

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 2022 to 2022 academic year for 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 (3-year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	July 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Shannon O'Sullivan, Headteacher
Pupil premium lead	Shannon O'Sullivan, Headteacher
Governor / Trustee lead	J Vertigan lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£4,205

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,600

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 or whose gap is widest, including non-disadvantaged pupils.

Our approach is to use the summer transition checklist, specific therapies, NCETM priority teaching termly framework, 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
- To ensure all PP/ SEMH children have access to wider pastoral, counselling and emotional support
- 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.
- Use RWI 1-1 therapies and pre/post teach videos to close reading gaps for our PP and bottom 20%

- 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.
- Ensure all children have access to trips and wider curriculum opportunities

At Thomas Bullock we will use the EEF 2022/23 Toolkit 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
- Using Maths and English Hubs

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

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 cohort 100% of PP children currently receive speech and language support. Of our Reception 33% receive Speech and Language Support and in Year 2 20% of PP children receive Speech and Language.
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: 83.3% of Y1 pupils passed the phonics screen- of those only 50% of PP children passed in 2023.</i>
3	Internal and external (where available) assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In the MATC 25% of PP children achieved 25/25 vs 33% of the cohort. 40% of PP children did not achieve EXS in Maths at KS1 in 22-2023

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>SEN accounts for 24% of our 22-2023 cohort and of these 60% are SEMH.</p>
6	<p>Our attendance data last year indicates that attendance among disadvantaged pupils is 5% lower than for non-disadvantaged pupils. Of our 32 days lost to suspension's in 22- 2023: 37.5% were lost to PP children.</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 2025/26 continue to show that more than 75% of disadvantaged non-Sen pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 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 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in SEMH and Behaviour reminders

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the suspension rate is reduced.

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: **£9,726**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of PiXL Assessment System. £2,700 (2022/23) 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.- RWI and live training in school for CPD £4,760 2022/23 (£4,831 23/24 resources)</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. £386.00- Whiterose/ TTRS 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). £800 <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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</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>Staff to attend and receive training from Beacon House and PATHS.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5,6</p>
<p>Homework Resources to be sent home for Years 2-6 and access for Nursery to Year 6 to online systems</p> <p>Homework has shown a 5 month increase in outcomes from EEF- therefore we have CGP books £1080 in CGP books</p>	<p>Homework has +5 months impact from the EEF Teaching and Learning Toolkit. CGP books to be sent home in reading and maths for Years 1-6. Access to TTRS to improve fluency in maths, 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.</p> <p>Homework/ Toolkit Strand/EEF</p>	

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

Budgeted cost: **£25,066**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of NELI and WELCOMM to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Alongside Talk-Boost</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 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>1-1 RWI Additional phonics sessions targeted at disadvantaged pupils who</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p>	<p>2</p>

<p>require further phonics support. Phonics training and support through RWI.</p>	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the PIXL therapies 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.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>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.</p>	<p>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. Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching Assistant/ Toolkit Strand/ EEF</p>	4,5,6

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

Budgeted cost: **£6,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. 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. £1757.00 Attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. Parental Engagement/ Toolkit Strand/EEF</p>	<p>6</p>

<p>Sensory Circuits- The aim is to focus concentration on readiness for the day's learning. £5,051.50 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. Attendance should also improve based if disadvantaged children enter for sensory circuits at 8:15 who are regularly late. Physical Education/ Teaching and Learning Toolkit/ EEF</p>	<p>4,5,6</p>
<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. 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. This will support our behaviour and attendance targets as we are picking up pupils who are late without disturbing the learning of all. Oral Language Interventions/ Learning Toolkit/ EEF Metacognition and Self-Regulation/ Teaching and Learning Toolkit/ EEF</p>	<p>4,5,6</p>

Total budgeted cost: £41,600

PP FSM Budget £8,664.00 Additional in FSM Lunches

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 2022 to 2023 academic year.

Teaching

Following our use of PiXL therapies, for small group and 1-1 interventions and therapies we have had success in closing small gaps. Our external KS2 assessments at the end of 2022-23 suggested that the performance of disadvantaged pupils is higher in key areas of the curriculum. Outcomes show that 100% of our disadvantaged children achieved the expected standard in Reading, Writing and Maths. This is an increase when compared to 2021-22 where the following percentages of disadvantaged children achieved the expected standard for Reading - 83%, Writing - 66% and Maths - 83%. <http://www.thomasbullock.dneat.org/welcome/school-performance-data/>

This data over the last few years is a huge increase on our previous three years. These improvements are attributed to the successes of forensic analysis of data and implementation of appropriate 1-1 interventions and small-group therapies through the PiXL Assessment System.

Success can further be attributed to structured and regular homework and reviews using the CGP books. With children further benefiting from the social-emotional and wellbeing support provided by the Benjamin Foundation and pastorally trained Higher-Level teaching assistant.

In Maths we have seen increases across school with our children attaining 100% in Maths in 2023 and across school in arithmetic in Years 1-5.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have two children in receipt of service pupil premium equating to £670.00 We have used this money towards both receiving support from pastoral and counselling services. One child has received Benjamin Foundation. Another child has received sensory circuits daily.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The impact is that all pupils are receiving additional support and are settled. . 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>
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PLAC/LAC pupil premium plus funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We have 5 LAC pupils in school and hired a dedicated HLTA for the emotional wellbeing and academic achievement of disadvantaged and LAC/PLAC children. We work with the Benjamin Foundation to help pupils and we have one LAC child attending an Alternative Placement.</p> <p>We identified gaps in LAC children’s education caused by moving between schools which we addressed with targeted support.</p> <p>Additional Forest School for children PLAC and LAC for social emotional children and to support them to build relationships.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst LAC children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

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 Governors have undertaken pupil voice this year.
- 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 choir 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.

