

# Thomas Bullock CE Primary and Nursery Academy 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	Thomas Bullock CE Primary and Nursery
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Shannon O’Sullivan, Headteacher
Pupil premium lead	Shannon O’Sullivan Headteacher
Governor / Trustee lead	J Vertigan and J Tinson, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315.00
Recovery premium funding allocation this academic year	£4,060.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£40,375.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Thomas Bullock is that all our pupils, irrespective of their background or the challenges they face, make good progress from their starting points, and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The support planned in this statement is intended to support vulnerable pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 developed through our single change plan and DNEAT MAT change plan and across our education recovery, notably in its targeted support including personalised learning checklists through therapies and tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is to use the summer transition checklist, triangulated teacher assessment data and PiXL test data notably against the wider national PiXL family to find gaps in previous and current learning and plug those gaps. To ensure they are effective we will:

- Ensure every class as a member of support staff trained to run PiXL intervention therapies and support agile class teaching to close gaps
- ensure disadvantaged pupils are challenged in the work that they're set at their level
- act early to intervene at the point need is identified using pre- and post-teach methods alongside of the personalised learning checklist from PiXL.
- Continue to develop our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Ensuring all teachers are vested in ensuring we make a difference for pupil's future life chances.

At Thomas Bullock we will use the EEF guidance of a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

#### 1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers

- recruitment and retention
- support for teachers early in their careers
- using MAT support for training and CPD
- targeting CPD needs
- offering quality tech support for teaching and learning

## 2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy
- PiXL therapies
- RWI phonics 1-1 and small group
- SENCO to develop 7Cs targeted support plans with staff

## 3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example:

- Sensory circuits
- Pastoral leadership councillor to support emotional health and wellbeing including well-being lunchtime sessions
- ELSA trained support in school
- Weekly Benjamin Foundation sessions
- Paying for all pupils to attend educational trips or visits irrespective of income
- Having specialist music lessons and an orchestra offering so all pupils can have music lessons and access to instruments
- Offer weekly forest schools' sessions with a qualified forest school practitioner

## Challenges

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

Challenge number	Detail of challenge
1	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. Our current Year 1 and 2 cohort have over 30% of pupils' receiving or awaiting Speech and Language support.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. <i>Data: 10% of pupils did not pass the 2021 Phonics Screen of these 66% were disadvantaged pupils.</i>

3	<p>Internal and external (where available) assessments indicate that math’s attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. <u>62.5%</u> of disadvantaged are below or just below in math’s across the school vs <u>38.5%</u> non-disadvantaged not on track in Math’s.</p> <p>On entry to Reception class in 2020-2021, <b><u>0% of our disadvantaged pupils arrived at age-related expectations</u></b> compared to 71% of non-disadvantaged pupils. This gap remains steady to the end of KS2.</p> <p>This year on entry into Reception, 2021-2022, <b><u>0% of our disadvantaged pupils arrived at age-related</u></b> compared to 58% non-disadvantaged.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, including due to home-life situations, a lack of extra-curricular activities and learning. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 22% pupils (8% of whom are disadvantaged) currently require additional support with social and emotional needs, with 41 (16 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data last year indicates that attendance among disadvantaged pupils has been between 10-15% lower by class than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged non-Sen pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged non-Sen pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in SEMH and Behaviour reminders</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

## 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: **£13,960.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of PiXL Assessment System.</p> <p>Regular training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.- RWI</p>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><i>Maths Hub, TTRS and CGP Subscriptions</i></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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5,6</p>

Staff to attend and receive training from Beacon House and PATHS.		
Recruitment and Catch-up Tutoring. An EYFS/KS1 Teacher to be given days/mornings in Y1 to support smaller group and phonics teaching in the morning to help with a quicker catch-up.	Where the NTP was difficult with online tutors- investing in a school trained and specific tutor to support catch-up for Y1.  <a href="#">Phonics/Teaching and Learning Toolkit/EEF</a> <a href="#">Small Group Interventions/ Teaching and Learning Toolkit/ EEF</a>	
Homework Resources to be sent home for Years 2-6 and access for Nursery to Year 6 to online systems	Homework has +5 months impact from the EEF Teaching and Learning Toolkit. CGP books to be sent home in reading and maths for Years 3-5, Phonics Y1 and GPS, Reading and Maths for Years 2 and 6. Access to TTRS to improve fluency in maths, BugClub for access to reading comprehension and online RWI for access on any device to home reading to be invested in for the next 3 years.  <a href="#">Homework/ Toolkit Strand/EEF</a>	

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

Budgeted cost: **£26,600.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of NELI and WELCOMM to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
1-1 RWI Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics training and support through RWI.	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 over a period up to 12 weeks:	2

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Target TA support in interventions and in class to support progress of disadvantaged children Identified children will make accelerated progress to catch up with TA support.	Support to target disadvantaged children who are at risk of underachievement. The use of assessment-based interventions will provide specific teaching or critical concepts and skills. Teachers identified disadvantaged pupil's individual and grouped gaps and targeted these children. Core meetings to track pupils are to be consistently held. TAs have performance management targets that focus on effective interventions and link to SEND and disadvantaged pupils. SENCO to build and update a PIXL Gap new provision map. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Teaching Assistant/ Toolkit Strand/ EEF</a>	4,5,6

