

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Thakeham Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	16.16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sam Norton - Headteacher
Pupil premium lead	Alison Mullineux – Inclusion Co-ordinator
Governor lead	Judy Tuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year The allocated funding for this academic year has been calculated using the actual funding received in April 2021 and estimated funding expected in April 2022.	£25,303.33
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,648
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	£29,981.33

Part A: Pupil premium strategy plan

Statement of intent

At Thakeham Primary School, we pride ourselves in nurturing and celebrating pupils' individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning; inspired to achieve their very best. Our values are closely linked to our vision and we aim to teach these explicitly and ensure they are implicit in every aspect of our school. Our school values are closely linked to our Super Learning Heroes:

- Perseverance (Positive, Persevering Perry);
- Care (respect), co-operation, honesty, responsibility (Co-operative Caring Chloe);
- Reflection (Reflective, Reviewing Rowan);
- Curiosity (Curious Questioning Cleo)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and have the same high expectations of their learning, irrespective of their sex, ethnicity, background or any challenges they may face.

The aim of our Pupil Premium Strategy is for all disadvantaged pupils, regardless of their starting point, to make at least expected progress across the curriculum and aspire to achieve at least the expected level of attainment. Although the aims in the Pupil Premium Strategy have been carefully selected to meet the needs of our disadvantaged pupils, they will also support the needs of a wider group of pupils (including our vulnerable pupils) as the aims directly link with the priorities identified in our School Strategic Development Plan (SSDP).

The school's SSDP outlines our educational recovery plan for all pupils, as we continue to educate through the Covid-19 pandemic. By drawing on researched based evidence, the school will use the Pupil Premium Grant to implement strategies and interventions that are proven to close the attainment gap. Staff will use efficient assessment and monitoring systems to ensure early identification of any gaps in pupils' learning, so that impact is maximised. Likewise, staff will use assessment and monitoring to ensure the progress of those pupils already identified as middle or high attainers is sustained. The school will make sure that all disadvantaged pupils are challenged in the work they are set.

In addition to academic progress, the school recognises the importance of promoting pupils' emotional wellbeing by ensuring that all pupils, including our disadvantaged pupils, have prosocial experiences. The school will continue to implement its Therapeutic Thinking approach to managing pupils' social, emotional and mental health needs, where pupils' prosocial feelings are prioritised. This is of particular importance as the school continues to support pupils and families through the ongoing disruption and challenges of the Covid-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments, observations, and discussions with pupils indicate underdeveloped expressive and receptive language skills and gaps in vocabulary among many pupils. These are evident in Reception, KS1 and KS2; especially for our disadvantaged pupils in comparison to their peers.
2	Internal assessments, observations, and discussions with pupils indicate disadvantaged pupils face challenges with retaining and applying phonic knowledge, in comparison to their peers. This negatively impacts their development as readers. The gap is widest in Reception and KS1.
3	As identified in our School Strategic Development Plan, attainment and progress in writing needs improvement across the school and especially for our disadvantaged pupils. Writing skills have been impacted further by Covid-19 lockdowns. Feedback from families suggests challenges with support and a suitable environment conducive to effective learning over lockdowns.
4	Internal assessments, observations, and discussions with pupils, indicate disadvantaged pupils are not reaching the expected standard in number fluency and reasoning. This is evident from Reception through to KS2 and in general, more significant among our disadvantaged pupils than their peers.
5	Our internal assessments (including wellbeing survey), observations and discussions with pupils and families, have identified social and emotional challenges as barriers to learning. These have impacted a number of pupils, particularly those who are disadvantaged. Some pupils currently require additional therapeutic support strategies to further develop their wellbeing, including access to prosocial experiences.

