

Creative Children's Academy Trust

Pupil premium strategy statement

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 | Thorpe Hesley Primary School |
| Number of pupils in school | 556 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Trudi Toms Head Teacher |
| Pupil Premium lead | Lisa Shaw Vulnerable Pupils Lead |
| Governor / Trustee lead | Sarah Scott Governor |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £64,560 (50 children) £9,380 PP+ (4children) |
| Recovery premium funding allocation this academic year | £7,250 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £6,710 |
| Total budget for this academic year | £87,900 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | N/A |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for all our pupils, including our disadvantaged pupils, to achieve in line with their peers, both academically and socially. Our intention is that all pupils make good or better 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.

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.

To ensure the approaches we have adopted 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
- Improve the attainment of all our vulnerable children and review these children at termly pupil progress meetings.
- provide financial support to vulnerable groups to ensure that they can access the wider curriculum, for example school visits, wrap around care (breakfast club and after school Woodlies provision)
- Work closely alongside parents and carers to ensure a restorative approach

We recognise that children who are in receipt of Pupil Premium funding, including Pupil Premium Plus is lower than national average with individual needs varying from cohort to cohort. Therefore, generalisations cannot be made and a 'one size fits all' approach cannot be taken. With this in mind, support is bespoke to individual children and need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

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|---|---|
| 1 | <p>Education and well-being of many of our disadvantage pupils has been impacted by national school closures due to the Covid-19 pandemic, to a greater extent than for other non-disadvantaged pupils.</p> <p>This has resulted in significant social and emotional issues as well as gaps in pupils learning</p> |
| 2 | <p>Identified social and emotional issues for many pupils, notably due to the pandemic, and a lack of social opportunities during school closure and national lockdowns. These challenges particularly affect disadvantaged pupils, including their social and emotional well-being which in turn, impacts on their attainment.</p> |
| 3 | <p>Low confidence, independence and perseverance</p> |
| 4 | <p>Attainment gap of our disadvantaged pupils compared to non-disadvantaged pupils</p> |

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 |
|---|--|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in wider school activities, particularly among disadvantaged pupils |
| To improve social and emotional mental health for all pupils, particularly our disadvantaged pupils. | <p>Observations indicate significantly improved social and emotional mental health amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</p> |
| Improved confidence and perseverance does not disproportionately present a barrier to learning for disadvantaged children, when compared with non-disadvantaged children. | <p>Discussions from Pupil Progress meetings and observations show that disadvantaged pupils are independent learners with improved confidence and perseverance.</p> |
| Improved attainment for disadvantaged pupils in all year groups. | <p>Attainment outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard.</p> |

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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: **£14000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Vulnerable Pupils Manager released 1/2 day per week to coordinate and monitor PP provision and provide CPD where required. | 1xHLTA to release Pupil Premium Lead ½ a day a week = £3,310 | 1,2,3, 4 |
| Introduction of new Systematic, Synthetic Phonics Programme, including acquisition of programme and resources, delivery of whole-school training and communication with parents | The Education Endowment Foundation's Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) describes investment in phonics teaching as " <i>high impact for very low cost based on very extensive evidence</i> ". The DfE Reading Framework (July 2021) (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) states that " <i>There is convincing evidence of the value of systematic synthetic phonics</i> ". | 4 |
| Improve the quality of social and emotional learning. SEMH approaches embedded into daily educational practice and supported by professional development and training for staff. | 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.pdf(educationendowmentfoundation.org.uk) | 1,2, 4 |

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

Budgeted cost: **£32000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Teaching assistants providing support to PP children within lessons and through high quality interventions.</p> | <p>According to the EEF Guide to Pupil Premium (June 2019), “targeted support for pupils should be a key component.”</p> <p>According to the Sutton Trust, 1:1 teaching within the classroom can have a potential gain impact of 5 months, whilst small group tuition increases learning by up to 4 months.</p> <p>1xTA in EYFS & KS1 3 days per week =£9,946 1xTA in LKS2 3 days per week = £10,251 1xTA in UKS2 3 days per week= £9,946</p> | <p>1, 2, 4</p> |
| <p>Staffing for targeted after school / lunchtime clubs aimed at providing extra-curricular opportunities for specific Pupil Premium children (including both academic and social activities)</p> | <p>The Education Endowment Foundation’s Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) states that:</p> <ul style="list-style-type: none"> • <i>“Programmes that extend school time have a positive impact on average”</i> • <i>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</i> <p>After school clubs/ lunchtime provision Homework Club CBa and LBi</p> | <p>1, 2, 3</p> |

