



# PUPIL PREMIUM STRATEGY STATEMENT

2022/23

**THRYBERGH PRIMARY SCHOOL**

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# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	138 FTE
Proportion (%) of pupil premium eligible pupils	97 children – 70%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2023
Statement authorised by	R Parry-McDermott
Pupil premium lead	R Parry-McDermott
Governor / Trustee lead	R Chamberlain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,893
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£152,348</b>

# 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?*

At Thrybergh Primary School, we aim to send every student into an ever-changing world **able and qualified** to play their full part in it. We reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research driven CPD at whole school and faculty level, including all system leaders across the school and trust, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students. To facilitate progress and further improve outcomes for our students, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students' horizons and encourage wider participation.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removal of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

As a school, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We adopt a whole school approach in which staff take responsibility for the outcomes of all students, and raise expectations for all students.

At Thrybergh Primary the school's curriculum:

- is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- all pupils, particularly disadvantaged pupils and those with SEND:
- acquire the knowledge and cultural capital they need to succeed in life
- make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum

- produce work of high quality
- achieve well in national tests and examinations, where relevant
- are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations
- are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)

Quality first teaching is paramount to our belief at Thrybergh Primary School. This is one of the proven ways of closing the disadvantage attainment gap, and at the same time improve outcomes for all. Thus, outcomes for all will be improved.

Interventions will be targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school we act early and intervene at the point that is identified. This may be, but is not limited to:

- Classroom teacher intervention through quality first teaching
- BRAG marking and bespoke follow up intervention
- Use of intervention programmes
- After school interventions

The EEF has identified that high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the school. The strategy will focus on equipping all staff with the tools they need to design high challenge, knowledge rich and accessible curriculums across

Assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. Leaders identify through assessments and data students for wave 2 and 3 interventions outside of the classroom. Leaders and SLEs ensure that:

- The curriculum is designed to provide high challenge to all students and build upon prior knowledge and learning through a progressive 7-year curriculum
- Data is inputted accurately and efficiently to allow leaders to analyse and identify students for intervention. This data is shared with all stakeholders so that all are aware of students identified, their areas of weakness and the progress achieved from these interventions.
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level.

### **Demographics**

*The “Lower Super Output Areas” (LSOAs) which surround the school are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The area of Thrybergh is in decile 1.*

## **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"> <li>• Literacy and language acquisition – meaning our children have lower rates of fluency and comprehension</li> <li>• Numeracy – children struggle to understand the reasoning and problem solving in maths lessons</li> <li>• Oracy</li> <li>• Vocabulary</li> </ul> <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 and resilience. They find it difficult to articulate their life goals and have a limited understanding of how they would achieve these.</p> <p>We also acknowledge that within this, this means that our children need to have further experiences to broaden their knowledge of cultural capital.</p>
3	<p>We acknowledge that not all pupils have access to stimulating environments and activities that can have an impact on attainment, self-esteem and motivation. This means that our children make slower progress in their learning and achieve lower than children nationally.</p>
4	<p>We acknowledge that there are high rates of absence</p>
5	<p>We acknowledge that we have lower levels of parental engagement and therefore this impact on the children's need to have further experiences to broaden their knowledge of cultural capital.</p>
6	<p>We acknowledge that there is a growing number of children in school who have SEMH and behavioural needs that we need to support. This impacts on children's progress and attainment too. Therefore, we need to develop children's personal attributes to ensure that they have a happy and successful life.</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
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. To develop children's understanding of the reasoning and problem solving in maths lessons	<ul style="list-style-type: none"> <li>• Raise attainment and progress for disadvantaged pupils, 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</li> <li>• Narrow the gap between disadvantaged pupils and non-disadvantaged pupils across all subjects</li> <li>• Increased percentage of disadvantaged pupils working at expected standard across all year groups</li> <li>• Monitoring and evaluation shows that we are closing the gap between disadvantaged and non-disadvantaged children</li> </ul>
2. To develop personal attributes and aspirations and to broaden their knowledge of cultural capital	<ul style="list-style-type: none"> <li>• Children will demonstrate the 'Thrybergh Way'</li> <li>• Children will talk confidently about their aspirations and understand the route they need to take to achieve their goals</li> <li>• Children will be engaged with our Pledge programme and show that they are progressing through each stage</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring of this will show an increased proportion of children engaging with broadening their horizons</li> <li>Pupils will be able to articulate their goals, including the knowledge and learning needed for this.</li> <li>Pupils will know the steps that they need to take in order to achieve these goals</li> </ul>
3. To enrich students' experiences and broaden horizons	<ul style="list-style-type: none"> <li>Children access educational visits through financial support</li> <li>Children access residential visits through financial support</li> <li>Children have access to a range of extra-curricular provision within and beyond the school day</li> <li>Monitoring of this will show an increased proportion of children engaging with broadening their horizons</li> <li>Raise attainment by increasing engagement</li> <li>Improve attendance</li> <li>Children will be engaged in our Pledge programme and show that they are progressing through each stage.</li> </ul>

