

# Little Thurrock Primary – Pupil Premium and Recovery Fund Statement 2021-22



## 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.

### School overview

Detail	Data
School name	Little Thurrock
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S. McHugh
Pupil premium lead	A. Smith
Governor / Trustee lead	D. Manson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96 200 (inc.£3000 LAC)
Recovery premium funding allocation this academic year	£ 10 585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 106 785

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to identify and remove all potential barriers to success and well-being so that every child fulfils their potential and progresses from their individual starting points. 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, but we are also focusing on education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils. We have identified that common barriers to learning for disadvantaged children can be less support from home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and complex family situations that prevent children from flourishing.

## Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language skills which hinders their ability to read, write and spell accurately
2	Behaviour, social and emotional issues which impact on the children's ability to fully access their learning
3	Phonics knowledge impacted by disrupted learning
4	Increase in EAL pupils within the school community, whose proficiency in English makes it more challenging for them to fully access the curriculum
5	Individual access to extra-curricular activities and resources to support learning

## 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
Progress of children is accelerated	Progress from starting points will increase

Children with speech and language difficulties are able to communicate increasingly effectively	Individual reports from SALT evidence children's progress
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
Identified children make progress with their phonic knowledge	Children are able to apply their phonic knowledge to their reading and writing
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: £ 59642

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff for teaching</i> £40139	Evidence from Sutton Trust shows inclusion in class and quality first teaching have greater impact on progress <a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3 and 4
<i>Licenses for class</i> £4000	Resources with proven track records of strong impact used to support quality first teaching including White Rose, Literacy Tree, PSHE Association and Ruth Miskin.com.	2, 3, 4, and 5
<i>Supporting EAL students</i> <i>Reading eggs and bilingual books</i> £3000	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. <a href="https://www.cam.ac.uk">Fullreport.pdf (cam.ac.uk)</a>	3, 4 and 5
<i>RWI books and training</i> £4013	Phonics approaches have a strong evidence base indicating a positive impact	4 and 5

<i>Curriculum materials</i> £3000	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.  <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
<i>Assessment system and standardised tests</i> £5490	Securing knowledge of requirements for each year group. Ensuring consistency across year groups and accuracy of data moving forward. Gaps can be addressed quickly as a result of accurate assessment.  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: £ 29595

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Recovery PPG for tuition</i> £5095	Tightly targeted tutoring opportunities led by trained teachers, focusing on phonics, reading and writing tutoring for those falling behind age related expectations in these areas.  <a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3, 4
<i>Licenses for home/boosting</i> £2000	Resources such as TTRockstars and Reading Eggs to support children learning at home.	5
<i>Allen Speech &amp; Language</i> £7500	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.	1

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<i>Intervention LSA</i> £15000	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.  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £ 17548

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Well-being</i> £2000	A range of activities and resources utilised to support the general well-being of children.  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2
<i>Open Door</i> £5295	Supporting children with prior traumatic experiences to move forward with their emotional understanding and learn to deal with their trauma  <a href="#">Therapy for Childhood Trauma Can Make a Huge Difference (healthline.com)</a>	2
<i>10% Pastoral Staff time</i> £3093	Any child that suffers social, emotional or behavioural difficulties is supported such that they are then able to focus on learning.  <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	2
<i>Costs for trips and additional wider experiences</i> £7160	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.  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £ 106785**

## 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.

The 2020-21 plan aimed to improve access to quality first teaching and support for those falling behind, alongside wider strategies including well-being, pastoral support, access to resources and equipment, extra-curricular opportunities, and parental engagement. The impact of this work minimised the negative impacts of the pandemic and created a stable starting point upon which to build future success for our disadvantaged pupils.

The recovery premium was used to fund a full-time teacher for two terms to provide additional tuition for identified pupils. A number of additional laptops were also purchased to support remote learning.

The attendance of disadvantaged pupils in 2020-21 was 95%, which is above that of all pupils nationally, which represents the success of our attendance team in working with pupils and families at a challenging time. Attendance, therefore, will continue to be monitored but has not been identified as a barrier moving forward.

Attainment of our disadvantaged pupils in 2021 (internal teacher assessment) indicates that their overall average attainment score of 101.4 was in line with disadvantaged pupils nationally (102). This represents a stable outcome for this group given the disruption due to covid, and we recognise the below outcomes for disadvantaged pupils as a starting point to build upon in 2022 and beyond.

Key Stage 2 Internal Teacher Assessed Outcomes – disadvantaged pupils	At Least Expected Standard	Greater Depth
Reading	57%	19%
Writing	62%	10%
Maths	48%	14%
Combined	33%	10%

## 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*

<b>Programme</b>	<b>Provider</b>
Counselling	Open Door
Speech & Language	Allen Speech & Language

## Further information (optional)

Since joining the Trust in 2019, the school has undergone a period of development and improvement under an interim Headteacher. In September 2021, a permanent Headteacher was appointed and therefore a 1-year plan has been initially adopted during this phase of rapid further improvement. We anticipate developing a longer, 3-year plan from 2022 onwards.