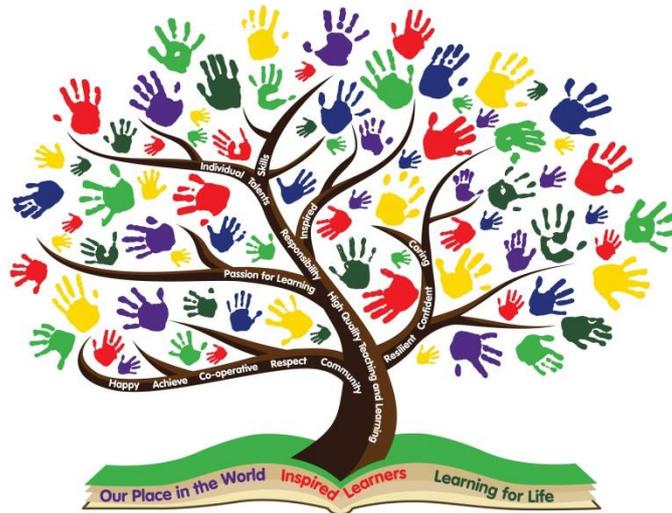


**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Pupil Premium Strategy Statement Thakeham Primary School

## 2019-22

**Pupil Premium Leads: Sam Norton (Headteacher) & Alison Mullineux (Inclusion Leader)**

**Inclusion Governor: Gina Webb**

**Date agreed by Full Governing Body 20/21: 28.09.2020**

## PUPIL PREMIUM STRATEGY 2019-2022

### Background to Pupil Premium

The government and research recognise that children who are from deprived backgrounds underachieve compared to their non-deprived peers. A government initiative is in place that provides extra funding for pupils who qualify in order to support schools to close the gap and enable pupils to reach their potential. The government has used pupils entitled to free school meals (FSM), children looked after (CLA), post children looked after and service children as indicators of deprivation.

The CLA premium is held and managed by the designated virtual school head (VSH) in the local authority that looks after the child and used for the benefit of the child's educational needs as described in their personal education plan (PEP). As a result, funding for CLA pupils does not appear in our Pupil Premium Strategy Statement.

### School Context and Philosophy

Thakeham Primary School is a smaller than average Primary School serving pupils aged between four and eleven years old from a wide rural/semi-rural catchment area including within the parish of Thakeham. Thakeham, Storrington, Sullington, Washington and Ashington are the main areas that pupils attend from. Our Pupil Admission Number is 15 per year group.

We have high expectations of all learning and teaching and pride ourselves on nurturing and celebrating each child's 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 Poppy);
- **Care (respect), co-operation, honesty, responsibility** (Co-operative Caring Craig);
- **Reflection** (Reflective, Reviewing Ruby);
- **Curiosity** (Curious Questioning Quinn)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and be a high learner irrespective of their sex, background or ethnicity.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Strategic Development Plan, which is also closely linked to our School Values. This enables us to implement a blend of short, medium and long-term interventions, and a pupil premium use with wider school improvements and improving readiness to learn.

We focus relentlessly on continual improvement for all. We belong to the STARS group of schools who together with the Chanctonbury group of schools provide support and challenge for each other. We are proactive in seeking external verification of aspects of learning and teaching and regularly invite county and external consultants to conduct school reviews on specific areas for improvement. This is an important part of our school development to further improve standards.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching and learning for every pupil in our school
- Closing the attainment gap between disadvantaged pupils and their peers towards achieving age-related expectations
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, welfare, social/emotional factors and supporting effective safeguarding
- Enabling access to extra-curricular opportunities, school visits/visitors and aspects such as clothing which payment for, may prove to be a barrier
- Ensuring that the PPG reaches the pupils who need it most

NB Funding allocations and spending are subject to some Covid-19 restrictions in place.

