Pupil premium strategy statement (Primary) 2023

School overview

Metric	Data
School name	Thornford Primary School
Pupils in school	100
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£26755
Academic year or years covered by statement	2023-24
Publish date	2 October 2023
Review date	2 October 2024
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	75%
Writing	50%
Maths	66%

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	SEND/PLAC and Medical needs combined with PP
Projected spending	£26755

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% Achieve national average or above progress scores in KS1 and 2 Reading	July 24
Progress in Writing	75% Achieve national average or above progress scores in KS1 and 2 Writing	July 24
Progress in Mathematics	75% Achieve national average or above KS2 Mathematics progress score	July 24
Phonics	Achieve national average or above expected standard in PSC	June 24
Other	Improve confidence,self esteem and wellbeing	July 24

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

Measure	Activity
Priority 1	Excellent delivery of Phonics scheme
Priority 2	Targeted intervention groups for phonics to boost children's learning
Barriers to learning these priorities address	Short-staffed/ allocating time to interventions
Projected spending	NELI course for YR to support phonics funded by DfE Tutoring costs for individual group work

Targeted academic support for current academic year

Measure	Activity
Priority 1	CPD to support teaching and phonics, hence 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	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure disadvantaged pupils are able to access uniform, musical instrument tuition, trips, residentials 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	16000

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 2022 to 2023. On track towards aim. 2022-23 Most made good progress using in school tracking
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from 2022 to 2023. On track towards aim. 2022 to 2023 Most made good progress using in school tracking
Phonics	Exceeded disadvantaged national average. Most Disadvantaged pupils meeting national average for by July 2023.
Other	Improvement in attendance since last year.