



At Thakeham we CARE

## Pupil premium strategy statement 2023-2026

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	Thakeham Primary
Number of pupils in school	12
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024 (but is reviewed every term through the academic year also)
Statement authorised by	Will McDonald (Head)
Pupil premium lead	Will McDonald (Head)
Governor lead	Marilyn Osbourne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,513
The allocated funding for this academic year has been calculated using the actual funding received in April 2021 and estimated funding expected in April 2022.	
School Led Tutoring (separate to PP but included here)	£945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£373
<b>Total budget for this academic year</b>	<b>£22,803</b>



At Thakeham we CARE

## Part A: Pupil premium strategy plan

### Statement of intent

At Thakeham Primary School, as part of our 'Even Better' 2023-28 school strategic vision, we are aiming for excellence in all areas. This aspiration is even more vital for disadvantaged pupils and one that all stakeholders are committed to. Many disadvantaged pupils have a number of challenges to overcome to ensure that they have an equitable chance to succeed. It is our aim to ensure we provide exemplary support to reduce or remove these challenges so all pupils can achieve their dreams.

### Challenges

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

Challenge number	Detail of challenge
1	A high proportion of DA pupils (50%) have a dual need, primarily SEND or SEMH. This impacts their ability to access support in the way their peers do.
2	A high proportion of pupils have also requested or been given pastoral support due to related SEMH needs (50%).
3	Attendance (specifically absence) of DA pupils is below that of their peers within the school: 8.2% versus 4.3%. Persistent absence, whilst much better than National averages, is much more prevalent amongst our DA pupils than their peers: 14.3% versus 9.6%.
4	Linked to challenge 1 and the particular focus on literacy, a high proportion of DA pupils' language is underdeveloped.
5	Our DA families are less likely to be able to afford or contribute towards any wider curriculum related costs, such as enrichment activities, trips or cultural events. This risks limiting these students' access to cultural capital.

### 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
<p><b>Linked to challenge 1:</b> DA pupils identified as having a dual need (PP and SEND) will make the same academic progress as their peers and meet their assigned end of year assessment targets.</p>	<ul style="list-style-type: none"> <li>Targeted early intervention using the TARGET model (as defined by the EEF – Education Endowment Fund) will support those pupils who are DA and on the SEND register. Gaps will be closed quickly and pupils then supported to use the acquired skills to access the curriculum learning in the classroom.</li> <li>By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to progress, such as anxiety. Attainment tracking, pupil voice, teacher voice and parent voice will evidence that pupils are able to access the</li> </ul>



## At Thakeham we CARE

	<p>curriculum and make academic progress despite coping with related SEMH needs, such as anxiety or low mood.</p> <ul style="list-style-type: none"> <li>Through the employment of an early intervention teacher, identified DA pupils will be given support via a simple Numbers Count programme and Writing Conferences. This support will result in improved academic progress as the 1:1, targeted teaching helps to narrow knowledge gaps such that they can independently apply related skills in the main classroom.</li> </ul>
<p><b>Linked to challenge 2:</b> DA pupils will be able to access the curriculum and progress regardless of whether they have a dual need or not.</p>	<ul style="list-style-type: none"> <li>Targeted early intervention using the TARGET model (as defined by the EEF – Education Endowment Fund) will support those pupils who are DA and on the SEND register. Gaps will be closed quickly and pupils then supported to use the acquired skills to access the curriculum learning in the classroom.</li> <li>By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to progress, such as anxiety. Attainment tracking, pupil voice, teacher voice and parent voice will evidence that pupils are able to access the curriculum and make academic progress despite coping with related SEMH needs, such as anxiety or low mood.</li> </ul>
<p><b>Linked to challenge 3:</b> Attendance of DA pupils is in line or better than their peers Nationally.</p>	<ul style="list-style-type: none"> <li>By employing and training an ELSA (Emotional Literacy Support Assistant) we are able to support DA families with some of the pastoral issues that arise that act as blockers and barriers to attendance. Thus, we will see an increase in attendance. Furthermore, therapy work with an ELSA should enable us to better unpick the SEMH needs around persistent absence (e.g: such as with EBSA) resulting in PA also reducing.</li> </ul>
<p><b>Linked to challenge 4:</b> Receptive and expressive language skills will either be in line with peers or progressing towards this aim for DA pupils in EYFS and KS1.</p> <p>Phonics attainment will be either in line with or better than the National for our DA pupils.</p> <p>KS1 reading and writing attainment will be in line with or better than the National for our DA pupils.</p>	<ul style="list-style-type: none"> <li>Nuffield Early Language Intervention (NELI) assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils.</li> <li>Language Link intervention assessments indicate improved standard scores for expressive and receptive language skills among disadvantaged pupils.</li> <li>Pupils evidence better use of vocabulary within lessons. This is evidenced through learning walks, observations and book looks.</li> <li>Through investment in phonics training and resourcing, pupil's confidence and assessments for phonics will demonstrate improved and sustained attainment progress over time – particularly for DA pupils in EYFS and KS1. This will then feed into improved attainment in reading and writing.</li> </ul>
<p><b>Linked to challenge 5:</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through access to therapeutic and prosocial experiences.</p>	<ul style="list-style-type: none"> <li>Pupil voice demonstrates the positive impact of clubs, educational/residential visits and provision of uniform.</li> <li>End of KS2 swimming outcomes are in line with national expectations.</li> <li>Pupil voice demonstrates the positive impact of social and emotional support and access to prosocial experiences.</li> </ul>