### **Needs Barriers to children's progress and achievement**

We have identified a range of common barriers to learning that Pupil Premium children can experience. These include:

- weak speech, language and communication skills and other SEND
- difficulties with reading/writing/maths
- poor social skills
- lack of confidence/self-esteem
- poor resilience/attitude to learning
- more frequent behaviour difficulties
- attendance and punctuality issues
- less available support at home or ability to support
- financial difficulties in providing uniform and equipment
- complex family situations, sometimes with external services involved

Some of our children experience a combination of many of these issues and support is provided with individual needs in mind. In recent years we have experienced a significant increase in children who are eligible for Pupil Premium Funding, mainly due to migration of pupils into the school. Based on this, we predict that numbers of eligible pupils will increase across the next 3 years.

Our commitment to improving the opportunities and outcomes for these pupils is high. As with all our support and intervention, it is personalised to meet individual needs to help overcome barriers to enable children to flourish. A further challenge and impact on achievement is the additional barrier of SEND for an increasing proportion of these pupils.

Some children in receipt of Pupil Premium funding have different needs and may be more able. Through needs analysis we will ensure that the funding is used to further develop and enhance their skills, knowledge and understanding and provide support with enrichment activities.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We therefore reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, although any group will be made up by a proportion of pupils eligible for FSM.

To prioritise spending, we have identified 5 long-term aims during this three-year cycle in response to pupil/school needs. Aims 1-3 contain a tiered priority approach encompassing Targeted Academic Support, use of Resources and Equipment and access to INSET and Continuous Professional Development. The remaining 2 aims are linked to employment of Wider Strategies.

### **1. Targeted Academic Support**

For this three-year cycle, our Targeted Academic Support has long-term Aims linked to Reading, Writing and Maths. For each of these curriculum areas, we have identified priorities to help us meet our Aims.

Support strategies provide pupils with access to:

- Group/1:1 tuition: Weekly targeted English and Maths teaching for pupils led by a qualified teacher/HLTA focussing on effective strategies and gaps to support progress towards age-related expectations.
- Structured interventions: Use of interventions with proven impact to address specific difficulties: English/Maths/Gross/Fine Motor Skills/Speech and Language/Social Skills – these may be as a group or on a 1:1 level run by trained Teaching Assistants.
- Additional teaching and learning booster sessions led the class teacher for Year 1/2/6 pupils to support achievement at age-related or greater depth level.

### **Resources and Equipment**

This includes pupil access to:

- Whole class resources such as textbooks and online resources.
- Resources that target the needs of individual pupils such as specialised exercise books.

### **INSET and Continuous Professional Development (CPD)**

This includes pupil access to:

- Class teachers and Teaching Assistants who have attended high-quality INSET and CPD. INSET and CPD will focus on effective teaching and learning strategies and enhancement of subject knowledge in line with our SSDP priorities to facilitate effective pupil learning.
- Class teachers who have accessed regular coaching and mentoring sessions with a particular emphasis on areas highlighted in the SSDP e.g. Reading, Writing and key aspects of Maths Mastery.

### **Wider Strategies**

For this three-year cycle, our Wider Strategies have aims and priorities which focus on pupils' access to enrichment activities such as school trips and extra-curricular clubs. There are also opportunities to enhance pupils' social and emotional well-being through a range of therapeutic activities. Supporting and improving parental engagement is also a priority alongside financial support through a small contribution towards uniform.

### **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with class teachers and those delivering support.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

Impact of Pupil Premium funding is rigorously assessed through a variety of means including:

- tracking progress and achievement via Assessment for Learning techniques, Pupil Progress meetings and SIMS assessment system. This also enables us to identify gaps in learning and address these on an ongoing basis and so our objectives and funding may need to alter in response
- progress with reading/writing/maths/ILP targets
- observations of children and staff
- monitoring of lessons, pupil work and planning
- attendance data
- pupil voice
- reports from external agencies.

### **Accountability**

The Inclusion Leader and the Headteacher work together to ensure the Pupil Premium Grant is allocated according to the Pupil Premium Strategy Statement and that its impact is measured and evaluated regularly.

Class teachers and Teaching Assistants are aware of the Pupil Premium children in their class and ensure they support the Pupil Premium Strategy Statement.

Each term the Headteacher and Inclusion Leader report on the effectiveness of the strategy and spending to the Governing Body. The Governors will also play a lead role in monitoring this and holding the school to account.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort. .

The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.