Pupil premium strategy statement 2023-2024
Part of our 3 year strategy (2021-2024)

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	Thrunscoe Primary and Nursery Academy
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	40.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr S Bate
Pupil premium lead	Mr S Bate
Governor / Trustee lead	Mr R Beel

Funding overview

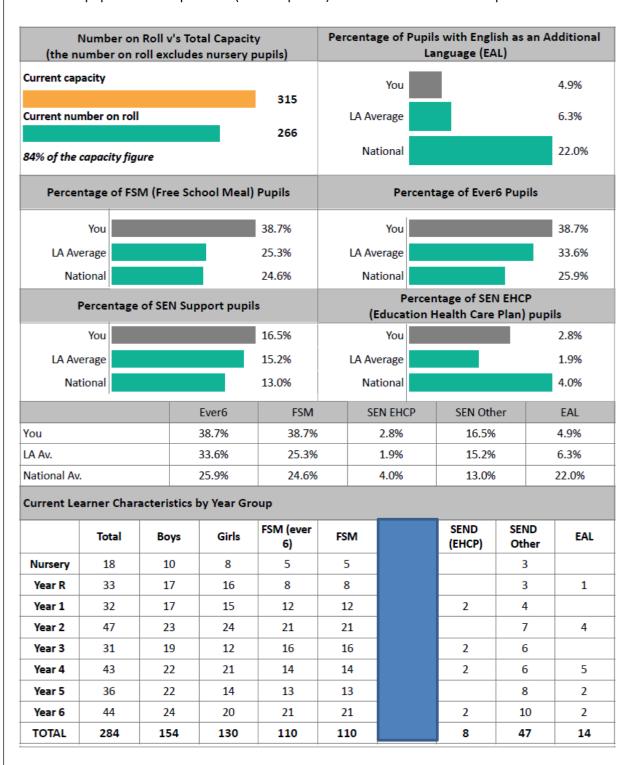| Detail	Amount
Pupil premium funding allocation this academic year	£178918
Recovery premium funding allocation this academic year	£17400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196318

Part A: Pupil premium strategy plan

Statement of intent

CONTEXT
Local area
- The school location deprivation indicator was in quintile 3 (average) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Number on Roll v's Total Capacity (the number on roll excludes nursery pupils)

Current capacity	315
Current number on roll	266

84% of the capacity figure

Percentage of Pupils with English as an Additional Language (EAL)

You	4.9%
LA Average	6.3%
National	22.0%

Percentage of FSM (Free School Meal) Pupils

You	38.7%
LA Average	25.3%
National	24.6%

Percentage of Ever6 Pupils

You	38.7%
LA Average	33.6%
National	25.9%

Percentage of SEN Support pupils

You	16.5%
LA Average	15.2%
National	13.0%

Percentage of SEN EHCP (Education Health Care Plan) pupils

You	2.8%
LA Average	1.9%
National	4.0%

	Ever6	FSM	SEN EHCP	SEN Other	EAL
You	38.7%	38.7%	2.8%	16.5%	4.9%
LA Av.	33.6%	25.3%	1.9%	15.2%	6.3%
National Av.	25.9%	24.6%	4.0%	13.0%	22.0%

Current Learner Characteristics by Year Group

	Total	Boys	Girls	FSM (ever 6)	FSM		SEND (EHCP)	SEND Other	EAL
Nursery	18	10	8	5	5			3	
Year R	33	17	16	8	8			3	1
Year 1	32	17	15	12	12		2	4	
Year 2	47	23	24	21	21			7	4
Year 3	31	19	12	16	16		2	6	
Year 4	43	22	21	14	14		2	6	5
Year 5	36	22	14	13	13			8	2
Year 6	44	24	20	21	21		2	10	2
TOTAL	284	154	130	110	110		8	47	14

What are our ultimate objectives for your disadvantaged pupils?
To address inequalities between disadvantaged and non-disadvantaged pupils by accelerating progress of disadvantaged pupils in R/W/M/GPS/Phonics/GLD so that the attainment gap between TPNA disadvantaged pupils and their in-house and national non-disadvantaged counterparts is closed and that they exceed their national like for like disadvantaged counterparts.

