



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Thomas Gray Primary
Number of pupils in school	162 (R-YR6) 251 incl Nursery
Proportion (%) of pupil premium eligible pupils	69.6% 86% incl Nursery
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Rimmer
Pupil premium lead	Michelle Williams
Governor / Trustee lead	Peter Reed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on the ESFA guidance using Oct '20 census - 63 Ever6FSM x £1,345 = £84,735 & 1 Service child (£310). BUT we have received £27,391.25 in July covering April, May & June which suggests we will actually receive £109,565 this year	£161,400
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£161 400 PLUS RECOVERY</b>

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Attendance rates across the school are affected by a core group of children/families who are persistent absentees
2	Attainment and progress of pupils are significantly affected by their SEND and home life.
3	Attainment and progress of pupils are significantly affected by their vulnerability
4	Many of our pupil premium children do not have the rich and varied experiences that non-pupil premium children have so their knowledge of the world is limited.
5	Attainment and progress of children in the EYFS and Yr 1 have been identified as being significantly affected by the time missed in school due to Covid.

### 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 continue to improve attendance rates and to target children who are persistent absentees	<b>Fewer children on the 'red flag' list used by the pastoral team of children we know who have historic attendance concerns.</b> Maintain 0% fines issued for non - attendance The number of pupils with attendance below 90% will decrease. <b>Number has decreased. Evidence of high impact of a variety of strategies Pixie room.</b>
2- Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Communication & Language, Reading, Writing and Maths.

	<p>Progress will be made on B-Squared( 15% progress per half term) and against Boxhall targets</p>
<p>3 - Needs linked to vulnerable children are being successfully addressed so that children feel happy and safe at school and are emotionally ready to learn.</p>	<p>Pupil premium children will engage with the wider life at Thomas Gray Primary School by joining the student voice groups  Members of the school council are PP children ; PP children are always included in pupil voice by subject leaders.</p> <p>Children's attendance will remain high (linked to 1) because they are happy coming to school Pastoral has analysed cohort data - and commenced new initiatives - Morning Sports club for Year 5 , Grab a Bag breakfast Fridays for whole school.</p> <p>Pupil voice surveys will report that PP children are happy and safe in school and evidence improved attitudes to learning</p>
<p>4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Thomas Gray Primary School</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions</p> <p>Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</p> <p>We will continue to offer a wide variety of subsidised visits, trips and residential.</p> <p>School Trips, visitors and residential recommenced Autumn 2022. Curriculum enrichment activities mapped for all year groups for Geography, History, The Arts, Outdoor Learning, Jigsaw.</p> <p>Enrichment activities taking place for RE and PE need to be mapped. Enrichment activities to be reviewed via impact on learning/pupil voice end of Each term start Spring 2022.</p>

<p>5 - Improving the attainment and progress of children in the EYFS and Yr 1 from their baseline. As inhouse data indicates highest impact from Covid/Lockdown.</p>	<p>Children will make accelerated progress from their baseline in Communication &amp; Language, Reading, Writing and Maths.</p> <p>Increase in the number of children who are at ARE in Communication &amp; Language from their baseline in the 2 year old nursery</p> <p>Children will demonstrate significant progress from their baseline phonics data from Autumn 1 in Reception</p> <p>Reception Spring End data shows that 61% secure with phonemes and 43% are greater depth. Reception Spring end blending - 21% greater depth in blending.</p> <p>A greater percentage of children to reach ARE by the end of Year 1 Spring End 2022 increased % at ARE: Pupil Premium pupils 24/30 - Reading 42% ARE (up 26%), 16% GD; Maths 53% ARE, 16% GD; Writing</p>
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## Activity in this academic year 21/22

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

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

Budgeted cost: Teachers £ 90280; CPD £7500; ORACY PROJECT £2500; WEB BASED RESOURCES £4000; CHROME BOOKS £5500 TOTAL £107980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>•Quality first teaching for all pupils and training for Teachers and TA's to support this eg Autism Advocates</p> <p>• TA and Teacher CPD is ongoing for Maths and English by subject leads in school and by external consultants</p> <p>(£2000 + £4000 + £1500)</p>	<p>EEF guide to pupil premium - tiered approach - teaching is the top priority, including CPD.</p> <p>Sutton Trust - quality first teaching has direct impact on student outcomes</p> <p>Research demonstrates a clear link between the depth of staff subject knowledge and knowledge of pedagogy and their confidence in and ability to design lessons which support all children to make next steps progress</p> <p>Maths Consultant support and Maths Hub support; English consultant support via The Strand Cluster.</p> <p>Training and supporting highly qualified teachers deliver targeted support. - Commenced Autism Advocates ; Capital Cluster Foundation subjects training; Bespoke Scienced support external konsuktant; Bespoke DT support external consultant.</p>	2 , 1, 3, 5
Communication &	To provide all pupils with a high quality oracy education and further	

