently referred to as the 'bedrock' for reading and writing.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p>	<p>1,3,4</p>
<p>In-school tutoring for those children in Years 5</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method</p>	<p>2,3</p>

and 6 who require additional support to prepare for the transition to the KS 3 curriculum and their secondary settings.	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase pupils' self-esteem, self-confidence and resilience through the Federation's PSHEE curriculum, pastoral provision, Early Help strategies and ELSA / Nurture support interventions.</p> <p>Ongoing ELSA training and supervision with Educational Psychologist for existing ELSA trained staff.</p> <p>Increase number of qualified ELSA trained staff within the team</p> <p>Maintain weekly ELSA / nurture sessions in place for identified children (following assessment and monitoring)</p> <p>Maintain and develop further the role of the Federation's Mental Health Lead / Champion & building on the implementation of the Children's Health Project to develop further the engagement of staff, pupils, parents and governors.</p> <p>Review and evaluate provision to establish next</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme (ELSA) is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning</p> <p>Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p>	2

<p>steps using relevant EEF evidence</p> <p>(Consider Anna Freud Foundation & Mentally Healthy Schools Programme)</p>		
<p>Provide a range of enriching life experiences to enhance pupils' 'cultural capital' and improve their language and vocabulary development.</p> <p>Pupils participate in school visits, virtually, in and out of school to build on the knowledge and skills from the curriculum</p> <p>Provision of enriching opportunities for all pupils, including those identified as disadvantaged, to participate in, including morning sports, sports clubs, creative arts, facilitation of music tuition</p> <p>Provision of additional themed curriculum days and weeks to deepen children's understanding of specific subject themes and aspects of learning, for example, activities week</p> <p>Miscellaneous costs, for example, uniform, outside club fees, school trip fees, (including residential,) and contingency funds for acute issues to ensure pupils and families feel part of their school family.</p>	<p>Based on our experience 'cultural capital' affects educational inequality because children from more advantaged backgrounds tend to possess more 'cultural capital' than those from less privileged backgrounds.</p> <p>We have seen that enriching cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools have a role in enhancing 'cultural capital', removing the barriers to access and understanding the wider curriculum.</p> <p>Meeting the five levels of needs - Maslow's hierarchy of need:</p> <ul style="list-style-type: none"> ▪ Physiological needs including food, water, clothing etc... ▪ Safety ▪ Love and belonging ▪ Esteem ▪ Self-actualisation <p>Facilitating our pupils to become the most they can be.</p> <p>(Links with embedding principles of good practice set out in the DfE's Working together to improve school attendance also.)</p>	<p>5</p>

Total budgeted cost: £17,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
<p>Improved oral language skills and vocabulary acquisition from EYFS through to KS2 to support our children to become successful communicators and readers.</p> <p>Acquiring these skills will also foster our children's sense of wellbeing and confidence also.</p>	<p>The use of specific assessments has enabled Class Teachers, supported by the SENDCo, to identify specific areas of need and implement appropriate interventions. This information has also supported successful referrals to external services.</p> <p>Designated learning support assistant allocation has supported daily interventions, including specific SaLT interventions for identified pupils, which have shown impact in termly assessments.</p>
<p>Improved social and emotional well-being for all our pupils with self-regulation, resilience, engagement, independence, participation and relationships particularly in mind.</p>	<p>The on-going development and provision of our bespoke PSHEE and BRAVE curriculums, alongside our pastoral support for each class has continued to promote a culture where children can recognise and identify their feelings and emotions. This has promoted increased levels of self-regulation and reduced behaviour outbursts. The embedding of the 'zones of regulation' in the academic year, alongside the development of a common language will further support this work. ELSA support has successfully addressed a range of identified needs, including anxiety, bereavement, friendship issues and lack of self-esteem through a bespoke programme of support and nurture.</p>
<p>Identified gaps in reading, writing and maths are known and successfully addressed leading to improved learning outcomes and sustained progress.</p>	<p>Reading assessments (YARC & PIRA) have identified gaps in decoding, word recognition, fluency and comprehension. These informed our small-group and individual interventions. Termly re-assessment has shown progress for each child and improvement in reading outcomes. Attainment outcomes at the end of KS2 80% (national 74%) at the expected standard.</p> <p>Writing moderation and termly assessments successfully identified gaps in writing skills and knowledge that were then addressed in whole class and small group intervention and support. Implementation of a whole school spelling intervention has shown improvement in termly assessments. Attainment outcomes at the end of KS2 was 80% (national 72%) at the expected standard.</p> <p>Termly Maths assessments have shown improvement in fluency, arithmetic and reasoning skills. Assessments accurately identified specific</p>

	<p>areas of need to address through targeted interventions in small groups / individually. Attainment outcomes at the end of KS2 were 80% (national 73%) at the expected standard. NB: cohort of 5 pupils</p>
<p>Improved acquisition and understanding of phonics will further reading attainment and progress through the implementation of our selected phonics programme (Twinkl)</p>	<p>School phonics outcomes for 2024 were 77% compared to national of 80%. (Small cohort of 13 pupils including a pupil who did not take the check.) On-going assessments, including YARC & WellComm, have facilitated a deeper understanding of specific needs leading to small group support to address early word reading, rhyme and sound deletion skills. YARC and WellComm assessments have supported individual referrals for external bespoke support.</p>
<p>Our offer will continue to provide all our children with essential, enriching experiences to build their 'cultural capital', supporting positive engagement with their learning and impact constructively on their wellbeing.</p>	<p>Participation in the morning sports club has increased, supporting the needs of lower income families in these economically challenging times. This has supported the children's physical wellbeing. Enrichment days and school visits have enhanced the curriculum for all children, building 'cultural capital', promoting curiosity and a greater understanding of the wider world. The continuation of the 'muddy puddle' learning approach in reception and Key Stage 1 will further build and contribute to the children's store of 'cultural capital'.</p>