How does our current pupil premium strategy plan work towards achieving those objectives?
In order to achieve our objectives and overcome identified barriers we will implement our PPG strategy - in conjunction with the 'Academy Development Plan' – by:
- Providing all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching;
- Ensuring ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Providing targeted academic intervention and support to quickly address identified gaps in learning including the use of small group work and 1:6 school led tutoring;
- Providing targeted social, emotional and mental health intervention to reduce its negative impact on their learning;
- Providing funding so that all pupils have access to trips, residential and other first-hand experiences that will impact positively on their learning and self-esteem;
- Providing opportunities to participate in enrichment activities including sport, music and the world of work to support self-esteem and support building aspiration

What are the key principles of our strategy plan?
- Removing barriers to learning for disadvantaged pupils so that they are able attain as well as their non-disadvantaged counterparts.
- Removing economic and social barriers that may unduly influence what they aspire to be
- Identify and track our PPG pupils to ensure support is tailored to bring about good academic progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1) SOCIAL, EMOTIONAL AND MENTAL HEALTH & WELL-BEING	• High levels of anxiety in pupils not attending physically during COVID lockdown (PPG specifically high) – attachment issues / social emotional issues caused by social distancing and long periods of self-isolation during closures or lockdown which mean pupils struggling with expectation, self-regulation etc • Pupil self-esteem – having access to the correct uniform / trips etc • Readiness to learn, motivation and resilience may have a detrimental impact on disadvantaged pupils' progress due to lower attendance during Covid 19 closures
2) ATTENDANCE	• High levels of PPG not attending the Academy for face-to-face teaching during COVID 19 lockdowns: PPG NON-ATTENDANCE over COVID partial closures 41% / Non-PPG ATTENDANCE over COVID partial closures 16%; • PPG attendance over the year 2021-22 was 91.6% / Non PPG over the same period was 94%. Persistent absence is still of concern, specifically that of PPG pupils compared to non-PPG pupils: PPG persistent absence over the year 35% / Non PPG persistent absence over year 21%.
3) GAPS IN READING, WRITING, MATHS, GPS AND PHONICS	• Impact of Covid 19 closures / self-isolations on pupil progress and overall attainment; compounded by lower attendance of disadvantaged pupils during lockdowns and their higher levels of persistent absence compared to Non- PPG pupils during this time
4) WIDER OPPORTUNITIES	• Access to wider learning opportunities of disadvantaged pupils that supports pupil knowledge, skills and holistic development which ultimately impacts on disadvantaged child's ability to call upon life experiences thus impacting on reading and writing progress and attainment. • Pupil aspiration impacts on motivation, resilience and thus progress and attainment
5) PARENTAL ENGAGEMENT	• Parental aspirations in relation to the importance of education and attendance; • Parents' ability to support their child's learning effectively

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) SOCIAL, EMOTIONAL AND MENTAL HEALTH & WELL-BEING: Further improve the physical and mental well-being of disadvantaged pupils to further support positive learning behaviours, enjoyment, resilience and engagement thus enabling pupils to progress at an accelerated rate and thus close the gaps in learning created by COVID 19 closures / restrictions lockdowns	• Attendance of disadvantaged pupils improves on previous year's and closes gap to national average for ALL pupils • Persistent absence of disadvantaged pupils compared to non-disadvantaged pupils improves and the gap closes. • Disadvantaged pupils feel safe and happy within the academy – comparable to non-disadvantaged (Pupil Surveys) • Disadvantaged pupils feel they are supported SEMH within the Academy – comparable to non-disadvantaged (Pupil Surveys) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD – Key Assessment Point Data) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) • Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) • Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD)
2) ATTENDANCE: Improve attendance of disadvantaged pupils in line with national Non-disadvantaged to ensure accelerated progress of PPG pupils can occur	• Attendance of disadvantaged pupils improves on previous year's and closes gap to national average for ALL pupils • Persistent absence of disadvantaged pupils compared to non-disadvantaged pupils improves and the gap closes compared to previous year. • Disadvantaged pupils enjoy attending the Academy - comparable to non-disadvantaged (Pupil Survey) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD – Key Assessment Point Data) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) • Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) • Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD)