## 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: £70,000

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.	<b>Reducing Class Size (EEF)</b> - 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. 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.	Challenge 1  F2- 18 children (10 PP children)  Y1 pupils – 18/23 children in receipt of PP funding  Y2 pupils – 11/21 children in receipt of PP funding  Y3 Pupils 15/20 children in receipt of PP funding )
Use of Teaching Assistants	<b>Making the Best Use of Teaching Assistants (EEF)</b> - Use TAs to add value to what teachers do. Use TAs to	Challenge 1



	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.	Challenge 2
Improving reading fluency through the Herts for Learning Reading Fluency Project	<b>Herts For Learning-</b> 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*. *as measured by the YARC assessment tool.	Challenge 1  15 PP children (Y6) initially, to be then rolled out to Y5 in Spring term and Y4 in the Summer
New Phonics Programme Training for all staff (To be delivered by SfA)	<b>Phonics (EEF)-</b> 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.	Challenge 1 F2- 15 children (7 PP children) Y1- 23 children (17PP)
Curriculum / teaching Improve quality first teaching with a specific CPD programme for staff subject knowledge CPD curriculum planning leadership role	<p>Improving Reading (EEF)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Supporting ECT teachers (EEF)  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. All staff, in order to lead effectively, are released several times over a half term. CPD has specifically focused on our teaching sequence; Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice.</p> <p>It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.</p> <p>We want to continue to develop a culture in the classroom where pupils think about their learning more explicitly by staff teaching them ways to plan, monitor and evaluate their learning. It is vital that all staff members have a secure understanding of these strategies but also how to use them effectively, linked to mixed ability pairings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>The leadership team will be released to support with planning and continuously use instructional coaching to raise performance of teaching and learning through the school's bespoke teaching and learning rubric and through moderating reading, writing and maths.</p>	Challenge 1  96 children – 70% across school from FS2- Y6