<p>Language, Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place including:</p> <p>Bounce Back Phonics</p> <p>Implement Little Wandle phonics</p> <p>Early Fluency Programme</p> <p>Welcomm</p>	<p><b>support pupil premium pupils to address the widening gap between the most and least advantaged</b></p> <p>Voice 21 Oracy project - project started January 2022 - 3 Oracy Champions appointed from each key stage - initial staff meeting and focus of discussion guidelines agreed.</p> <p>EEF guidance (T&amp;L toolkit) identifies (based on extensive evidence) phonics interventions as very high impact on both language and reading development representing value for money - Little Wandle phonics scheme implemented, Phonics Year 2 90% November 2021, Staff Reception to Year 3 completed full training, Nursery staff to complete training Summer 2022.</p>	
<p>• SENDCO time</p>	<p>Additional staffing to ensure SENDCO leadership time and ensure high quality teaching in their classes at all times.</p> <p>Ex- Deputy Headteacher and ECT employed for leadership cover.</p>	2
<p>•Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Collins Big Cat</li> <li>• Purple Mash</li> <li>• TT Rock Stars</li> <li>• Nessy</li> <li>• Spelling Shed</li> <li>• Reading Rocketeers</li> </ul>	<p>EEF toolkit - parental engagement - additional workshops Summer 2022 - Elmer and Nursery/ SATs / Chrome books.</p> <p>EEF guide to pupil premium - targeted academic support</p> <p>EEF - digital technology - clear evidence technology approaches are beneficial for writing and maths</p>	3, 5

	<p>practice. Chrome books purchased all children from Y1 to Y6 personal chrome book.</p>	
<p>•Purchase of Chromebooks to support learning in school and at home for all children from Yr1-6 (£5500)</p>	<p>EEF - digital technology - clear evidence technology approaches are beneficial for writing and maths practice High level of engagement from pupils in remote learning during lockdown in most classes.</p> <p>EEF toolkit - Parental engagement Pupils entering school may have a low starting point in reading. Progress in reading has been impacted by the pandemic. To help accelerate reading progress, resources are provided to engage parents in reading with their children and to help them understand phonics approaches so that they are more able to support the school.</p> <p>Parents working in partnership with the school supports children to have positive attitudes towards learning and builds a trusting relationship between home and school</p> <p>EEF research identifies the engagement of parents as having a moderate impact for very low cost; school experience during the pandemic has demonstrated that parental engagement is essential to pupil progress.</p> <p>Parental Chromebook workshop for Year 1 parents pre issue including ebooks. Guided reading and phonics workshops Year 2</p>	<p>2, 3</p>

	<p>EEF guide to pupil premium – targeted academic support – EEF research distinguishes between 1-1 tutoring and small group tutoring. Both are deemed to have impact – with 1-1 having the higher level of effectiveness. All small group or individual tutoring entails immediate feedback which research identifies as high impact on accelerating learning and developing independence in learners. Tutoring has commenced from September 21 eg Year 1 phonics. In-school and after school tutoring commenced March 2022 KS1/KS2.</p>	
<p>Quality interventions with a focus on Communication &amp; Language and Social &amp; Emotional Development</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Speech and language</li> <li>• Socially speaking</li> <li>• Happy to be Me</li> <li>• Talk Boost</li> <li>• Welcomm</li> </ul>	<p>EEF – oral language interventions consistently show positive impact on learning. Welcome data shows an increase of children at age related expectations.</p> <p>EEF research identifies TA intervention as having a moderate impact with moderate value for money.</p> <p>Thomas Gray Primary school's findings based on many years' experience is that when trained and deployed effectively TAs play a significant role in</p> <p>High quality small group interventions Employed additional teaching staff to lead small group intervention.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Relax Kids ;</p>	2, 3, 5



