



PUPIL PREMIUM REPORT 2021-22

THRYBERGH PRIMARY SCHOOL

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Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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

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	Thrybergh Primary
Number of pupils in school	130 FTE
Proportion (%) of pupil premium eligible pupils	90 children – 69%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2021
Statement authorised by	
Pupil premium lead	K Edmondson
Governor / Trustee lead	T Hardcastle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,395
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£135,445

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Thrybergh Primary School is committed to enabling all pupils to achieve to the best of their abilities. We have designed a curriculum that has four clear intentions. These intentions will also form the basis of our Pupil Premium Strategy and will be developed during and beyond the school day:

1. To remove barriers to learning
2. Develop knowledge and skills for learning in a range of subjects
3. Develop personal attributes
4. Enrich students' experiences and broaden horizons.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amount of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and non-cognitive stimulation given to young children. We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at-risk children through main programs of development.

Challenges

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

Challenge number	Detail of challenge
1	<p>There is an above average number of children eligible for the Pupil Premium Grant at Thrybergh Primary School. We have found that there are four barriers to learning that can limit the progress, engagement and development of our students.</p> <ul style="list-style-type: none">● Literacy and language acquisition● Numeracy● Oracy● Vocabulary <p>This in turn, can make it difficult for children to access the whole curriculum.</p>
2	<p>Our children often lack aspiration and ambition and key personal attributes that help them have a happy and successful life. These include independence, responsibility</p>

	and resilience. They find it difficult to articulate their life goals and have a limited understanding of how they would achieve these.
3	We acknowledge that not all pupils have access to stimulating environments and activities that can have an impact on attainment, self esteem and motivation.

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
1. To develop literacy and language acquisition, numeracy, oracy and vocabulary skills in order to be as able and as qualified as possible to succeed beyond time at school.	<ul style="list-style-type: none"> ● Raise attainment and narrow the gap for low attaining children in all years and those not making expected progress in Reading, Writing, Maths and Phonics. This will be measured through the analysis of end of year data for the next 3 years. ● Increased percentage of children working at expected standard across all year groups
2. To develop personal attributes and aspirations	<ul style="list-style-type: none"> ● Children will demonstrate the 'Thrybergh Way' ● Children will talk confidently about their aspirations and have an understanding of the route they need to take to achieve their goals. ● Children will be engaged with our Pledge programme and show that they are progressing through each stage. ● Pupils will be able to articulate their goals, including the knowledge and learning needed for this. ● Pupils will know the steps that they need to take in order to achieve these goals
3. To enrich students' experiences and broaden horizons	<ul style="list-style-type: none"> ● Children access educational visits through financial support ● Children access residential visits through financial support ● Children have access to a range of extra-curricular provision within and beyond the school day ● Raise attainment by increasing engagement ● Improve attendance ● Children will be engaged in our Pledge programme and show that they are progressing through each stage.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in KS1 in order to avoid mixed year groups and larger class numbers.	<p>Reducing Class Size (EEF)- 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>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	<p>Challenge 1</p> <p>F2- 23 children (9 PP children)</p> <p>Y1- 19 children (10PP)</p> <p>Y2- 20 children (14 PP)</p>
Use of Teaching Assistants	<p>Making the Best Use of Teaching Assistants (EEF)- Use TAs to add value to what teachers do. Use TAs to help pupils develop independent learning skills and manage their own learning. Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p>	<p>Challenge 1</p> <p>Challenge 2</p>
Improving reading fluency through the Herts for Learning Reading Fluency Project	<p>Herts For Learning- Pupils made above average accelerated progress Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age*.</p> <p>*as measured by the YARC assessment tool.</p>	<p>Challenge 1</p> <p>14 PP children (Y6) initially, to be then rolled out to Y5 in Spring term and Y4 in the Summer</p>
New Phonics Programme Training for all staff (To be delivered by SfA)	<p>Phonics (EEF)- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>Challenge 1</p>

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Teaching Assistants used to deliver targeted interventions across school through the use of;</p> <ul style="list-style-type: none"> • SFA • Lexia • Herts for Learning Reading Fluency Project resources 	<p>Small group tuition (EEF)- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Phonics (EEF)- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading Comprehension Strategies (EEF)- Very high impact for very low cost based on extensive evidence</p>	<p>Challenge 1</p> <p>SFA- 10 children in KS2, 20 in KS1 with a particular focus on Phonics intervention. Daily phonics is also taught in small groups.</p> <p>Lexia- 50 children</p> <p>Reading Fluency Project- 19 children (14 PP) initially but set to increase later this academic year.</p>
<p>Facilitate smaller groups in maths sessions and time limited interventions (SfA)</p>	<p>Small group tuition (EEF) - To raise attainment & progress for all children in maths to be at least in line with National in all phases of school. Additional staffing budget for TAs and additional tutor hours £10,000</p>	<p>Challenge 1</p>
<p>Y6 Booster Classes delivered by Teaching and Teaching Assistant</p>	<p>Extending school time (EEF)- 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.</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>19 Y6 children (14 PP)</p>
<p>Quality homework tasks linked to what has been taught in school. Purchasing of; CPG Year 6 Revision Maths Guides</p> <p>CPG Year 6 SPaG Revision guides</p> <p>CPG Year 5 Maths Revision Guides</p> <p>CPG Year 4 and Year 3 Times Tables Revision Guides</p>	<p>Homework (EEF)- High impact for very low cost. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. Homework has a positive impact on average (+ 5 months)</p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>19 Y6 children (14 PP)</p> <p>22 Y5 children (15 PP)</p> <p>15 Y4 children (12 PP)</p> <p>16 Y3 children (15 PP)</p>
<p>Online learning subscriptions to be provided for all children for maths and English.</p>	<p>Online Learning - (EEF) evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures.</p> <p>My Maths</p>	<p>Challenge 1</p> <p>All children (90 PP)</p>

	TT Rockstars / Numbots White Rose Premium	
All children in EYFS to be screened by speech and language and identified for additional interventions as required.	Oral Language Interventions (EEF)- On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 50% of disadvantaged pupils (in FS2) have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT.	Challenge 1
RWInc Spelling programme	EEF- Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	
After school tutoring	Extending the School Day (EEF)- The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average	Challenge 1 Challenge 2 Challenge 3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for educational visits	Subsidised visits for educational visits - 90 pupils	Challenge 2 Challenge 3 14 Y6 PP children
Improving attendance through rigorous monitoring and celebration	Improving school attendance: support for schools and local authorities (DfE) Rewards for attendance Attendance Team	Challenge 2 Challenge 3 130 FTE (90 PP)
Reading - books for each class linked to the ethos of our School Reading Spine	Research evidence on reading for pleasure (DfE)- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive	Challenge 1 Challenge 2

	relationship between reading frequency, reading enjoyment and attainment. There is a positive link between positive attitudes towards reading and scoring well on reading assessments	
Access to Specialist SEMH Provision	Social and Emotional Learning (EEF)- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	Challenge 1 Challenge 2 Challenge 3
Learning Mentor with a responsibility for attendance and safeguarding	Mentoring (EEF)- Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	Challenge 2 Challenge 3

Total budgeted cost: £ 155,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	