3) GAPS IN READING, WRITING, MATHS, GPS AND PHONICS: Accelerate progress of PPG pupils in R/W/M/GPS/Phonics so that the attainment gap between TPNA PPG pupils and their in-house and national non-PPG counterparts is closed and that they exceed their national like for like PPG counterparts;	• Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to academy non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining @ ARE or more is closed to national non- disadvantaged pupils (KAPD) • Gap for Academy disadvantaged pupils attaining greater depth is closed to national non-disadvantaged pupils (KAPD) • Academy disadvantaged pupils attaining @ ARE or more exceeds National disadvantaged pupils @ ARE or more (KAPD) • Academy disadvantaged pupils attaining @ greater depth exceeds National disadvantaged pupils @ greater depth (KAPD)
4) WIDER OPPORTUNITIES: To further extend enrichment and wider learning opportunities for PPG pupils to support desire for greater attendance, widen experiences and support accelerated progress and improving attainment in R/W/M/GPS/PHONICS	• Attendance of disadvantaged pupils improves on previous year's and closes gap to national average for ALL pupils • Persistent absence of disadvantaged pupils compared to non-disadvantaged pupils improves and the gap closes compared to previous year. • Disadvantaged pupils enjoy attending the Academy - comparable to non-disadvantaged (Pupil Surveys) • Disadvantaged pupils are happy that the Academy provide adequate clubs / visits / visitors / residential opportunities (Pupil Surveys) • Parents of disadvantaged pupils are happy that the Academy provide a variety of clubs / visits / residential opportunities that their children can attend (Parent Surveys) • See success criteria for point 3 also.
5) PARENTAL ENGAGEMENT: To further extend parental engagement opportunities for disadvantaged pupils to support accelerated progress and improving attainment in R/W/M/GPS/PHONICS	• Parent numbers of disadvantaged pupils that attend workshops for phonics, maths and reading are comparable to non-disadvantaged parent uptake; • Numbers of parents supporting disadvantaged Y6 pupils with the revision programme is equitable with parents of non-disadvantaged pupils. • Parents of disadvantaged pupils are happy that the Academy provide them with support to help their child with their learning (Parent Surveys) • See success criteria for point 3 also.

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: £67563

Activity	Evidence that supports this approach (EEF findings)	Challenge number(s) addressed
CPD – National College Metacognition / Self regulation /retrieval	How effective is the approach? The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1,3
Reading Comprehension strategies – whole academy approach development (based on EEF research) and CPD	**How effective is the approach?** The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.	3
Purchase and use of standardised diagnostic assessments and tracking software to strengthen teacher understanding of individual pupil's learning profiles to support targeted teaching/interventions including tutoring and daily TA intervention supports (TESTBASE / OTRACK)	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. – EEF research	1,3

Employ additional staff and deploy staff in order to reduce class sizes, increasing adult support for pupils in phonics, reading, writing and maths – EYFS / Y34 and Y56 – to support catch up and to provide additional support to our Well-being mentor with the ever increasing need to support pupil mental health and well- being	How effective is the approach? The average impact for reducing class size is around 1 month additional progress over the course of an academic year. This comes with the increased flexibility of organising learners, quantity and quality of feedback focused lower down the Academy where research shows it is at its highest impact Change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.	**1,3**
Continue Monster Phonics CPD and daily implementation	**How effective is the approach?** The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	**3,5**

