

# Pupil premium strategy statement – Thorncombe St Mary’s CE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	32 (29 R-Y6)
Proportion (%) of pupil premium eligible pupils	34% (38% R-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jess Evans
Pupil premium lead	Jess Evans
Governor / Trustee lead	Dr Carolyn Bromfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,200
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£17,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Thorncombe St Mary's CE Primary Academy, we believe the purpose of education is to nurture and enable every child to thrive and to achieve their full potential. Our vision encapsulates this:

### **Living, Learning and Growing Together**

Through living, learning and growing together, we nurture each individual's uniqueness and potential so that they may enjoy life in all its fullness (John 10:10).

### **We Aim High**

Through endurance and hope, we believe that all children and staff should aspire to the highest possible standards in all aspects of school life and provide a high quality of education that delivers the best outcomes for young people. Our broad and rich curriculum allows children to develop their talents and skills so that they can flourish and become ambitious as they move onto their next stage of learning.

### **We show respect**

Through forgiveness and thankfulness, we believe that all children and staff should respect others regardless of their background so that every child can reach his or her full potential. We make it our mission to inspire every child so that they develop a love of learning.

### **We make a difference**

Through love, compassion and service, we believe in celebrating all cultures, beliefs and abilities so that everyone is given equal opportunity. We believe in forging a partnership with parents, the local parish and the wider community so that we can make a difference to one another. Through this, children engage with different religions and cultures with the aim of encouraging them to appreciate, enjoy and care for the world we all live in.

1 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 and other under resourced pupils to achieve that goal, including progress for those who are already high attainers.

2 We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

3 High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has 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 and under-resourced peers.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> Attendance and persistent absence: disadvantaged pupils' attendance rate is lower, and some pupils struggle with the transition between home to school.
2	<u>Social, Emotional and Mental Health Needs</u> Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to limited life experiences and challenges around attachment. These challenges particularly affect under-resourced pupils, including their attainment. This can also impact on self-esteem, apparent lack of effort, and consequent challenges with behaviour.
3	<u>Barriers</u> Some disadvantaged pupils have multiple barriers to learning such as an additional SEND or safeguarding need.
4	<u>Attitudes and Aspirations</u> Assessments, observations, and discussions with pupils suggest under-resourced pupils generally have greater difficulties with writing than their peers and do not achieve the same outcomes.

## 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 oral language skills and vocabulary among under-resourced pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our under-resourced pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attitudes towards school and attendance for all pupils, particularly our under-resourced pupils.	Sustained high attendance by 2026/27 demonstrated by the overall unauthorised absence rate for all pupils being no more than 3%, and the percentage of all pupils who are persistently absent being below 5%.
To increase outcomes for all children to writing which will continue to close the gap between PP and non-PP pupils.	Increased outcomes in writing so children are achieving ARE in writing. Progress is expected or accelerated for PP pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining small class sizes to ensure teachers can adapt teaching to suit each individual according to need.	This funding is providing smaller class sizes within the best possible mix of year groups to ensure that all children, and especially disadvantaged pupils, benefit from the focused attention of a fulltime experienced class teacher:	1, 2, 3, 4

	<a href="#">Reducing class sizes   Teaching and Learning Toolkit   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	<p>1 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>2 <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>3 <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 4 (2, 3)
Use of Speech & Language Link, Learning by Questions and Lexia to identify specific areas of need and provide targeted support to address these.	<p>Both tools have been used successfully in previous years to support accelerated progress and to clearly identify gaps in and/or barriers to learning.</p> <p>Both have been highlighted by EEF as showing promise and are currently undergoing further evaluation:</p> <p><a href="#">Lexia Core5   EEF Project</a> <a href="#">Language Link   EEF Project</a></p>	1
ELSA Training to be completed and continue so there is a qualified member of staff. Time for staff member to attend CPD.	Teaching assistants who receive specific additional training from educational psychologists from whom they receive ongoing supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.	1,2,3