At Thakeham we CARE

## 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: £3490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a subscription to ReadWriteInc training portal. This will provide staff CPD to ensure consistent and effective teaching and assessment of the Read, Write Inc. phonics programme. (Read, Write Inc. is a DfE validated Systematic Synthetic Phonics programme.)	Phonics is an important element in the development of early reading skills. There is extensive evidence to support the importance of pupils being taught phonics explicitly and systematically using a recognised scheme.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4  £1140
Purchase additional readWriteInc scheme books support and broaden reading opportunities in school and at home in line with the school's approach to phonics teaching. This will ensure there is also a book for every child – which means they do not have to share.  Provide parents/carers with advice and guidance on how to use the reading resources effectively via sharing of workshop videos related to RWInc.	Research evidence highlights the importance of phonics teaching matching pupils' current level of phonic knowledge. Research evidence also emphasises the importance of homework directly linking with classwork. The school recognises the importance of supporting parents/carers with advice on how to best support their children in the home environment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/parental-engagement-eeef/">Parental engagement   EEf (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,2,4  £1350
CPD for staff in the following areas in order to gain accreditation and then be able to carry out effective intervention work with DA pupils: <ul style="list-style-type: none"> <li>• ELSA</li> <li>• EYFS SENCO award</li> <li>• SENCO Award</li> <li>• Maths Mastery Training for all staff</li> <li>• ReadWriteInc refresher for all staff</li> </ul>	Research into CPD for teaching staff show that 'Effective implementation makes a substantial difference to the outcomes a programme achieves: one meta-analysis suggests that effective implementation at least doubles its effect (Durlak & DuPre, 2008).  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf?v=1670267731">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf?v=1670267731</a>	1,2,3,4  ELSA: £400 DSENCO: £250 SENCO: £350