<p>Curriculum / assessment</p> <p>Identifying gaps in knowledge CPD Can Do</p> <p>BRAG (blue stickers) CPD</p> <p>Diagnostic tests /SNAP</p>	<p>Marking and Feedback (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>Challenge 1</p>
<p>Refine procedures used, including direct modelling, to develop children's understanding and use of technical vocabulary</p>	<p>Children enter our reception with well-below language and communication skills. All our disadvantaged children are entering well-below and access a SALT programme as they have significant language deprivation.</p> <p>Other children, that enter school in different year groups, often have limited vocabulary knowledge. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Employing additional staff in EYFS, KS1 and KS2 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	<p>Challenge 1</p>
<p>Continue to refine SEND and SEMH practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the inclusive curriculum offer.</p>	<p>48% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of these children have EHCPs.</p> <p>Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.</p> <p>We want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCo will use additional time to get graduated responses for identified children in need of EHCPs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>Challenge 1, 2 and 6</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"> <li>• SFA</li> <li>• Lexia</li> <li>• Herts for Learning Reading Fluency Project resources</li> </ul>	<p>Through monitoring and evaluation, we will identify children that are in the bottom 20% for reading, writing or maths and pupil progress meetings will focus on children that are not 'on track' from the prior data in either reading, writing or maths and that need bespoke 1:1 or small group tutoring</p> <p><b>TAs have signed up to work additional hours to support these children.</b> The trained TA will work with children in either groups of 3/4 or 1:1 on bespoke objectives from formative assessments to ensure these children have access to small group support.</p> <p>Senior leaders, subject leaders and class teachers will work on a bespoke Tutor programme and some aspects of the programme will be through the TAs skilled knowledge and others will draw upon some of the programmes we have used effectively in the past, such as:</p> <p>Phonics 1:1 Phonics – Speed sounds Fluency and basic comprehension with KS2 Herts for learning – Reading Fluency</p> <p>The end outcome is to increase the percentage of children that are working at the EXS and also to ensure the children that previously were EXS maintain that standard.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><b>Small group tuition (EEF)-</b> 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><b>Phonics (EEF)-</b> 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><b>Reading Comprehension Strategies (EEF)-</b> Very high impact for very low cost based on extensive evidence</p>	<p>Challenge 1</p> <p>SFA- 13 children in KS2, 28 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>Increase disadvantaged children's reading progress by accessing Lexia and tailored intervention programme and Herts for Learning fluency intervention.</p>	<p>Through continuous contextual research, we are aware that some of our disadvantaged children do not have access to high-quality and appropriately pitched reading materials.</p> <p>As a result, we have ensured that 50 of our disadvantaged children have access to reading material at home through Lexia. We wanted to ensure that disadvantaged children are reading for longer periods of time; therefore, teachers monitor the number of minutes children read per week and ensure that, if a child is struggling, support staff use the bespoke Lexia interventions.</p> <p>The main outcome for this spend is to increase attainment for disadvantaged children whilst also giving them ample opportunities to read age-appropriate books at school and home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>Challenge 1 Challenge 2</p>
<p>Facilitate smaller groups in maths sessions and time limited interventions (SfA)</p> <p>Re-develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts</p>	<p><b>Small group tuition (EEF)</b> - To raise attainment &amp; 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>The impact of TT rockstars is having a long-lasting impact on disadvantaged children's basic skills. The use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to increase the average score for the children not achieving full marks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eefp-ublishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eefp-ublishes-guidance-to-help-teachers-boost-maths</a></p>	<p>Challenge 1 Challenge 2</p> <p>Y2 pupils – 11/21 children in receipt of PP funding</p> <p>Y3 Pupils 15/20 children in receipt of PP funding</p> <p>Y4 pupils – 15/16 children in receipt of PP funding</p> <p>Y5 pupils – 13/16 children in receipt of PP funding</p> <p>Y6 pupils – 15/24 children in receipt of PP funding</p>
<p>Y6 Booster Classes delivered by Teaching and Teaching Assistant</p>	<p><b>Extending school time (EEF)</b>- 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 Challenge 2</p> <p>23 Y6 children (15 PP)</p>
<p>Quality homework tasks linked to what has been taught in school. Purchasing of; CPG Year 6 Revision Maths Guides</p>	<p><b>Homework (EEF)</b>- 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 Challenge 2</p> <p>23 Y6 children (15 PP) 16 Y5 children (13 PP)</p>

CPG Year 6 SPaG Revision guides  CPG Year 5 Maths Revision Guides  CPG Year 4 and Year 3 Times Tables Revision Guides		16 Y4 children (15 PP) 15 Y3 children (15 PP)
Online learning subscriptions to be provided for all children for maths and English.	<b>Online Learning - (EEF)</b> 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. My Maths TT Rockstars / Numbots White Rose Premium	Challenge 1  All children (97 PP)
All children in EYFS to be screened by speech and language and identified for additional interventions as required.	<b>Oral Language Interventions (EEF)</b> - 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	<b>EEF</b> - 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	<b>Extending the School Day (EEF)</b> - 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
Further refine breakfast provision to continue upward trajectory of attendance (96% target) and punctuality	We realise that on the IDSR from 2020/21 that our attendance needed to improve. Overall absence in summer 2021 (5.7%) was in the <b>highest</b> 20% of all schools. Persistent absence in summer 2021 (18.9%) was in the <b>highest</b> 20% of all schools. However, since then we have worked tirelessly to identify pupils who are falling behind national with attendance	Challenge 3, 4 and 5

	<p>and ensure they arrive at breakfast club to start the day positively.</p> <p>Last year many children attended breakfast club on a daily basis. We try to provide tailored support for families with low attendance, working with our Safeguarding Officer and key members of staff and Governors. We ensure we provide pupils with the opportunity to attend the Breakfast club for free and to engage with structured activities with Tas and tutoring to have an active start to the day.</p> <p>The outcome of this spend to increase attendance and ensure children are well fed and full of positivity to start the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
Financial support for educational visits	<p>Subsidised visits for educational visits – 97/152 pupils</p> <p>Over the past few years, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences.</p> <p>Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and we are giving children opportunities to develop their personal development as well as broadening their horizons. It also allows opportunities for cultural development.</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on visits to ensure children access wider events.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>Challenge 2 Challenge 3 Challenge 5</p> <p>15 Y6 PP children</p>
Increasing access to Before/After school clubs, trips and residential visits	<p>All clubs in school, either before or after, are either heavily funded or free for all disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, 2 clubs are offered per week to children.</p> <p>Clubs link to opportunities that children who are disadvantaged wouldn't normally have such as Karate, Boxing, Computing and Art and crafts. These clubs always have good attendance and disadvantaged children make up a large proportion of the numbers as they have first refusal to the clubs.</p>	<p>Challenge 2 Challenge 3 Challenge 5 Challenge 6</p> <p>Y1 pupils – 18/23 children in receipt of PP funding</p> <p>Y2 pupils – 11/21 children in receipt of PP funding</p> <p>Y3 Pupils 15/20 children in receipt of PP funding</p>

