

Pupil premium strategy statement – Thomas Gray Primary School



This statement details our school's use of pupil premium (and recovery 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	269
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachael Rimmer, Headteacher
Pupil premium lead	Michelle Williams, Deputy Headteacher Peter Sutton Assessment Leader/TLR
Governor / Trustee lead	Peter Reed, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,885
Recovery premium funding allocation this academic year	£21,315 (147 x £145)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£235,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face:

- Make good progress and secure high attainment across all subject areas.
- Play a full and successful part in the academic and wider school community

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including those who have been looked after children, have a social worker, have a special educational need or are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

To achieve these objectives the school is adopting the tiered approach recommended by the EEF. This places high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is supplemented by academic interventions and wider non-teaching strategies.

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Both internal data and academic literature highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP pupils. As such, funding is directed to ensure that high quality pastoral care is available to students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance for the whole school is below 94% and was at 89% for Pupil Premium children in 2022/23.
2	Attainment and progress of pupils are significantly affected by their SEND and home life.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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 Years 2/3 have been identified as being significantly affected by the time missed in school due to Covid. Additionally PSED across KS1 and KS2.

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
To continue to improve attendance rates and to target children who are persistent absentees	Fewer children on the 'red flag' list used by the pastoral team of children we know who have historic attendance concerns. The number of pupils with attendance below 90% will decrease.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As their SEND needs are being addressed, PP children make expected progress or exceed their targets set in Communication & Language, Reading, Writing and Maths. Progress will be made on B-Squared (15% progress per half term) and against Boxhall targets

<p>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.</p> <p>Children’s attendance will remain high (linked to 1) because they are happy coming to school.</p> <p>Children have access to a Grab a bag breakfast on a Monday and a Friday. There is access to a Breakfast club every day.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>
<p>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.</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>We are aware of increasing prices but will continue to offer where possible especially in school – Music, Judo, LEAP, forest etc.</p>
<p>Improving the attainment and progress of children in the EYFS and Years 2/3 from their baseline. In-house data indicates highest impact from Covid/Lockdown.</p>	<p>Children will make accelerated progress from their baseline in Communication & Language, Reading, Writing and Maths.</p> <p>Increase in the number of children who are at ARE in Communication & 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>

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: Teachers £108740; CPD £10 000; Oracy project £2500; Web based resources £4,000; IT EQUIPMENT including Chromebooks £7500 **TOTAL £132740**

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</p> <p>TA and Teacher CPD is ongoing for Maths and English by subject leads in school and by external consultants. History/ Geography/ DT / Art consultant. Purchase of Kapow to support teaching and CPD in the arts. Use of Junior Jam to support teaching with specialists in Music, Computing and MFL.</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>	2,3,5
<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>Little Wandle phonics and catch up</p> <p>Early Fluency Programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2,3,5

<p>Welcomm – purchased for KS1 and KS2</p>		
<p>Purchase of standardised diagnostic assessments – NFER for Reading and GL assessment for Maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>2,3,5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>This is linked to Voice21 – project started and integration into lessons beginning</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>2,3,4,5</p>
<p>Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> • Collins Big Cat • Purple Mash 	<p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. However, there are higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,5</p>

<ul style="list-style-type: none"> • TT Rock Stars • Nesy • Spelling Shed • Reading Rocketeers 	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality interventions with a focus on Communication & Language and Social & Emotional Development</p> <ul style="list-style-type: none"> • Lego Therapy • Speech and language • Socially speaking • Happy to be Me • Talk Boost • Welcomm <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>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</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 high quality small group interventions.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>Oral language interventions can have a positive impact on pupils` language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	2,3,5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	2,3,5

been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged	And in small groups: Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions: Phonics Teaching and Learning Toolkit EEF	2,3,5
Expansion of the nurture provision to become 4 specialist units. Training for staff involved in these.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	2

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

Budgeted cost: Pastoral Officer £26 965; School Counsellors £20,489; Additional nursery staff £16286

Total £63740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Pastoral Officer employed Pastoral Officer contacts all new families as join, finds out needs and circumstances and offers support.	The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. However, there are higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk) Parent surveys	2

<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>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</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 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>Attendance rewards are offered eg raffles</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>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p>

<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>Specialist teachers (Junior Jam) offer additional music lessons</p> <p>Expansion of Outdoor Learning</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys/Pupil voice reflects greater enjoyment and engagement in school.</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>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It can also re-engage older children with learning</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>School Counsellor available weekly to support both children and staff.</p> <p>Many pupils need support with their mental health and emotional wellbeing and these numbers</p>	<p>The therapy options 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 ACEs have difficulties in being able to regulate their behaviour. Normalising behaviour has a</p>	<p>1,2,5</p>

<p>have increased during the pandemic. 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>positive impact on pupils` engagement and progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 228980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data demonstrated that as a school our disadvantaged children broadly do as well as those from non-disadvantaged backgrounds. This, however, has to be taken in context. As school we have close to 80% FSM and 40% SEN therefore, with only up to 30 children in a class (and there were only 26 children in Years 2 and 6 in 22/23) data can be easily skewed by 1 or 2 children sitting in any category.

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 caveat of Covid and the impact it had in areas of higher deprivation). 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 the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with our expectations.

In KS2 SATS Disadvantaged children (17) made greater progress than non-disadvantaged from KS1. However in attainment Disadvantaged children worked at a lower level: 41% RWM compared to 54% at Expected level. As a cohort KS2 were below national data for Reading, Writing and Maths. In KS1 SATS Disadvantaged children (22) were equivalent in their attainment to those nationally in Reading, Phonics, Writing and Maths.

Absence among disadvantaged pupils was equal to their peers in 2022/23.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality accessible curriculum, including during periods of partial closure, using our well embedded platform online.

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.

Having reviewed our previous strategy plan we have made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Opening and establishment of four SEND designated units for Pupils aged 2 to 11 years, this will include development of a bespoke curriculum and additional staffing including a third SENCO for the school
- Enhancement of the EYFS bespoke school curriculum to develop a clear progression in PSED and CLL from 2 to 5 years with the support of Warrington Teaching schools consultant.

Planning, implementation, and evaluation

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.