



Pupil Premium Strategy Statement 2024-25

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	Thurnby Mead Primary Academy
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Ridley
Pupil premium lead	Michelle Woodhouse
Governor / Trustee lead	Cathy Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,900

Statement of intent

At Thurnby Mead our mission is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage our children experience. The community which the academy serves has historical long term socio-economic challenges and has an increasing EAL community (57.9%), low-income families and has a higher proportion of SEND (18.5%) due to the academy having a DSP.

Our objectives are to:

Ensure a high-quality provision which enables all children to flourish.

Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.

Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes.

Our Pupil Premium Plan:

- Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.*
- Create a culture where collective responsibility is at the core and every interaction is maximised for its learning potential.*
- Offer an authentic curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk.*
- Develop an RB2L team which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children. Focus on attendance, behaviour and pastoral support.*
- Develop rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning, teaching and targeting of children.*
- Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.*
- Embed a well sequenced & systematic validated phonics programme, ensuring leaders are facilitated to carry out meaningful and strategic quality assurance.*
- Further develop our early reading offer and reading comprehension at KS2. Ensure leaders are facilitated to implement rigorous quality assurance and tailored CPD.*
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.*

- *Develop teachers pedagogical knowledge and ensure highly effective strategies are embedded into the daily life of the classroom.*
- *Ensure ECTs and teaching staff new to the school are well equipped to deliver the curriculum and wider school culture – provide adequate release time and coaching to facilitate this*

Key Principles:

- *Foster exceptional relationships to ensure that every child can meet their potential academically, socially and emotionally.*
- *Foster outstanding classroom practice to provide a rich and authentic curriculum resulting in high levels of engagement and achievement.*
- *Provide evidence-based interventions based on reliable data ensuring we target the individualised needs of our children eligible for Pupil Premium, securing outcomes which are in line with their peers.*
- *The Pupil Premium Strategy has been well thought out using data analysis, research and evidence to make decisions about how best to support our pupils. The identified needs of our pupils drive our strategic planning of staff CPD.*

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children enter school with poor proficiency in English.
2	There are gaps in learning in reading, writing and maths amongst our DA children.
3	Progress and attainment in reading at KS 2 has fluctuated historically.
4	Lack of opportunities for enrichment.
5	Overall attainment for higher ability children at the end of KS2 has not met aspirational targets.

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 oracy skills	Improved use of language resulting in accelerated progress in reading and writing. Children's book levels to be closely monitored through Little Wandle reading assessments, KS 1 Benchmarking, KS 2 shared reading and KS 2 Accelerated Reader. Year group specific progress expectations are met. Smart identification of skills or knowledge gaps are identified and used to inform intervention planning.
Improved attainment in reading, writing and maths across the academy	Accelerated progress in reading, writing and maths of targeted children. Teachers to strive to aspirational target of 6 steps progress across the year to close gaps.
Improved reading attainment at KS 1 & 2	Pupil Premium pupils to make progress in line with non-PP pupils. Strategic analysis of data and deployment of the RB2L team and targeted ELSA and therapeutic interventions.
Improved enrichment opportunities	A rich offer is realised and children's attendance, behaviour, attitude and attainment are in line with non-PP.
Improved overall attainment for HAPs at the end of KS 2	Overall attainment for HAPs is improved and HAPs secure accelerated progress to narrow gaps towards their aspirational targets based on KS 1 data.

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: £9513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Voice 21 CPD & strategy implementation – Principal supporting subject leader release time to carry out the leadership role</i></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 EEF (educationendowmentfoundation.org.uk)</p> <p>IMPROVING LITERACY Supporting oral language development – Education Endowment Foundation</p> <p>Providing release time for the subject lead to plan and deliver high quality CPD and coaching – supported by the principal covering release time.</p>	<p>1</p>
<p><i>Early Talk Boost TA training and SENDCo leadership</i></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 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy Supporting oral language development – Education Endowment Foundation</p> <p>CPD attendance and cover for TA. SENDCo release time to lead the programme and support the delivery.</p>	<p>1</p>