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 expressive and receptive language skills and enhanced use and understanding of Tier 1, 2 and 3 vocabulary among disadvantaged pupils in Reception, KS1 and KS2.	<ul style="list-style-type: none">- Nuffield Early Language Intervention (NELI) assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils.- Pupils draw on the class vocabulary working wall in their oral and written work. This is evidenced through lesson

	observations, book scrutinies and pupil voice.
Improved phonic and reading attainment among disadvantaged pupils in Reception and KS1.	<ul style="list-style-type: none"> - Teacher assessments in phonics and reading, phonic screening and KS1 reading SATs, demonstrate sustained improved attainment over time. - Through the school's monitoring system for reading, pupils achieve 3 points of progress across an academic year.
Improved writing among disadvantaged pupils in Reception, KS1 and KS2.	<ul style="list-style-type: none"> - Teacher assessment and writing moderation demonstrates sustained improved attainment over time. - Through the school's monitoring system for writing, pupils achieve 3 points of progress across an academic year. - KS2 pupils are effectively supported with homework through a targeted homework club.
Improved maths attainment for disadvantaged pupils in Reception, KS1 and KS2.	<ul style="list-style-type: none"> - Teacher assessments in maths and KS1 and KS2 SATs, demonstrate sustained improved attainment over time. - Through the school's monitoring system for maths, pupils achieve 3 points of progress across an academic year. - KS2 pupils are effectively supported with homework through a targeted homework club.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through access to therapeutic and prosocial experiences.	<ul style="list-style-type: none"> - Pupil voice demonstrates the positive impact of clubs, educational/residential visits and provision of uniform. - End of KS2 swimming outcomes are in line with national expectations. - Pupil voice demonstrates the positive impact of social and emotional support and access to prosocial experiences. - Play Therapy reports evidence positive impact of support.

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: £5,319.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school Read Write Inc. training to ensure consistent and effective teaching and assessment of the phonics programme. (Read, Write Inc. is a DfE validated Systematic Synthetic Phonics programme.)</p>	<p>Phonics is an important element in the development of early reading skills. There is extensive evidence to support the importance of pupils being taught phonics explicitly and systematically using a recognised scheme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2 & 3</p>
<p>Purchase Read, Write Inc. Book Bag Books to support reading in the home environment.</p> <p>Provide parents/carers with advice and guidance on how to use the reading resources effectively.</p>	<p>Research evidence highlights the importance of phonics teaching matching pupils' current level of phonic knowledge. Research evidence also emphasises the importance of homework directly linking with classwork. The school recognises the importance of supporting parents/carers with advice on how to best support their children in the home environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2</p>
<p>Separate Y1 and Y2 maths lessons for 3/5 weekly sessions to facilitate targeted support in smaller groups.</p>	<p>The EEF highlights how, 'There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>4</p>

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

Budgeted cost: £19,443.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Intervention Support for oral language skills, phonics, reading and Maths Mastery.</p>	<p>1:1 tuition targeted at pupils' specific needs is an effective method for supporting pupils and accelerating progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>The EEF reports how, 'the average impact of oral language interventions is approximately an additional six months' progress over the course of a year.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The EEF reports that Phonics has a positive impact overall (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The EEF notes how 'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2, 3 & 4</p>
<p>Small group Intervention Support for phonics.</p>	<p>Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF reports that Phonics has a</p>	<p>2</p>

	<p>positive impact overall (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
Small group Nuffield Early Language Intervention (NELI) programme for Reception pupils	<p>NELI is the most well-evidenced early language programme available to schools in England. Pupils on average made +3 months progress compared to pupils who did not complete the NELI.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p>	1
Targeted small group writing intervention support	<p>The EEF has identified how through modelling and supported practice, pupils' writing can be improved. The EEF recommends schools explicitly teach a number of strategies including, drafting, editing and revising writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Provision of KS2 Homework Club to ensure pupils are effectively supported with homework	<p>Research shows that homework is most effective when it links to classwork. School provides a homework club for pupils who do not have a place at home conducive to effective learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3, 4 & 5

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

Budgeted cost: £5,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Play Therapist to deliver a 10 week programme to support emotional wellbeing.	<p>Your Space Therapy report that their evaluation data shows that ‘children who access our service are happier, less anxious and feel more confident. They concentrate better in class which enhances their ability to learn, improving their attendance and educational attainment.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Weekly 1:1/small group specialist Intervention Support to develop social skills and emotional wellbeing. Support will include protective consequences at break/lunchtime to support pupils’ social skills.	<p>Social and emotional learning interventions aim to improve pupils’ interaction with others and their self-regulation of emotions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
All disadvantaged pupils are given access to subsidised after school clubs.	<p>The EEF identifies how, ‘Physical activity has important benefits in terms of health, wellbeing and physical development.’ It also notes how physical activity has a positive impact on academic attainment.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research based evidence identifies that participation in activities linked to the arts can have a positive impact on pupil wellbeing and academic progress.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE document, Mental Health and Behaviour in Schools (2018), identifies</p>	5