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

Budgeted cost: **£20000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Learning Mentor for Wellbeing and Pastoral Support | The EEF Guide to Pupil Premium (June 2019) recommends "strategies that relate to non-academic factors, including improving behaviour and social and emotional support." £9,788 | 1,2 |
| Pastoral support for EYFS and KS1 | See above. £5,802 H.Marriott 1.5 days a week | 1,2 |
| Support for wellbeing and wider school life Pupil Premium "credit voucher" | 50 x £50 = £2500 and 4 x £100 = £400 Total cost = £2,900 | 1,2,3 |
| Outdoor learning Archery etc | 1x PM session per week with Outdoor Learning Lead Resources to enhance outdoor learning within school | 1,2,3 |
| Resources | Equipment such as archery and outdoor climbing wall for SEMH needs | 1,2 |

Total budgeted cost: £66000

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 2021-2022 academic year.

Our Vulnerable Pupils Lead attended the ROSIS Making a Difference for our Disadvantage Pupils course and trained as a System Leader for this. As part of this, I carried out a Pupil Premium Review in another Rotherham school.

Data shows that the progress our PP children is positive and although there is a gap in attainment between our PP children and non PP children, this gap has closed from the beginning of the year with a greater percentage of PP children achieving or exceeding the expected standard (see data table below). Monitoring of interventions and in-class support shows that the funding allocated to PP provision is high quality and that this is having a noticeable impact on our PP children.

| | Maths | Reading | Writing | SPaG |
|---------------|---|---|--|---|
| Year 1 | 75% 3/4 children 25% 1 child | 50% 2/4 children 25% 1 child | 50% 2/4 children | 50% 2/4 children 25% 1 child |
| Year 2 | 57% 4/7 children 29% 2 children | 43% 3/7 children | 57% 4/7 children | 29% 2/7 children |
| Year 3 | 42% 5/12 children 17% 2 children | 67% 8/12 children 25% 3 children | 50% 6/12 children 17% 2 children | 67% 8/12 children 33% 4 children |
| Year 4 | 44% 4/9 children 22% 2 children | 56% 5/9 children | 22% 2/9 children | 33% 3/9 children 11% 1 child |
| Year 5 | 50% 7/14 children 50% 7 children | 79% 11/14 children 43% 6 children | 50% 7/14 children | 71% 10/14 children 57% 8 children |
| Year 6 | 63% 5/8 children 12% 1/8 children | 63% 5/8 children 25% 2/8 children | 63% 5/8 children | 38% 3/8 children 25% 2/8 children |

During this academic year, the support from the Pastoral Support team and the CPD delivered has enabled us to further improve the quality of social and emotional learning. School are currently working with 'With Me in Mind' to enhance this support further. Monitoring shows that SEMH approaches are embedded into daily educational practice and supported by professional development and training for staff. Pastoral support for identified children continues to be a strength.

This year, funding allocated to extra-curricular activities has allowed some of our PP children to attend and they have been given priority to these clubs. In addition to this, PP funding has been used to provide a homework club, again prioritizing our disadvantaged pupils.

The PP voucher scheme we piloted this academic year has been a great success and this is something we will continue to offer next academic but with an increased amount. This has allowed our PP families to access support for funding trips and visitors in school, residential visits, extra-curricular clubs and next year we are extending this to include school uniform and PE kits. Feedback from this scheme has been extremely positive.

Outdoor learning continues to be a big focus in our 3 year plan and the outdoor woodland area has been improved immensely over this academic. However, this remains an area for further development. Our Outdoor Learning Lead has actions in place for this to enhance outdoor learning. Likewise, due to staff absence and cover implications, the Archery and climbing wall are still working progress and this will continue to be a priority this year.

| | |
|---|---|
| Total Pupil Premium Grant Received | £67215 (+£6,979 carry over) £74194 |
| Total PPG Expenditure | £67484 |
| PPG Remaining | £6710 |

Externally provided programmes

Not Applicable.

| | |
|---|---|
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| Total PPG Expenditure | £67484 |
| PPG Remaining | £6710 |

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Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A | N/A |