	<a href="https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully">https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools/</a>	Y4 pupils – 15/16 children in receipt of PP funding  Y5 pupils – 13/16 children in receipt of PP funding  Y6 pupils – 15/24 children in receipt of PP funding
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  131 FTE (92 PP)
Reading - books for each class linked to the ethos of our School Reading Spine	<b>Research evidence on reading for pleasure (DfE)</b> - 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 relationship between reading frequency, reading enjoyment and attainment. There is a positive link between positive attitudes towards reading and scoring well on reading assessments	Challenge 1 Challenge 2
To increase cultural capital through school for all students	We ensure that we have a curriculum entitlement / enrichment (cultural capital) promise to our children this includes things such as: <ul style="list-style-type: none"> <li>• pledges</li> <li>• money matters</li> <li>• first aid</li> <li>• music peri</li> <li>• dragons French – native speakers</li> <li>• Tekk challenge</li> <li>• Extracurricular activities</li> <li>• OAA</li> </ul>	Challenge 2 Challenge 3 Challenge 5 Challenge 6  F2- 18 children (10 PP children)  Y1 pupils – 18/23 children in receipt of PP funding  Y2 pupils – 11/21 children in receipt of PP funding  Y3 Pupils 15/20 children in receipt of PP funding  Y4 pupils – 15/16 children in receipt of PP funding  Y5 pupils – 13/16 children in receipt of PP funding  Y6 pupils – 15/24 children in receipt of PP funding

Access to Specialist SEMH Provision	<b>Social and Emotional Learning (EEF)-</b> 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 Challenge 6
Learning Mentor with a responsibility for attendance and safeguarding	<b>Mentoring (EEF)-</b> 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22, and persistent absence 13% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Phonics scores continue to be strong and 77% of our children passed the PSC. 82% of disadvantaged children passed the PSC. Once again, the SfA training, resources and support, which links to interventions continue to enhance our provision and outcomes.

#### **Reviewing our Intent:**

Staff have clarity regarding our intent for Pupil Premium children. Our intent has been clearly communicated with staff regularly during meetings; as our strategy is interwoven into our school development plan. This is shared with all stakeholders and governors are updated regularly on the progress of our strategy and how it has impacted learners. Staff have high expectations of all learners and strive to provide all pupils with the very best education in order to see them thrive in their learning.

Some of the main strengths we have analysed from the last years spend are as follows:

The developments in the teaching of reading, with the introduction of clearer and more effective questioning has really supported children's developments. This was implemented due to question analysis of SATs papers which highlighted children were not being exposed to the right types of questions across a series of lessons in a range of year groups. Thus, meaning that we are beginning to close the gap nationally at the end of KS2.

As a result, pupils are exposed to a range of question styles that are more challenging and appropriate. Staff have had regular CPD linked to reading that has supported staff's confidence.

In writing, staff have had several CPD sessions linked to supporting children independently write and edit effectively. Greater Depth is a focus for 2022/23 to increase percentages now that children have returned to full-time education.

We understood that many of our bottom 20% of children came from a disadvantaged background and we felt that high-quality extra tuition in reading would be supported through the National Tutoring Programme. We decided to use our own staff as they had pupil knowledge and subject knowledge to support our pupils effectively in phonics, reading and maths. These tutoring sessions took place either before the start of school or at the end of the day and were run by Thrybergh Primary Staff.

We recognise that our pupils are reluctant to share their voice and be confident talkers. We have had a push on raising the profile in school for oracy. As part of this we have introduced #ThryberghTalks which the children are responding well to and we are beginning to see a positive impact with this.

At Thrybergh, we always aim to provide family support to all our pupils and families and all our staff are immersed within the school community. We treat our families with respect and ensure staff go 'above and beyond' so that our families have a sense of belonging and feel school is a safe space to share their problems or worries. We will always make ourselves available for families and pupils as it is the right thing to do for our community.

## 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
Lexia Lexia	Lexia Lexia
Herts for Learning Herts for Learning	Herts for Learning Herts for Learning
TTRockstars	Maths Circle
First Class @ Number	Edge Hill University
Oxford Owl OUP	OUP

## 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?	