## At Thakeham we CARE

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

Budgeted cost: £17,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group Intervention support for oral language skills (receptive language skills), dyslexia support and EHCP target work with DA pupils who are dual need.	<p>1:1 tuition targeted at pupils' specific needs is an effective method for supporting pupils and accelerating progress.  <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>The EEF reports how, 'the average impact of oral language interventions is approximately an additional six months' progress over the course of a year.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The EEF reports that Phonics has a positive impact overall (+5 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Reading comprehension strategies are high impact on average (+6 months).  <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>The EEF notes how 'mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p><b>1,2,4</b></p> <p>£2656</p>
1:1 Intervention support for number in maths (focusing on place value) and writing/application of oral language into writing (focusing on colourful semantics, sentence structure and application of basic grammar concepts, e.g: subject/verb order)	<p>Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The EEF reports that Phonics has a positive impact overall (+5 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The EEF has identified how through modelling and supported practice, pupils' writing can be improved. The EEF recommends schools explicitly teach a number of strategies including, drafting, editing and revising writing.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Tuition targeted at pupils' specific needs is an effective method for supporting pupils in small groups.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p><b>1,2,4</b></p> <p>£8000</p>
1:1 assessments for Nuffield Early Language Intervention (NELI) programme for Reception pupils.  Targeted interventions using Speech and Language Link for pupils in KS1 and EYFS.	<p>NELI is the most well-evidenced early language programme available to schools in England. Pupils on average made +3 months progress compared to pupils who did not complete the NELI. Language Link is a similarly well resourced, evidenced and tested intervention programme for SLCN.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p><b>1,4</b></p> <p>£5307</p>



## At Thakeham we CARE

	<a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a>	
Provision of a daily 30 minute lunchtime nurture club designed to provide a safe space for vulnerable DA pupils and also a structured environment in which to carry out a KS2 Homework Club (to ensure disadvantaged pupils are effectively supported with homework).	Research shows that homework is most effective when it links to classwork. School provides a homework club for pupils who do not have a place at home conducive to effective learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	<b>1,2,3</b> £1000

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

Budgeted cost: £2350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 1:1/small group intervention support to develop social skills and emotional wellbeing. Support will focus on emotional regulation training with the Deputy SENCO and ELSA support with the school's trained ELSA. There will be a particular focus on unpicking any barriers to school attendance with DA pupils.	Social and emotional learning interventions aim to improve pupils' interaction with others and their self-regulation of emotions. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	<b>2,3</b> £480
All disadvantaged pupils are given access to subsidised after school clubs.	The EEF identifies how, 'Physical activity has important benefits in terms of health, wellbeing and physical development.' It also notes how physical activity has a positive impact on academic attainment. <a href="https://educationendowmentfoundation.org.uk/physical-activity-eeef/">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>  Research based evidence identifies that participation in activities linked to the arts can have a positive impact on pupil wellbeing and academic progress. <a href="https://educationendowmentfoundation.org.uk/arts-participation-eeef/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  The DfE document, Mental Health and Behaviour in Schools (2018), identifies how access to a range of sporting and leisure activities as protective factors in supporting pupils' mental health and wellbeing, <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf</a>	<b>1,2,4,5</b> £500
All KS2 pupils have access to swimming sessions.	Swimming and water safety continues to be a statutory element of the National Curriculum for Physical Education in England. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/physical-activity-eeef/">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	<b>1,2,4,5</b> £350
All disadvantaged pupils are given access to subsidised educational visits/residential visits	The Learning Away project concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting'. <a href="https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article">https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</a>	<b>1,2,4,5</b> £600



## At Thakeham we CARE

	<p>'When students are asked to put into practice "in the real world" what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development.' (Larsen, Walsh, Almond, &amp; Myers, 2017)</p> <p><a href="https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/">https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/</a></p>	
All disadvantaged pupils have access to the correct school uniform and PE kit.	<p>In a study of 1,318 teachers, parents and pupils on their attitudes to school uniforms, 9 out of 10 people felt it reduced incidents of bullying.</p> <p><a href="https://www.trutextru2u.co.uk/research-shows-wearing-school-uniform-helps-reduce-bullying/">https://www.trutextru2u.co.uk/research-shows-wearing-school-uniform-helps-reduce-bullying/</a></p>	<p><b>5</b></p> <p>£200</p>
All disadvantaged pupils have access to funded milk each day.	<p>Whole milk is a good source of calcium, which helps children build bones and keep teeth healthy. NHS, 2022</p> <p><a href="https://www.nhs.uk/live-well/eat-well/food-types/milk-and-dairy-nutrition/">https://www.nhs.uk/live-well/eat-well/food-types/milk-and-dairy-nutrition/</a></p>	<p><b>5</b></p> <p>£220</p>

**Total budgeted cost: £22,803**



At Thakeham we CARE

## 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 academic year 2022-2023.

Review of Outcomes 1- 5 from the Pupil Premium Strategy 2022-2023.

