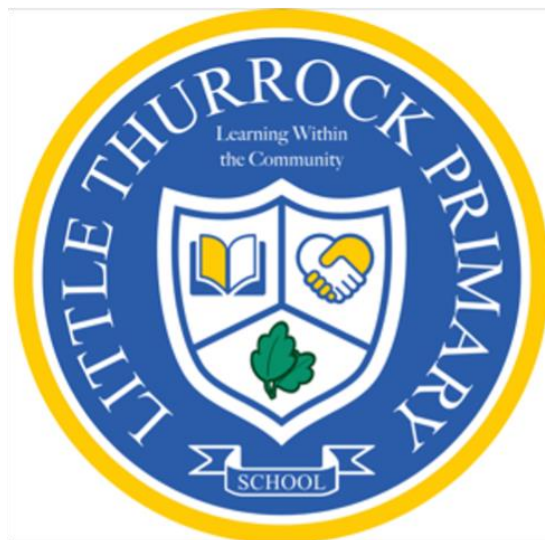


Little Thurrock Primary School Pupil Premium and Recovery Fund Statement 2023 - 24



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Little Thurrock Primary School
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ian Broyd
Pupil premium lead	Sarah Joynes
Governor / Trustee lead	Denise Manson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129, 495
Recovery premium funding allocation this academic year	£ 15, 660
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	£145,155

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we continue to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has again helped us to shape this strategy for Little Thurrock Primary School. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Evidence shows that excellent teaching and learning experiences lead to good progress. To provide these excellent experiences for our pupils we need to ensure our staff are high trained professionals.</p> <p>We will continue to develop our staff team over the next 3 years by investing in several CPD opportunities for staff including the National College Online, ECT and ECT mentor training, ITT specific training in addition to a range of 'in school' training that is used to share best practice to support the needs of the community the school serves.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET to ensure key information and principles are disseminated effectively to staff. For staff to lead effectively they are released at least once a term to lead their subject/area of speciality.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Such poor speech and language skills, as evident from Reception through to KS2, hinders pupils ability to read, write and spell accurately.</p>
3	<p>Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the impact of the Covid 19 pandemic, and a lack of enrichment opportunities during school</p>

	closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and since returning, resulting in an increase of pupils who currently require additional support with social and emotional needs
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development and their ability to learn and retain phonic sounds and blend to read.
5	An increase in EAL pupils within the school community, whose proficiency in English makes it more challenging for them to fully access the curriculum
6	Our assessments and understanding of our families and children have identified how a lack of Individual access to extra-curricular activities and resources to support learning impacts hugely on their success in school.

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
Access to high quality first teaching for all including CPD for Staff Progress of children is accelerated due to high quality teaching and learning across the school.	Children eligible for PPG will make at least expected progress and achieve in line with their peers and meet national expectations in Reading, writing and maths. The attainment gap is narrowed between PPG and non-PPG across all year groups
Children with speech and language difficulties are able to communicate increasingly effectively	Individual reports from SALT evidence children's progress in their ability to communicate effectively with growing confidence.
Children with behavioural, social and emotional challenges demonstrate improved well-being	Fewer incidents logged onto behaviour system. Staff reports of growth in confidence and Engagement. Qualitative data from student voice, student and parent surveys and teacher observations.
Children eligible for PPG will progress and achieve in line with their peers and meet national expectations in Phonics	Children are able to apply their phonic knowledge to their reading and writing To achieve higher levels of pass rates and closer to that of non PPG peers in PSC by 2024/25. Year 1 phonics check data (and recheck in Year 2) shows improvement in reducing the gap between PPG and Non-PPG
Provision to meet the specific needs of EAL learners develops in line with need	Specific support is in place to enable EAL children to access the curriculum fully.
Children experience a variety of engaging activities that extend beyond the curriculum	Pupils have experience of activities beyond the curriculum.

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: £106,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff for targeted teaching and academic support	Evidence from EEF shows inclusion in class and quality first teaching have greater impact on progress. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1,2,3,4 and 5
Assessment system and standardised tests - NFER	Gaining a thorough knowledge of our disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. Using various forms of assessment to gain the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, we are able to examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.	1,2,3,4 and 5
Supporting EAL students	A wider selection of bilingual books will enable our increasing EAL community to access a range of books, supporting the development of English as their second language. The Reading Eggs program will support children to develop their confidence to apply their phonic knowledge and reading comprehension in an engaging way. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4 and 5

RWI books and training	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. RWI will help to raise attainment for all pupils, improve reading and spelling skills. It will also enhance engagement with reading as children develop confidence with their decoding skills. RWI has had proven success in previous years – Year 1 phonic screening results have shown this. New teaching staff require training and other staff need updates to their training. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2, 4 and 5
Implementation of Trailblazers – Thurrock and Royal Opera House	To develop teachers, inspire pupils, and support the local community through arts-based learning. The Royal Opera House works with local, regional, and national arts organisations to deliver cultural education throughout Thurrock. The Trailblazer programme strives to meet the real needs of schools in our region. The belief in equality and diversity and aim to give every child the opportunity to accelerate their development through the arts.	1,2,3,4, 5 and 6