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

Budgeted cost: £28845

Activity	Evidence that supports this approach (EEF findings)	Challenge number(s) addressed
1:6 school led tutoring in reading and maths NTP – SCHOOL LED TUTORING APPROACH – Y5 & Y6 in Reading and Maths (30 pupils X 2 packages of 15hrs tutoring)	**How effective is the approach?** The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Although the rule "the smaller the better" there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes. Given the uncertainty and the lower cost, small group tuition may be a sensible approach to trial before considering to one to one tuition.	3

Small group interventions – RWMP – CATCH UP MATHS AND CATCH UP READING	**How effective is the approach?** The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	3
Nuffield / WELCOMM small group interventions – EYFS (C&L)	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to- one also have larger impacts. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by	2, 3

	professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important	
Boosters – extending school day for Y6 (Reading and Maths)	**How effective is the approach?** The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.	1

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

Budgeted cost: £99910

Activity	Evidence that supports this approach (EEF findings)	Challenge number(s) addressed
Fortis Therapy and Compass Go counselling	**How effective is the approach?** The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. The average impact of successful SEL interventions is an additional four months' progress over the course of a year (EEF Toolkit)	1,2,3,5
Train ELSAs to work as part of well-being team to provide 1:1 small group and class support to vulnerable pupils	The average impact of successful SEL interventions is an additional four months' progress over the course of a year (EEF Toolkit)	1,2,3,5
Well-being mentor support	**How effective is the approach?** The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers	1,2,3,5

	are committed to the approach appear to be important.	
Behaviour strategy – house teams / rewards / restorative approach / emotion coaching / house points / in house competition	**How effective is the approach?** The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.	1,2,3,4,5
Attendance strategy – EWO service level agreement / attendance officer / incentivisation for parents along with pupils SAP / LAP / attendance reviews / newsletters / phone calls at day 1 etc	**How effective is the approach?** **Higher overall absence leads to lower attainment at KS2 and KS4** The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons See pages 12 and 15 to 16. There's a clear link between poor attendance and lower academic achievement DfE research (2012) on improving attendance at school found that: • Of pupils with **absence over 50%**, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have **over 95% attendance** achieve 5 or more GCSEs at grades A*-C Pupils with persistent absence are less likely	1,2,3,4,5

	to stay in education Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	
SEMH lessons - Jigsaw – weekly teaching in every class by HLTAs / assemblies	**How effective is the approach?** The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	1
Pastoral tracker (CPOMS)	Plays a vital role in allowing us to monitor and address barriers which arise on a daily basis	1,2
Sweatshirts	To build self-esteem, improve attendance and ensure no child is disadvantaged due to financial constraints – see research regarding attendance	1
Wider opportunities – residential subsidies / music tuition / club subsidies / enterprise / working with business	To build self-esteem, improve attendance and ensure no child is disadvantaged due to financial constraints – see research regarding attendance	1,2,4
Parental engagement opportunities – revision support programme in Y6 / workshops reading / phonics / maths throughout the academy	**How effective is the approach?** The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging	1,2,3,5

| | and needs careful monitoring and evaluation. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost | |

Total budgeted cost 2023-2024:

£ 196318

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

Year 2 of 3 year strategy (2022-2023)
IMPACT ATTAINMENT AND PROGRESS

Impact (Attainment and Progress) – EYFS 2023

- National GLD ALL PUPILS for 2023 was 67%
- Thrunscoe GLD ALL PUPILS for 2023 was 71%. This is significant progress considering the depressed entry levels of all pupils post-COVID.
- National GLD DISADVANTAGED PUPILS for 2023 was 52%
- Thrunscoe GLD PUPILS for 2023 was 54%. This is broadly in line with national disadvantaged counterparts
- When comparing GLD DISADVANTAGED over the 2 year period of this strategy TPNA disadvantaged pupils achieving GLD stands at 59% compared to National counterparts at 51%.
- The gap to National NON-DISADVANTAGED has increased to 16% compared to 2021-22 where the gap was 5% **(gap increased 11%).** *This is linked to 3 EHCP pupils entering EYFS – 1 whom left for specialist provision end of 2023, 1 that is currently awaiting a place at specialist provision and 1 that is on a part time timetable).*

