

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Thornford Primary School
Pupils in school	102
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2021-22
Publish date	2 October 2021
Review date	2 October 2022
Statement authorised by	Neela Brooking
Pupil premium lead	Neela Brooking
Governor lead	Tony Gilbert

Disadvantaged pupil progress TA scores for last academic year (2020)

Measure	Score % achieving expected progress
Reading	100%
Writing	100%
Maths	100%

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Too small a number to be published
Achieving high standard at KS2	Too small a number to be published

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To build confidence, self esteem, resilience and wellbeing of pupil premium children at Thornford Primary School
Priority 2	To ensure pupil premium children achieve at least age related expectations or above in reading, writing and maths.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10,760

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS1 and 2 Reading	July 22
Progress in Writing	Achieve national average or above progress scores in KS1 and 2 Writing	July 22
Progress in Mathematics	Achieve national average or above KS2 Mathematics progress score	July 22
Phonics	Achieve national average or above expected standard in PSC	June 22
Other	Improve confidence, self esteem and wellbeing	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the new systematic synthetic phonics scheme effectively
Priority 2	Targeted intervention groups where pupils have forgotten/misunderstood key concepts
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10,560

Targeted academic support for current academic year

Measure	Activity
Priority 1	CPD for staff and implementation of the new Reading framework to build confidence in teaching and to support phonics, spelling and reading skills leading to an increase in progress and attainment in reading
Priority 2	Increase achievement in Maths for disadvantaged pupils falling behind age-related expectations by using pre and post teaching interventions and increasing maths fluency
Barriers to learning these priorities address	Encouraging wider reading at home and being read to by parents. Providing catch-up interventions in phonics, reading and in mathematics
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure disadvantaged pupils are able to access uniform, musical instrument tuition, trips, residential and extra-curricular clubs
Priority 2	Using a SAST Parental Support Adviser to support families with attendance and acute need
Barriers to learning these priorities address	Good Home school communication and support implemented if required. Encouraging oracy skills, confidence in public speaking and supporting families in need
Projected spending	£4240

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths lead to support TAs with pre and post teaching in small groups to support maths mastery	Maths Subject lead to lead whole school staff meeting about teaching fluency skills and have bank of resources available to support this in practice
Wider strategies	Engaging the families facing most challenges	Working closely with SAST PSA

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim. 2020-21 Most made good progress using in school tracking
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim. 2020-21 Most made good progress using in school tracking
Phonics	Exceeded disadvantaged national average. Disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Improvement in attendance since last year.