# Pupil premium strategy statement 2024

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

| **Detail** | **Data** |
| --- | --- |
| School name  | Thingwall Primary School |
| Number of pupils in school  | 202 |
| Proportion (%) of pupil premium eligible pupils | 11.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-20232023-20242024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Danielle Evans |
| Pupil premium lead | Julie Goulding |
| Governor / Trustee lead | Victoria Gardner |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £39,100.00 |
| Recovery premium funding allocation this academic year | - |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year 2023-2024** **2024-2025 budget not set yet.** If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | **£42,585.00**n/a |

# Part A: Pupil premium strategy plan

## Statement of intent

| * To reduce the attainment gap between disadvantaged pupils and their peers on a local and national level.
* To raise the attainment of all pupils in English and Maths with additional focus on reading, writing and fluency in numeracy.
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## Challenges

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

| **Challenge number** | **Detail of challenge**  |
| --- | --- |
| 1 | Delayed speech and language skills on entry leading to lower outcomes and social communication difficulties.  |
| 2 | A range of additional needs has impacted upon children’s concentration, resilience and tolerance, including SEND, attachment, continuity and childhood trauma.  |
| 3 | To raise standards in maths, with focus on multiplication fluency, problem solving and reasoning. |

## 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 social communication results in order to raise language attainment and positive behaviour.  | Children will be confident to express themselves positively and to apply language skills to reading and communicating clearly.  |
| Improve fluency in mental maths across the key stages; raising attainment in multiplication skills; improve speed, efficiency and confidence in times tables. | The % of disadvantaged learners achieving age related expectations in numeracy will be in line with at least national average; at least 50% of children sitting Y4 national screening for Times Tables will achieve full marks. |
| Improved application of grammar in sentence structure in order to raise attainment in writing. | The % of disadvantaged learners achieving age related expectations in writing will be in line with at least national average; |
| Improved handwriting across the school to raise standards in quality of writing | Increase % in number of disadvantaged children using the correct letter formation in own writing independently. |
| Increase in the number of disadvantaged learners achieving age related expectations at end of FS2 and KS1 and combined (reading, writing, maths) at the end of Key Stage 2. | The % of disadvantaged learners achieving age related expectations at the end of Foundation Stage 2, Key Stage 1 and combined at end of Key Stage 2 will at least be in line with the national average.  |

## Activity in this academic year : 2024-2025

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: £1000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Staff training sessions on language communication and social and emotional needs* | * TA attendance for additional training from Autism Education Trust 5 session program;
* Ts and TAs receiving staff meeting training from Ellen Pandya SALT for language communication interventions
* Increase in children’s confidence and progression for speaking and listening
* Increased level of Talking/ Shoulder Buddies- no hands up rule
* Decrease of reported negative behaviour incidents in CPOMs
 | Challenge No 1  |
|  |  |  |

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

Budgeted cost: £ *27, 000.00*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To deliver Listening to Sounds and language SALT intervention | * See early intervention tracking of program
* Wellcomm assessment scores
* See early referrals to SALT
* Incident logs
* Phonics tracking
* Small group and 1:1 SALT intervention programs
* See end of academic year impact evaluation on Pupil Premium Budget.
 | Challenge No 1 |
| *Daily application of Mastering Number, Times table Rock Stars, Minute Maths and games*  | * Baseline and end of year Times table scores
* Raised attainment in the Y4 times table scores with an increase in % getting 100% correct in allotted time.
* Mastering number application
 | Challenge No 2Challenge No 5  |
| Spelling interventionGrammasaurus Grammar blocks taught across the yearsIndependent writing tasks | * IDL cloud intervention
* SWST reading age and spelling age assessments
* Purchase of Big Cat phonics
* Phonics Tracker app.
* Listening Sounds and language intervention
* Quest tracking and evaluations
* Individual provision maps
* Smaller phonics groups- additional adults
* English books- re grammar blocks and longer writing pieces- scaffolding by adults
* Additional adult support for adaptive teaching
 | Challenge No 3Challenge no 5 |
| Time tabled handwriting sessions- Letter joins Subscription | * Weekly handwriting sessions- work evidence- 3 x a week
* Children’s work in books
* Small manipulatives and exercises to increase muscle strength
* Focus on correct posture and pencil grip/ aids to adapt for writing used.
* Additional adult support for adaptive teaching
 | Challenge No 4Challenge No 5 |
|  |  |  |

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

Budgeted cost: £ 12, 000.00

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Social communication interventions:SALT interventions FS2 / Y1Time to Talk Wellcomm Talking Shoulders/ Shoulder buddies/ Thumbs upCo-operation skills- lunchtime clubs PAUL Dix behaviour  | * TA deployed for interventions 1:1 and 1:4
* Incident logs- Paul Dix
* Behaviour tracking chart- Paul Dix
* CPOMs
* Wellcomm assessments
* Lesson obs/ learning walks
* Pupil voice
* Staff training on behaviours including in SEND
* See end of academic year impact evaluation on Pupil Premium Budget.
 | Challenge No 1 |
| CAMHS and MHST  | * Timid to Tiger 10 week program
 | Challenge 1  |
| Employment of JW- Pastoral Counsellor  | * Small group and 1:1 pastoral service- see JW reports
* Observations
* Pupil interviews
 | Challenge 1 |
| Private SALT bought in  | * Half termly visits by Ellen Pandya for 1:1 assessments, distribution of interventions, staff training
 | Challenge 1 |
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**Total budgeted cost:** £1000 + £27*,000* + £ 12, 000 = **£40, 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 2020 to 2021 academic year.

| **Last academic year : 2023-24** |
| --- |
| **Desired outcomes** | **Impact** |
| To engage FS2 children in listening for sounds, model and support children using correct mouth movements for sound- pre teaching before SALT intervene. | Successful completion of LS&L program. One necessary SALT referral made from group after intervention. |
| To teach, model and support children through understanding own emotions: resilience building, sharing, perseverance, confidence and raised self- esteem | Full attendance to J Walker sessions by all children when in school of strategies being made by children. |
| To improve reading and phonics skills | 65% of all Pupil Premium children met age related expectations in reading across the school. Of ALL children across the school:-End of FS2: 74% met Early Learning Goals for readingEnd of key stage 2: 94% met age related expectations in reading. |
| To improve basic literacy skills at end of key stages | 70% met Early Years Goals in **FS2**81 % of **Y1** achieved phonics screening in- house assessment June 202194 % **Y6** reached ARE in reading by July 2024; greater depth 48%81% reached ARE in writing; greater depth 19% 94 % reached ARE in maths; greater depth 48%SPAG 90%; greater depth 50% |
| Raise standards in times table multiplication Y 4 national screening  |  61% reached times table pass line  |
|  |  |
|  |  |
|  | x |

## 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** |
| --- | --- |
| Mental Health- Understanding emotions CPD and therapy group Friendship Detectives and parent work shop  | CAMHs |
| Bespoke pastoral counselling service link to families | Joanna Walker Pastoral Counsellor |
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## 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? | Additional 1:1 readers with PP chn x 2 15 mins a week per child Reduced cost of residential and school trips |
| What was the impact of that spending on service pupil premium eligible pupils? | 100% met at least age related expectations in reading, writing and maths. |

# Further information (optional)

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