#### Outcome 1

Pupils have benefitted from a whole school focus on oral language skills with improvements in expressive and receptive language skills and enhanced use and understanding of Tier 1, 2 and 3 vocabulary recorded across the school. This has been supported by assessments completed by the Speech and Language Therapy Service.

Pupils participating in the NELI intervention programme have increased their standard scores across an 8 month period.

Language Screen Total Standard Score – Entry Data	Language Screen Total Standard Score – Exit Data
94	103
86	100
79	93
69	90
86	103
65	76

#### Outcome 2

Targeted interventions and investment in new reading books for school and home have had a positive impact on pupil progress in phonics and reading.

Number of pupils who passed Year 1 Phonic Screening June 2023
79% (national: 79%)

Year group	Number of pupils	Number of disadvantaged pupils who have made expected or better than expected progress for Reading.
Year R	1	1/1
KS1	6	4/6





## At Thakeham we CARE

Lower KS2	5	5/5
Upper KS2	4	4/4

### Outcome 3

Class Teachers report improvements in pupils' writing stamina. Lesson observations, planning and book scrutinies evidenced the progress made. Pupils in KS1 need to ensure that skills targeted in interventions are transferred to independent writing.

Year group	Number of pupils	Number of disadvantaged pupils who have made expected or better than expected progress for Writing.
Year R	1	0/1
KS1	6	3/6
Lower KS2	5	5/5
Upper KS2	4	4/4

### Outcome 4

The school has continued to implement a Maths Mastery approach with a focus on number fluency and reasoning skills. Some pupils have benefited from access to a weekly homework club to support the development of their maths skills.

Year group	Number of pupils	Number of disadvantaged pupils who have made expected or better than expected progress for Maths.
Year R	1	1/1
KS1	6	3/6
Lower KS2	5	5/5
Upper KS2	4	3/4

### Outcome 5

Throughout the year, disadvantaged pupils benefited from part-funded access to extra-curricular clubs with 13/16 pupils accessing at least one club during the year. A high proportion of pupils accessed a club every term. The clubs have proved very popular. One child described how he enjoyed attending the pottery club, "It was great fun – I enjoyed making things to take home." The children have also enjoyed the sports clubs. One child shared how, "I love multi-sports – my favourite sports are dodgeball and



## At Thakeham we CARE

football.” Another child described with great excitement how “My team made a massive comeback at football club – it felt good!”

All pupils in Year 5 and Year 6 in receipt of the Pupil Premium Grant participated in the school residential which took place in May 2022. The children had lots of new experiences and developed many new skills. One child described how he did tunnelling for the first time. “At first I tried to go through the tunnels and I thought, ‘I’m not going to do this’, but then I did it! I wanted to keep on doing it then – it was great fun!” Another child explained how, “I liked building the tower to see how high I could make it. I am scared of heights but I got the highest!” A third child shared how, “I did the Leap of Faith – I had to be really brave!”

During the academic year, all pupils enjoyed at least one school trip with these being funded through the Pupil Premium Grant for disadvantaged pupils. One pupil described how, “I went on two school trips. I went to the theatre to see Stick Man – I enjoyed the bit when Stick Man found his family. I also went to Arundel Castel. I dressed up as a knight!”

The school has continued to place great importance on enhancing the wellbeing of pupils through providing prosocial experiences. In addition to clubs and trips, some pupils have also accessed therapeutic activities such as gardening and Lego club. A number of pupils have accessed 1:1 sessions through internal and external providers, including Your Space Play Therapy. Pupils, school staff and parent/carers have highlighted the positive impact of these sessions.

## 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
SPAG.com	<a href="https://www.spag.com/">https://www.spag.com/</a>
Times Table Rock Stars	<a href="https://ttrockstars.com/">https://ttrockstars.com/</a>
Sumdog Maths	<a href="https://www.sumdog.com">https://www.sumdog.com</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?	N/A



At Thakeham we CARE

## Further information (optional)

We have included all relevant information in the boxes above.