Impact (Attainment and Progress) - KS1 Phonics 2023

- By the end of Year 2: 94% of Thrunscoe ALL PUPILS achieved the expected standard the National average ALL PUPILS was 89% (+5%)
- By the end of Year 2: 94% of Thrunscoe DISADVANTAGED achieved the expected standard the National average DISADVANTAGED was 81% (+13%)
- Over a 3-year-average TPNA DISADVANTAGED pupils outperform their National DISADVANTAGED counterparts by 7%.
- Y2 DISADVANTAGED pupils outperformed National NON-DISADVANTAGED pupils by 2.7% in 2023. This is a closing of the gap by 4% compared to 2021-2022 performance **(gap closed 4%)**
- By end of Year 1: 89% of Thrunscoe ALL PUPILS achieved the expected standard by the end of Year 1; the National average was 79%. The consistent implementation of MONSTER PHONICS across the academy accelerated progress from depressed post-covid entry points.
- By the end of Year 1: 86% of Thrunscoe DISADVANTAGED pupils achieved the expected standard the National average DISADVANTAGED was 67% (+19%)
- Over a 3 year average TPNA DISADVANTAGED pupils outperform their National DISADVANTAGED counterparts by 9%.
- Y1 DISADVANTAGED pupils outperformed National NON-DISADVANTAGED pupils by 3.5% in 2023. This is a closing of the gap by 18% compared to 2021-2022 performance **(gap closed 18%)**

Impact (Attainment and Progress) - KS1 R/W/M 2023

Reading:

- Achieving age-related outcomes - TPNA ALL PUPILS outperformed National ALL PUPILS by 3% (71% compared to 68%);
- Achieving age-related outcomes - TPNA DISADVANTAGED PUPILS were below National DISADVANTAGED PUPILS by 4% (69% compared to 73%). The gap to National NON-DISADVANTAGED has closed to 4% compared to 2021-22 where the gap was 22% **(gap closed by 18%)**

Writing:

- Achieving age-related outcomes - TPNA ALL PUPILS were IN LINE with National ALL PUPILS (60%)
- Achieving age-related outcomes - TPNA DISADVANTAGED PUPILS were below National DISADVANTAGED PUPILS by 15% (50% compared to 65%). The gap to National NON-DISADVANTAGED has closed to 15% compared to 2021-22 where the gap was 24% **(gap closed by 9%)**

Maths:

- Achieving age-related outcomes - TPNA ALL PUPILS were ABOVE National ALL PUPILS by 7% (77% compared to 70%)
- Achieving age-related outcomes - TPNA DISADVANTAGED PUPILS were IN LINE with National DISADVANTAGED PUPILS (75%). The gap to National NON-DISADVANTAGED has closed to 0% compared to 2021-22 where the gap was 12% **(gap closed by 12%)**

Impact (Attainment and Progress) – Y4 MTC 2023

- APS for ALL PUPILS increased by 3.4 compared to 2022 (16.1 up to 19.5). This moves our pupils closer to National Average (20.2). (**Gap has been closed from 3.7 APS to 0.7 APS – for all pupils).** Impact of TTR and inter class competition.

Impact (Attainment and Progress) – KS2 R/W/M/GPS 2023

- TPNA results in Writing, Maths and GPS were broadly in line with NATIONAL for ALL pupils achieving age related expectation. However, this was not the case in Reading and RWM combined.
- PPG pupils performed broadly in line with National DISADVANTAGED counterparts in W/M/GPS but were below in READING. This was obviously disappointing, as several year trends show that TPNA PPG pupils historically outperform their PPG national counterparts in all areas and are broadly in line with national non-disadvantaged pupils (SEE FURTHER INFORMATION PAGE). This is still the case when considering a three-year average ATTAINMENT in each area; a fairer reflection of performance over time. There are several extenuating circumstances that contributed to this 'BLIP' outcome: final year transience (exports with age related outcomes were replaced with imports at below expected –causing a 6% negative swing to results overall and impacting significantly on PPG overall figures where each pupil accounted for 5% of the PPG cohort; low engagement of identified pupils (high number of PPG) for school based interventions in R/M prior to school day.