	<p>how access to a range of sporting and leisure activities as protective factors in supporting pupils' mental health and wellbeing,</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</p>	
All KS2 pupils have access to swimming sessions.	<p>Swimming and water safety continues to be a statutory element of the National Curriculum for Physical Education in England.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	5
All pupils are given access to subsidised educational visits/residential visits	<p>The Learning Away project concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting'.</p> <p>https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</p> <p>'When students are asked to put into practice "in the real world" what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development.' (Larsen, Walsh, Almond, & Myers, 2017)</p> <p>https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/</p>	5
All pupils have access to the correct school uniform and PE kit.	<p>In a study of 1,318 teachers, parents and pupils on their attitudes to school uniforms, 9 out of 10 people felt it reduced incidents of bullying.</p> <p>https://www.trutextbtru2u.co.uk/research-shows-wearing-school-uniform-helps-reduce-bullying/</p>	5

Total budgeted cost: £29,981.33

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 2020 to 2021 academic year.

Review of Aims 1- 5 from the Pupil Premium Strategy 2020-2021.

During the academic year 2020-2021, disadvantaged pupils continued to be impacted by the Covid-19 pandemic. During the spring term lockdown, all disadvantaged pupils were encouraged to attend school. During the lockdown, 13/18 (72%) pupils attended school. Pupils who were home learning, accessed the school's online teaching and learning platform, Seesaw. School staff maintained daily contact with pupils through Seesaw, where feedback was given on learning tasks. Class Teachers and TAs also monitored pupil wellbeing through Google Meets. The Inclusion Coordinator and Headteacher liaised with pupils and parents/carers via phone calls, video calls and emails. Contact was made with parents/carers at least weekly.

Below is a breakdown of attainment and progress data for disadvantaged pupils in Reading, Writing and Maths in July 2021. 6/16 disadvantaged pupils are also on the SEND register.

Aim 1

PUPIL PREMIUM – ATTAINMENT & PROGRESS IN READING				
KEY STAGE	EXPECTED STANDARD IN READING	GREATER DEPTH STANDARD IN READING	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN READING	NUMBER OF PUPILS WHO MADE GREATER THAN EXPECTED PROGRESS IN READING
EYFS	3/4	N/A	4/4	3/4
KS1	1/4	0/4	4/4	0/4
LOWER KS2	5/5	0/5	5/5	3/5
UPPER KS2	2/3	0/3	3/3	1/3
TOTAL	11/16	0/12	16/16	7/16

Despite the disruption to pupils' learning, 16/16 disadvantaged pupils made expected progress in reading and almost half of pupils made greater than expected progress in

reading. A disadvantaged pupil case study showed reading progress of 19 months across a 7 month period (Salford Reading Assessment). 11/16 pupils reached the expected standard in reading. In KS1 where disadvantaged pupils benefitted from small group tuition, 4/4 pupils made expected progress. Lesson observations, planning and book scrutinies evidenced the progress made. Further evidence of impact is shown in the Y2 Phonics screening test results: 14/15 pupils passed, representing a positive increase in progress on previous years.

Aim 2

PUPIL PREMIUM – ATTAINMENT & PROGRESS IN WRITING				
KEY STAGE	EXPECTED STANDARD IN WRITING	GREATER DEPTH STANDARD IN WRITING	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN WRITING	NUMBER OF PUPILS WHO MADE BETTER THAN EXPECTED PROGRESS IN WRITING
EYFS	3/4	N/A	4/4	3/4
KS1	1/4	0/4	2/4	0/4
LOWER KS2	3/5	0/5	5/5	2/5
UPPER KS2	0/3	0/3	1/3	0/3
TOTAL	7/16	0/12	12/16	5/16

12/16 disadvantaged pupils made expected progress in writing. For those pupils not making the school's expected progress measure, progress can be evidenced in book scrutinies and through lesson observations. A disadvantaged pupil case study showed spelling progress of 10 months across a 5 month period (Nelson SWST). Lower than anticipated attainment in writing is reflected across the school. It was challenging to support writing effectively during lockdown when most teaching and learning took place on devices. Class Teachers made excellent use of SPAG.com to enhance these elements of writing across the school. This was also a focus of support during Homework Club, which was attended by 6/8 KS2 pupils in receipt of Pupil Premium funding.