<p>RWI Training to continue to be provided by School Lead. Resources and Core Story Books to be used and a comprehensive programme continues to be in place. School Lead to oversee implementation of the programme and monitor for effectiveness. Daily Fast Track tutoring in place to support lowest readers to keep up rather than have to catch up. Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work.</p>	<p>EEF independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month's additional progress in reading compared with those in the control group</p>	<p>1, 4</p>
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>FFT Central Costs: FFT PP Lead</p>	<p>FFT PP Lead supports writing and review of PP Strategy, sharing good practice and latest research. Regular PP Network Meetings and sharing of resources across the Trust ensure greater provision for our pupils despite being in a small, rural school.</p>	<p>1, 2, 3, 4</p>

FFT Central Costs: FFT SEMH Lead; FFT Attendance Officer	FFT SEMH Lead and Attendance Officer offer regular drop-in meetings to discuss specific children and the support they could be offered to improve attendance, wellbeing and attainment.	2, 3
Welfare support	Contributions to Breakfast Club, After School Club, uniform, and residential to enable all children to be able to access and be included in the wider life of the school.	1,2,3

**Total budgeted cost: £17,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to overall small numbers of disadvantaged pupils the data can sometimes be based on 1 child and therefore difficult to spot trends.

<i>Year Group</i>	<i>Outcome</i>	<i>PP Outcome</i>
<i>EYFS</i>	<i>50%</i>	<i>0%</i>
<i>Yr 1 Phonics</i>	<i>86%</i>	<i>0%</i>
<i>Y2 Phonic retakes</i>	<i>n/a as no retakes</i>	
<i>Y4 MTC average</i>	<i>16</i>	<i>13</i>
<i>Y6 Reading SAT</i>	<i>100%</i>	<i>100%</i>
<i>Y6 Writing SAT</i>	<i>75%</i>	<i>100%</i>
<i>Y6 Maths SAT</i>	<i>25%</i>	<i>0%</i>

*PP attendance – 93% - this was the same as non-PP pupils.*

<b>Aim</b>	<b>Outcome</b> (7 pupils 2022-23)
To be proactive in identifying speech & language difficulties and implementing relevant support required.	SpeechLink programme used to screen all Reception and Year 3 children. Those with identified needs or previously identified problems given Speech Link interventions and re-screened as appropriate. Referral to SALT after interventions following Plan, Do, Review cycle.
For vocabulary gaps to be filled for disadvantaged children.	Training was delivered and an action plan created to implement in classroom teaching. Tier 2 and 3 vocabulary specified on medium term planning.
Children will make progress in their reading and will enjoy reading for pleasure.	Reading for Pleasure books given alongside RWI books. Accelerated Reader is used to track KS2 progress closely. Reading for Pleasure promoted across the school with whole school initiatives

	<p>and new books purchased to motivate readers.</p> <p>Development of new library with community funding.</p>
<p>Gaps will be identified and closed through high quality teaching.</p>	<p>LEXIA programme is used and shows specific gaps and targets for KS2.</p> <p>Children are taught Phonics in small streamed groups or 1:1 to target progress using keep up not catch up approach.</p> <p>Individualised learning planned for specific gaps, including the use of Specialist external professionals for the creation of individualised classroom approaches.</p>
<p>Children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.</p>	<p>Relational support plans written and implemented to support PP children who need them.</p> <p>Relational support training.</p> <p>Children have access to a key adult to provide support and advice at any time.</p> <p>SEMH 'Check ins' are timetabled and are a normal part of school life.</p> <p>Check ins are always offered after behaviour incidents or following changes in behaviour.</p> <p>School accesses external mental health support from Prout Bridge Project.</p> <p>Head of School now qualified as a Therapeutic Thinking trainer.</p>
<p>Parents will engage more with school staff which will have a positive impact upon pupil progress and attainment</p>	<p>TAF meetings are organised according to need.</p> <p>Information sent home to help parents to support their children with RWI at home.</p> <p>Increased parental contact with SEN children in reviewing My Plan provision.</p>