	TA costs to deliver the intervention.	
<i>Accelerated Reader</i>	<p>Systematic reading approaches have a strong evidence base which demonstrates improved outcomes</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Purchase of Accelerated Reader Release time for leader to deliver CPD to staff and monitor children's engagement and success.</p>	3
<i>Phonics Training & further purchase of resources to ensure effective delivery and implementation of a validated scheme</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>IMPROVING LITERACY Phonological awareness and phonemic awareness – Education Endowment Foundation</p> <p>Purchasing of Little Wandle resources. Release time for Phonics Lead to plan and deliver weekly CPD. Release time for the Senior leadership Team (SLT) to carry out daily monitoring of phonics delivery.</p>	2
<p><i>Assessment & Feedback CPD and resources</i></p> <p><i>Strategic teaching CPD and Quality Assurance by English, Maths, Teaching & Learning and Phonics Leads</i></p>	<p>Systems to ensure accuracy of assessments have a strong evidence base and demonstrate the positive impact on pupil attainment.</p> <p>Purchasing of standardised assessments – Test Base. Release time for leaders to plan and deliver CPD. Staffing costs for staff to attend CPD. Release time for leaders to carry out quality assurance monitoring and tailored coaching effectively - HLTAs. Appointment of experienced Maths Lead.</p>	1-5

	<p>Release time for Maths lead to attend Maths Hub Network and follow-up CPD and monitoring/coaching.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Intervention</i>	<p>There is a strong evidence base which shows that high quality reading interventions delivered by expert staff, significantly improve reading ability and success</p> <p>IMPROVING LITERACY IN KEY STAGE 1- Education Endowment Foundation</p> <p>IMPROVING LITERACY IN KEY STAGE 2- Education Endowment Foundation</p> <p>Release time for subject lead to plan and deliver high quality CPD to staff delivering the programme. TA cost to deliver the intervention.</p>	2
<i>Teaching Assistant led interventions:</i> Small group support HLTA Year 6 groups	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1,2,3

	<p>inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>MAKING BEST USE OF TEACHING ASSISTANTS – Education Endowment Foundation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80.484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RB2L:</i> Starburst Room Interventions Flourish ELSA Attendance Family Support/Early Help Behaviour Lead</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> <p>ELSA sessions for identified children. Investment in the recruitment of an ELSA trained RB2L Officer. Extensive training for newly appointed RB2L Officer. Cost of period of hand-over for the RB2L Lead role.</p>	2,3,5
<p><i>Strong Girls Can Project</i></p> <p><i>Boys, Bravado, Banter & Bravery Project</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	2,3,5

<p><i>Magistrates in the Community project</i></p> <p><i>Violence Reduction Mentor Project</i></p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> <p>Purchasing of expert workshops and release time for leaders to plan, implement and evaluate the projects.</p>	
<p><i>Enrichment offer:</i></p> <p>Breakfast Club</p> <p>Subsidised Trips</p> <p>Subsidised Swimming Lessons</p> <p>Subsidised Residentials</p> <p>Expert Music Provision</p> <p>Creative Learning Services</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> <p>TEACHING & LEARNING TOOLKIT – Education Endowment Foundation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
<p><i>Curriculum licenses:</i></p> <p><i>Accelerated Reader</i></p> <p><i>Little Wandle Phonics</i></p> <p><i>White Rose Maths – enhancement of Maths teaching and curriculum</i></p> <p><i>See-saw Test Base</i></p>	<p>Systematic reading approaches have a strong evidence base which demonstrates improved outcomes</p> <p>Improving Literacy in Key Stage 2 – Education Endowment Foundation</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 –</p>	2,3,5

<i>Spelling Shed</i>	Education Endowment Foundation Improving Mathematics in Key Stages Two and Three – Education Endowment Foundation	
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Total budgeted cost: £97,900

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 2023 to 2024 academic year.

We were able to offer a number of enrichment opportunities for the academic year 2023 - 24:

