

Pupil premium strategy statement – Thurlbear CE VA Primary School.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	208
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 to 2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Steve Gillan
Pupil premium lead	Steve Gillan
Governor / Trustee lead	Hannah Kelloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,355
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>	£ 2,538
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£35,893

Part A: Pupil premium strategy plan

Statement of intent

We strongly believe that it is not about where you come from but your commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential and succeed as they move on into later life, to encompass our Foundation Stone quote of 1872: To Train Up A Child In The Way They Should Go.

At Thurlbear Church of England VA Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. All members of staff have high aspirations and ambitions for all of our children, and we believe that no child should be left behind. Our ultimate aim is for every child at Thurlbear – and especially our Pupil Premium pupils – to go on in later life and have great life chances, in line with their peers.

Our strategy takes a tiered approach focusing on high quality teaching to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. It looks at targeted academic support —including through structured small-group interventions that link to classroom teaching and the curriculum to ensure pupil premium pupils make good progress. It addresses wider barriers to learning such as attendance, behaviour, and social and emotional needs alongside specific features of the community at Thurlbear.

Regular monitoring and evaluation will be integral to our strategy. We will track progress, adjust interventions as needed, and ensure transparency in how Pupil Premium funding is utilised.

Our commitment extends beyond short-term gains. We aim to sustain positive outcomes over time, ensuring that disadvantaged pupils thrive academically, spiritually and socially.

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	With many families suffering in a cost-of-living crisis, some Pupil Premium families are struggling to fund extra-curricular activities and residential. This is exacerbated when they have more than one child in school.
2	Reading proficiency is crucial for overall academic success. Some of our disadvantaged pupils struggle with reading, which impacts their comprehension, vocabulary, and ability to access other subjects.
3	Disadvantaged pupils often deal with social and emotional challenges, such as stress, trauma, or unstable home environments. This can lead to low self-esteem and a sense of self-fulfilling prophecy: they tell themselves they cannot do it and this manifests into failure.
4	Disparities in resources, such as textbooks, technology, and extracurricular activities, can impact disadvantaged pupils' learning experiences. Lack of access to resources affects their ability to thrive academically
5	Tailoring interventions to meet the specific needs of disadvantaged pupils is essential. Identifying their unique challenges and providing targeted support can make a significant difference. This is a challenge for schools and their monitoring systems.

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
<p>To continue to achieve high standards in Reading, throughout the school and improve the rates of progress still further. To increase interest in reading – reading through pleasure</p> <p>Addresses challenge 2 and 5</p>	<ul style="list-style-type: none"> • Targets set are ambitious and ensure rigor throughout the reading curriculum. • Enriched reading curriculum • Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching • Interventions are personalised to the pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. Where possible, interventions are on a 1:1 basis delivered by experienced teachers and teaching assistants • Barriers to learning are promptly addressed to ensure there are no gaps in education provision • Rigorous monitoring of progress and attainment and interventions delivered to ensure that the provision is suitable and achieving the desired outcomes for the child

	<ul style="list-style-type: none"> • Set times dedicated to PPP reading with a named adult for consistency. • An increase in reading at home, due to engagement between home/school from the dedicated adult in school. • Pupil progress and other summative data will show an increase when discussed in pupil progress meetings • The gap will close between outcomes for PPP and other pupils.
<p>Pupil Premium pupils (ppp) will be given access to a trained professional in school and use a Listening Ear approach to address challenge 3.</p>	<ul style="list-style-type: none"> • PPP will be given a set amount of sessions in line with the session leader's evaluation • PPP will have a greater understanding of their coping strategies for learning as well as social scenarios • Their entry and exit-discussions will show an improvement in their personal outlook about themselves (self-esteem) via observation notes / SDQ • They will have strategies to use if something goes wrong.
<p>Resourcing PPP so they are fit for the Thurlbear curriculum will address challenge 4 and 1</p>	<ul style="list-style-type: none"> • All PPP access the opportunities that our curriculum affords all pupils. They are not held back by financial burdens. • Families feel that the home/school bond is strong enough to speak to us if they are facing hardship. • School finds ways to accommodate the financial challenges of PPP discretely, so it looks like every other family and they are not tainted /

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: £ 12,058.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ a Listening Ear practitioner who can work with PPP</i>	As a school, we have had success with previous groups of pupils with social, emotional mental health issues. EEF +4 mths	3
<i>Invest in THRIVE programme to intervene with PPP as well as impacting across the whole school.</i>	THRIVE is a recognised whole-school approach to emotional well-being. Whole school approach to supporting pupils. Providing interventions for teachers and measuring progress. EEF +4 mths	1,2,3
Visit from outside agency – Royal Navy	Presentation given to key staff from the Royal Navy at request of Thurlbear and information provided to support pupil premium children, who are from service families. Support provided via Listening Ear adult to delivery bespoke sessions to identified children.	3,5
Subject leader CPD to ensure delivering a high quality curriculum	Through staff CPD, INSETs, Staff Meetings, teachers will gain a better understanding of their year group curriculums; this will include those above and below the year group they teach. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding, particularly with regards to English and to ensure their own knowledge remains current.	2

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

Budgeted cost: £ 12074.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention groups for phonics – trained TAs	EEF +4	2, 5
Small group interventions Comprehension / fluency reading	Where required, children will be offered rapid intervention programmes to close the gaps and accelerate progress in reading and across the curriculum. Programmes will be tailored to suit the child's academic or social needs EEF +4	2, 5

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

Budgeted cost: £11,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early interventions for social, emotional and behaviour – support	Staff work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance. Where families need further support, this will be delivered through the listening ear and ELSA programmes to improve mental health, wellbeing and social skills. EEF+4 months	3
Trips paid for.	Advantage of outside learning.	1, 4
Music lessons and after school sports' clubs paid for.	EEF +2 arts participation EEF +2 extending school day	1, 4
residential paid for PP children		1

Total budgeted cost: £ 35983

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils made excellent progress in many areas and benefitted from individual tutoring, group interventions and ELSA support as required. At the end of the year PPP made good progress from their starting points. 50% Year 6 PPP broadly speaking, achieved in their SATs. At the end of the year 46% of pupil premium pupils continuing at Thurlbear are working broadly within age related expectations. All PP children in year 6 transitioned well into secondary school and were prepared for their next stage of learning.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- Quality-first teaching, specific 1 to 1 intervention time to fill any gaps in core knowledge, engaging in extra-curricular activities free of charge.

The impact of that spending on service pupil premium eligible pupils

Access to extra-curricular activities has been successful for those pupils that engaged with any clubs or excursions, equal chances and opportunities for all. This led to increased confidence and club achievements by Pupil Premium pupils in clubs for sports teams, as well as all pupil Premium Pupils accessing a broad a balanced offer with no barriers of social mobility.

Children have made good progress and have attained virtually equally with all children. Age Related Expectations have been met by 96% of pupils accessing quality-first teaching and specific curriculum interventions.