WIDER IMPACT:

Parent survey Dec 2023:
- Parents of Disadvantaged pupils respond broadly in line with Non-disadvantaged Pupils' parents. On average 97% of disadvantaged parents agreed / strongly agreed that their child was happy, they felt safe, that the academy has high expectations of their child, that there are a range of clubs for their child, that the academy looks after their child's mental health and well-being and that they would recommend the Academy to other parents. The average for non-disadvantaged pupils' parents was 98%

Pupil survey Summer 2023:
- Disadvantaged pupils replied broadly in line with Non-disadvantaged pupils:
  If worried you have an adult you can speak to (98% / 96%)
  Enjoy being at the Academy (98% / 98%)

Pupil attendance 2022-2023:
- Persistent absence across the Academy has reduced by 4%, to 16%, compared to 2022.
- Attendance overall is broadly in line with National Averages when comparing ALL PUPILS TPNA to ALL PUPILS National and when comparing DISADVANTAGED PUPILS TPNA to DISADVANTAGED PUPILS National.
- The gap between attendance of DISADVANTAGED pupils at Thrunscoe and National NON-DISADVANTAGED remains at around 3% as 2022; broadly the same as National Non-disadvantaged compared to National Disadvantaged attendance levels.

Lessons learned:
- School based tutoring to focus on Y5 and Y6 pupils in Reading and Maths. We will revert back to the approach that bared dividends at the end of the 2021-22 academic year. SBT was spread too thinly across the academy during 2022-23.
- School based tutoring to occur after school day – the greatest barrier to engaging all the identified PPG pupils in the tutoring programme was morning timings. These were key to meeting national averages, as it was proven by KS2 outcomes 2023.
- Monster phonics consistency continues to bear fruit at EYFS and KS1 phonics outcomes.
- Attendance strategy to continue – impacting on persistent absenteeism and overall attendance.

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
NESSY	https://www.nessy.com/en-gb
TT ROCKSTARS	https://ttrockstars.com
NINJA VOCABULARY	https://vocabularyninja.co.uk
JIGSAW	https://www.jigsawpshe.com
SPAG.COM	https://www.spag.com

Further information (optional)

Our historical progress figures show the impact that our strategies have on accelerating progress for our disadvantaged pupils; TPNA disadvantaged pupils exceeded progress scores for national non-disadvantaged and national disadvantaged in all areas in 2019 and 2022 (excluding TPNA disadvantaged compared to National non-disadvantaged pupils in Maths 2022)

This subsequently results in TPNA disadvantaged pupils by the end of their journey with us (Y6) achieving age related outcomes broadly in line with national non-disadvantaged pupils in Reading and writing and Maths. The gap has closed. In addition, when considering the impact of progress rates of TPNA disadvantaged pupils further we see that the resulting attainment of our pupils is far greater than their national disadvantaged counterparts in all areas.

This is revised data for 2018/19.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	**1.48**	**2.02**	**2.77**
Confidence interval	-1.5 to 4.4	-0.7 to 4.7	0.2 to 5.3
Number of disadvantaged pupils	17	17	17
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like -0.62	Like-for-like -0.50	Like-for-like -0.71

This is final 2021/22 data.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	**1.39**	**1.70**	**-0.13**
Confidence interval	-1.4 to 4.2	-0.9 to 4.3	-2.7 to 2.4
Number of disadvantaged pupils	20	20	20
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.41	0.39	0.54
National average for disadvantaged pupils	Like-for-like -0.83	Like-for-like -0.76	Like-for-like -1.15