Year 3 sleepover

Year 6 residential to Caythorpe

Authors Aloud years 1-6

Y Comedy Festival Year 6

Bradgate Park Year 2

Stonehurst Farm – Nursery

Attenborough arboretum – Reception

King Richard III Visitor Centre Year 6

Creative Learning Services workshops for years 1-6

Reading Café - Provided by Creative Learning Services

Emergency Service Visits

Pantomime

Year 6 Warning Zone

Strong Girls Can Project

Boys, Bravado, Banter and Bravery Project

Street Awareness Project

Expert music tuition for years 4-6

Moving Together Dance Troupe and performance at DMU

Educational Dance years 1-6

Lunchtime Dance club

After-school clubs – gardening, games, craft, football

Football League Tournaments

Choir

Choir performance at Trust Christmas event

British Red Cross First Aid Workshop for years 5 & 6

The enrichment opportunities enabled all disadvantaged children the opportunity to access high quality experiences at a heavily subsidised rate. Having the opportunity to connect with their local environment and those further afield enabled them to understand that green spaces and adventurous activities are open to all, now and in the future. Wider enrichment opportunities have equipped the children with awareness of the theatre and career opportunities (breaking down barriers with emergency services). Projects enabled children to develop awareness about pertinent issues such as self-respect, self-worth and the ability to recognise danger and have the confidence to seek help.

Key Stage 2 Outcomes (excluding DSP/disapplied pupils):

Thurnby Mead Primary Academy KS2 SATS Results 2023-24

2023 Key Stage 2 (end of primary school) results

Percentage of pupils who achieved the expected standard or above:

	2019 National Figures	2019 TMPA SATS Results (Data without disapplied pupils)	2021 National Figures	2021 TMPA (Data without disapplied pupils)	2022 National Figures	2022 TMPA SATS Results (Data without disapplied pupils)	2023 National Figures	2023 TMPA SATS Results (Data without disapplied pupils)	2024 National Figures	2024 TMPA SATS Results (Data without disapplied pupils)
Reading	73 %	60 %	-	70 %	74	96%	73	73%	74%	90%
Writing	78 %	77 %	-	70 %	69	85%	71	89%	72%	87%
Spelling and Grammar	78 %	77 %	-	-	72	81%	72	65%	72%	94%
Maths	79 %	73 %	-	77 %	71	96%	73	81%	73%	90%
Reading, writing & Maths Combined	65 %	57 %	-	70 %	61	81%	59	63%	61%	80%

Percentage of pupils who achieved above the expected standard:

	2019 National Figures	2019 TMAPA SATS Results (Data without disapplied pupils)	2021 National Figures	2021 TMAPA SATS Results (Data without disapplied pupils)	2022 National Figures	2022 TMAPA SATS Results (Data without disapplied pupils)	2023 National Figures	2023 TMAPA SATS Results (Data without disapplied pupils)	2024 National Figures	2024 TMAPA SATS Results (Data without disapplied pupils)
Reading	27	13	-	23	28	35%	29%	8%	29%	29%
Writing	20	23	-	13	13	4%	13%	22%	13%	16%
GPS	36	40	-	-	28	39%	30%	23%	30%	58%
Maths	27	20	-	13	22	27%	24%	19%	24%	35%
Combined	11	13	-	13	7	4%	8%	8%	8%	10%

Progress Scores (without disapplied pupils)2023:

Reading	-1.5
Writing	4
Maths	1

Progress Scores (without disapplies pupils) 2022:

Reading	1.1
Writing	-0.2
Maths	1

Pupil Premium Outcomes (excluding DSP/disapplied pupils):

15 out of 30 children in this cohort were PP = 50%.

2 out of the 15 children had identified SEND = 13%.

Attainment	Reading	Writing	Maths
PP 15	9 EXS = 60% (87%) 4GDS = 27%	12 EXS = 80% (87%) 1 GDS = 7%	9 EXS = 60% (87%) 4 GDS = 27%
Non-PP children 15	10 EXS = 62% (100%) 6 GDS = 38%	13 EXS = 81% (100%) 3 GDS = 19%	10 EXS = 62% (87%) 4 GDS = 25%

Attendance of all Pupil Premium pupils for the academic year 2023-24 was 93.5% compared with 95% for non-pupil premium pupils. National figures were 91.8% for PP and 95.2% for non PP.

Attendance continues to be an area of focus on the school improvement plan and has direct leadership from SLT.

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
N/A	
N/A	

Service pupil premium funding

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?	

Further information (optional)

Part of our wider strategy will be to offer a programme of tutoring through the National tutoring Programme, to our most vulnerable learners. The tutoring will be closely aligned to what is being taught in the classroom and will focus on developing reading strategies and improving reading comprehension. As an academy we recognise the importance of developing confident and capable readers who are able to access all areas of the curriculum.

Our aim is to utilise the expertise of our academy staff to deliver high quality small group tutoring sessions in blocks across the academic year.