

Pupil premium strategy statement (Primary) 2022-23

School overview

Metric	Data
School name	Thornford CE Primary School
Pupils in school	100
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£17206
Academic year or years covered by statement	2022-23
Publish date	2 October 2022
Review date	2 October 2023
Statement authorised by	Neela Brooking
Pupil premium lead	Neela Brooking
Governor lead	Tony Gilbert

Disadvantaged pupil progress TA scores for last academic year (2022)

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	Gap between PP and non-PP Pupils with SEND and PP
Projected spending	£17206

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 23
Progress in Writing	Achieve national average or above progress scores in KS1 and 2 Writing	July 23
Progress in Mathematics	Achieve national average or above KS2 Mathematics progress score	July 23
Phonics	Achieve national average or above expected standard in PSC	June 23
Other	Improve confidence, self esteem and wellbeing	July 23

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

Measure	Activity
Priority 1	Ensure all staff have received specific CPD to deliver writing curriculum effectively
Priority 2	Targeted intervention groups for writing where pupils have forgotten/misunderstood key concepts
Barriers to learning these priorities address	Gap between PP and non-PP Pupils with SEND and PP
Projected spending	£20826

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	£15706

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	£1500

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 2021 to 2022. On track towards aim. Most made good progress using in school tracking
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from 2021 to 2022. Most made good progress using in school tracking
Phonics	Good Progress for disadvantaged pupils 21-22
Other	Improvement in attendance since last year.