Aim 3

PUPIL PREMIUM – ATTAINMENT & PROGRESS IN MATHS				
KEY STAGE	EXPECTED STANDARD IN MATHS	GREATER DEPTH STANDARD IN MATHS	NUMBER OF PUPILS WHO MADE EXPECTED PROGRESS IN	NUMBER OF PUPILS WHO MADE BETTER THAN EXPECTED

			MATHS	PROGRESS IN MATHS
EYFS	3/4	N/A	4/4	4/4
KS1	2/4	1/4	3/4	1/4
LOWER KS2	4/5	0/5	5/5	1/5
UPPER KS2	1/3	0/3	2/3	0/3
TOTAL	10/16	1/12	14/16	6/16

14/16 disadvantaged pupils made expected progress in maths. 10/16 disadvantaged pupils reached the expected standard in maths. Pupils who did not reach the expected standard have an identified weakness (SEND element) in maths; these pupils have continued to benefit from the maths mastery approach. Class Teachers made excellent use of Times Tables Rock Stars, Sumdog and Testbase, especially during lockdown to support fluency across the school. This was also a focus of support during Homework Club, which was attended by 6/8 KS2 disadvantaged pupils. The Maths Leader provided outstanding support to Class Teachers and TAs, enhancing skills - this was evidenced through monitoring of planning, book scrutinies and lesson observations.

Aim 4

During the spring term lockdown, restrictions prevented the operation of extra-curricular clubs. However, across the autumn and summer term, 15/16 disadvantaged pupils participated in at least 1 extra-curricular club. A wide range of activities were on offer including pottery, Forest Schools, cookery, dance and numerous sports. Pupil enjoyment and engagement in these opportunities was high and much appreciated following the periods of lockdown. Most clubs saw an increase in participation for disadvantaged pupils in comparison to the previous year. Pupil voice was sought on their experiences, "I loved being outdoors with my friends and learning about nature." "Cookery club was fun. I made lots of new things that I hadn't tried before." All disadvantaged pupils in KS2 participated in swimming lessons. Although starting points were lower than in previous years because of lockdowns, good progress was made.

Aim 5

The spring term lockdown impacted aspects of spending in this area. The school facilitated Play Therapy for a vulnerable disadvantaged pupil. This provided the pupil with a safe and secure place in which he could process and verbalise worries and experiences. Both the Play Therapist and pupil's feedback referenced increased confidence and self-esteem and the building of trust to verbalise feelings. To support the school's Therapeutic Thinking approach to behaviour management, six pupils have

accessed a package of therapeutic art support. This intervention had a positive impact on pupils' self-regulation and interaction with peers. These improvements are evidenced in disadvantaged pupils' ILP reviews, as well as a significant reduction in the number of behaviour incidents.

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
SPAG.com	https://www.spag.com/
Times Table Rock Stars	https://ttrockstars.com/
Sumdog Maths	https://www.sumdog.com
Testbase	https://www.testbase.co.uk/
Your Space Counselling and Play Therapy	https://www.westsussex.gov.uk/education-children-and-families/your-space/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

During the academic year 2021-2022, the following strategies are being used to support the academic, social and emotional development of our disadvantaged pupils, although these strategies will not be directly funded through the Pupil Premium Grant.

- Tuition through the government partially funded school-led tutoring programme.
- Whole school focus on the development of pupils' metacognitive and self-regulation skills.
- Whole school focus on developing pupils' understanding and use of Tier 1, 2 and 3 vocabulary.
- Targeted interventions to support end of Key Stage attainment.
- Targeted interventions to increase the number of prosocial experiences that pupils access including, gardening and board games club.