	<p>EEF - social and emotional learning - improves interaction with others and self - management of emotions - impacts on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>Intervention strategies to support pupils who have, or are in danger of developing, mental health problems are now in place being led by school staff and external providers such as 'Relax Kids'</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: PASTORAL OFFICER £ 22900; ADDITIONAL STAFF NURTURE ROOM £76018 (PART FUNDED BY LA £50000); SCHOOL COUNSELLORS £10880 (PART FUNDED BY INEOS £6808); ADDITIONAL NURSERY STAFF £8000. TOTAL £60918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Pastoral Officer employed</p> <p>Pastoral Officer contacts all new families as join, finds out needs and circumstances and offers support.</p> <p>Register of families and level of support required.</p> <p>Targeted PP families receive a weekly call off Pastoral Officer and offers of support.</p> <p>Home visits</p> <p>Signposting for support</p> <p>Pastoral Officer attends TAF, CIN, CP meetings</p>	<p><b>EEF toolkit- Parental engagement</b></p> <p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Pastoral Officer. Numbers of CIN/CP/LAC have increased post pandemic - additional DSL recruited and trained Spring 2022 TLR3</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. Full time pastoral officer employed September 2021. Contract amended to 42 weeks April 2022 to provide out of term time support.</p>	<p>1, 5</p>

<p>Pastoral Officer will promptly call families who have an absent child without reason. This will be followed up with a visit to the home if contact via the telephone cannot be made.</p> <p>Those children whose family</p>	<p>Attendance data - Attendance is 92% above current national Feb 2022 89.9%</p> <p>Data shows pupils with highest attendance make the most progress at Thomas Gray, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most</p>	<p>3</p>
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<p>circumstances make it difficult to make the journey to school will be identified and picked up by the school mini-bus</p> <p>Those children who find the transition difficult between home and school are able to arrive at school during the 'Getting Ready to Grow' period of the morning where staff are available to greet them and to settle them into their classes. Breakfast is also provided for small targeted groups.</p> <p>Expansion of the nurture provision to support Key Stage 2 children (Nurture room teacher, £30,624 and additional staff member £15,394)</p> <p>Maintenance of nurture provision to support EYFS and KS1 children (Nurture room staff)</p> <p>EWO support is purchased from the local authority to support the Pastoral Officer</p>	<p>effective at ensuring good pupil attendance.</p> <p>Many pupils need support with their mental health and emotional wellbeing and these numbers have increased during the pandemic.</p> <p>This is a barrier to learning and can cause low level disruptive behaviour which impacts on their learning and that of the class.</p> <p>The therapy options we maintained and extended in 21/22 provide safe spaces for children to interact with professionals and talk through their experiences as well as develop coping strategies which will enable them to learn.</p> <p>Research shows that children who have experienced trauma through</p>	
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<p>School Counsellor available weekly to support both children and staff  <b>(£6080)</b>  • Additional counsellor (£ 4000 )  • Attendance rewards are offered eg raffles</p>	<p><b>ACEs have difficulties in being able to regulate their behaviour.</b>  <b>Normalising behaviour has a positive impact on pupils` engagement and progress.</b></p>	
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<p>Cultural capital experiences promoted in the curriculum.</p> <p>Minibus to transport pupils across Sefton and beyond.</p> <p>Reduction in cost of trips for PP children</p> <p>Residential trip cost is greatly reduced for PP children</p> <p>Sports events promoted to PP who are encouraged to attend</p> <p>Expansion of Outdoor Learning (£15000 second cabin for Forest Nursery, additional staff member £8000, L3 Forest School qualification for F.S Teacher, £1000)</p>	<p><b>Learning is contextualised in concrete experiences and language rich environments.</b></p> <p><b>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</b></p> <p><b>Accessing a wide range of visits and activities supports cultural understanding, and gives opportunities which pupils may not otherwise have to experience the world, broaden minds and develop positive attitudes.</b></p> <p><b>Pupil surveys/Pupil voice reflects greater enjoyment and engagement in school.</b></p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p><b>EEF – sports participation increases educational engagement and attainment.</b></p> <p><b>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</b></p>	<p>1, 3, 4</p>

**Total budgeted cost: £ 107 980 + £60 918 =£170 698 Tutoring funding**

*and costing to be added spring term.*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

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

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### 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

#### Further information (optional)

*Reviewing, revising and implementing Marking and Assessment Policy to focus more robustly on feedback, whilst impacting positively on teacher workload (and therefore wellbeing).*

*EEF research identifies the provision of feedback as having a very high impact on learning.*

Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.