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

Budgeted cost: £16,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery PPG for tuition – National Tutoring Program	Specific targeted tutoring opportunities led by trained teachers, focusing on reading tutoring for those falling behind age related expectations in this areas. Use of Engage Supply Agency for National Tutoring Prog. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4 and 5
Licenses targeted academic support	Resources to support teachers to plan engaging and inspiring lessons with opportunities to support children learning at home. In addition to core curriculum teaching and support for teachers. EG Oddizzi for Geography, TTRS, Reading Eggs.	1,2,3,4 and 5

Allen Speech & Language	Speech and language difficulties are a major barrier to learning. Time needed to complete assessments and to implement programmes from therapists, without taking time away from class. Selected children need to improve specific skills needed to promote their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 2
Intervention LSAs – Speech and Language and EAL.	Tightly targeted intervention groups for reading, writing and maths interventions for pupils falling behind age-related expectations in phonics, reading, writing and maths. Groups supported by a trained LSA. LSA working alongside speech and language therapist to carry out interventions/Speech and Language groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3, 4 and 5

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

Budgeted cost: £22,685

Activity	Evidence that supports this approach	Challenge number (s) addressed
Wellbeing & Attendance	A range of activities and resources utilised to support the general well-being of children and celebrate improved attendance. The introduction of a breakfast club for identified children. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,4,5 and 6
Open Door	Supporting children with prior traumatic experiences to move forward with their emotional understanding and learn to deal with their trauma Therapy for Childhood Trauma Can Make a Huge Difference (healthline.com)	3 and 6
% of Pastoral Staff time	Any child that suffers social, emotional or behavioural difficulties is supported such that they are then able to focus on learning. Mentoring EEF (educationendowmentfoundation.org.uk)	3 and 6

Costs for trips and additional wider experiences	Broaden and widen children's experiences of the wider world. Develop children's understanding of the world around them and improve their motivation and outlook. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
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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 2022 to 2023 academic year.

Our internal assessments indicated that the performance of disadvantaged and Pupil premium children was lower than their peers in the academic years 2021/22. However, this has been improved with close tracking of pupils and the introduction of PPG Passports. Such have ensured PPG pupils are highlighted and provided with specific targets and interventions.

Pupils	End July 2022 TA Combined RWM	June 2023 TA Combined RWM	% Progress TA combined RWM
	JA+ PPG	JA+ PPG	JA+ PPG
Reception	NA	57.1% (8/14)	-
Year 1	45.5% (5/11)	46.2% (6/13)	+0.7%
Year 2	40% (6/16)	47.1% (8/17)	+7.1%
Year 3	23.1% (3/13)	69.2% (9/13)	+46.1%
Year 4	23.1% (3/13)	43.8% (7/17)	+20.7%
Year 5	17.6% (3/17)	33.3% (6/17)	+15.7%
Year 6	30% (3/10)	38.5% (5/13)	+8.5%

Attainment Summary June 2023

Class	Summer 2 2023 combined	Spring 2 2023 combined	Autumn 1 2022 combined	Summer 2023 Targets
Reception			n/a	70%
Year 1	62%	60%	67%	69%
Year 2	74%	73%	57%	66%
Year 3	72%	73%	61%	67%
Year 4	76%	71%	64%	83%
Year 5	72%	73%	70%	77%

Year 6	67%	66%	58%	69%
Whole School (Year 1 to 6)	71%	68%	63%	
Pupil Premium	44%	44%	35%	32%
EAL	70%	67%	65%	64%
SEND (not EHCP)	41%	36%	32%	30%

Progress summary September 2022 to June 2023

Year group/pupil characteristics	Expected or better than expected progress in all three of reading, writing and maths.
Year 1	68% (Reading 99%, Writing 73%, Maths 89%)
Year 2	74% (Reading 82%, Writing 76%, Maths 80%)
Year 3	70% (Reading 79%, Writing 82%, Maths 92%)
Year 4	78% (Reading 92%, Writing 89%, Maths 92%)
Year 5	61% (Reading 85%, Writing 83%, Maths 75%)
Year 6	66% (Reading 91%, Writing 77%, Maths 83%)
Whole School	73% (Reading 87%, Writing 85%, Maths 87%).
Pupil Premium	76% (Reading 86%, Writing 85%, Maths 89%)
EAL	77% (Reading 90%, Writing 85%, Maths 90%)
SEND (Not EHCP)	85% (Reading 96%, Writing 96%, Maths 85%)

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
Counselling	Open Door
Speech & Language	Allen Speech & Language

Further information (optional)