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

Budgeted cost: **£7,230.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5



<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training, attendance service subscription and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>We have joined the Attendance service for Breckland and attend monthly sessions with our AEO to support improvements in attendance. We also work with the Breckland Collaboration team and discuss attendance.</p> <p><a href="#">Parental Engagement/ Toolkit Strand/EEF</a></p>	6
<p>Sensory Circuits- The aim is to focus concentration on readiness for the day's learning.</p> <p>This will involve training, staffing before school and resources.</p>	<p>The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit, even for a short period of time.</p> <p>Attendance should also improve based if disadvantaged children enter for sensory circuits at 8:15 who are regularly late.</p> <p><a href="#">Physical Education/ Teaching and Learning Toolkit/ EEF</a></p>	4,5,6
<p>Pastoral Support HLTA – the aim is to offer SEMH wellbeing and pastoral support at lunchtimes</p>	<p>One FT and one PT HLTA and Learning Support to work with children that need mentoring, coaching and support.</p> <p>PT LSA- in 3 hours per day 9-10:30 and 1:30-3 to pick up children at risk of falling behind further as they are late in, hungry, tired, or dysregulated due to home-life and disadvantage needs.</p> <p>This will support our behaviour and attendance targets as we are picking up pupils who are late without disturbing the learning of all.</p> <p><a href="#">Oral Language Interventions/ Learning Toolkit/ EEF</a></p> <p><a href="#">Metacognition and Self-Regulation/ Teaching and Learning Toolkit/ EEF</a></p>	4,5,6

**Total budgeted cost: £47,190.00**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils is lower in key areas of the curriculum.

Our assessment of the reasons is below:

Attendance- Attendance for disadvantage is 10-15% lower on average than non-disadvantage. Disadvantage children are impacted academically due to their late and infrequent attendance. Disadvantage children often miss phonics, reading and writing lessons first thing due to their late attendance.

Covid Impact- Evidenced in schools across the country, school closure was most detrimental to our disadvantaged/vulnerable pupils as even though they were often offered school places, they did not always utilise this support, or use it regularly. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, and ensure all learning was live and virtual at times we had 50% of our school cohort in school including vulnerable pupils. Pupils did not always access this live learning even when given technology and lessons to virtually attend. Many of our disadvantaged parents did not have the skills to support pupils at home.

Behaviour- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and the Headteacher is becoming a wellbeing first aider. [Behaviour strategy](#) has +4 months impact for little cost impact.

Oracy/Reading/[Phonics](#)- 2020-21's- Year R,1 and 3 have been impacted the most. These children have not been in school and are often dysregulated, lack pace and stamina for learning and struggle to read due to a lack of phonics and lip reading due to mask wearing. Our NELI speech and language programme was cut short last year due to the school closure in the Spring term. This therefore did not have the intended impact and training for RWI was limited due to a lack of course spaces until Autumn 2021.

### Externally provided programmes

Programme	Provider
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Maths for Years 4 and 5	Third Space Learning- this always required a TA and the system worked intermittently. We did not see much impact beyond improved confidence from this intervention.
Writing Years 4 and 5	Pearson- Our GDS found this supportive but the content for WTS was too difficult for them to learn from and the teacher followed a stringent programme for Y6 content. Again, IT and network issues made this ineffective compared to in person support.

## PLAC/LAC pupil premium plus funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 6 pupils in receipt of top-up funding. We found that these children mostly would benefit from mindfulness, pastoral support, and forest schools to develop socialisation, improved playtimes, and improved communication.</p> <p>Yearly we spend and intend to spend for the next 3 years funding to train MSA and Year 6 pupils to act as playleaders- engaging pupils in specific games at play time.</p> <p>We will spend funding for our Pastoral HLTA to run lunchtime weekly pastoral mindfulness clubs and to act as a learned listener in school for pupils who need someone to talk to develop their wellbeing.</p> <p>We intend spend money to support time out for our ELSA teacher to have ELSA sessions with pupils when supportive.</p> <p>We used/intend to use funding to support the cost of our forest school leader alongside funding we will ask from the Thomas Bullock Trust to teach weekly in most every class in school for 1 hour per week.</p>
What was the impact of that spending on service pupil premium eligible pupils?	The impact of forest schools and our pastoral lead has been excellent to develop and support pupils' mental health. Pupils have become better at sharing their worries and are confident in trusted adults in school. Their socialising is also improving.

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 3 service pupils in school and hired a dedicated HLTA for the emotional wellbeing and academic achievement of disadvantaged and service children. We work with the Benjamin Foundation to help pupils stay connected to their deployed parent, and a memory box for if they move schools.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>
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## 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 through CPD for TA's at inset, with the SENCO and in a staff meeting and briefing schedule. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The Headteacher will undertake this in Spring and Summer of 2022.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We have weekly clubs for all children which the school staff run. Some of these are academic, some sporting and some arts. We will pay for an orchestra to run for one year to support mental wellbeing.

### Planning, implementation, and evaluation

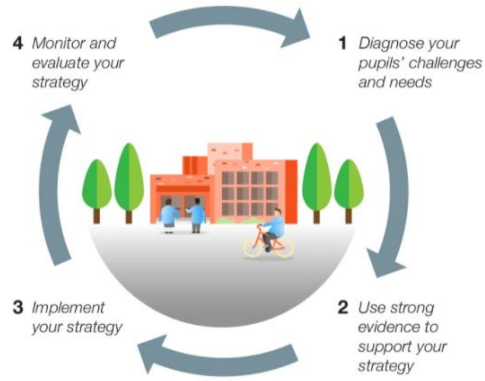
In planning our new pupil premium strategy, we evaluated the activity undertaken in previous years that had the most and least impact. We worked with the Senior Leadership team looked at triangulated data, spoke to pupils and families and our Governors.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools like ours in DNEAT and contacted schools in our region with high-performing disadvantaged pupils to learn from their approach. We worked with our trust to see what high-performing schools, with high-disadvantage in our trust was doing well with PP funding. 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.

We will continue to use the EEF's [Developing an Effective Strategy Framework](#) to assess, plan,



do and review at yearly.