

Pupil premium strategy statement

2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Lucy How
Governor / Trustee lead	Caro Hollway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,390

Part A: Pupil premium strategy plan

Statement of intent

Thriplow C of E Primary School is committed to providing the best possible education for all pupils through a knowledge rich curriculum that is accessibly for all. Our intention is that all pupils, regardless of background make good progress across all subject areas. We want to see all pupils at Thriplow flourish and reach their full potential.

We recognise that some disadvantaged children can face a wide range of barriers which may impact on their learning as well as challenging those who are already high attainers.

Within this pupil premium strategy we will identify key challenges for our disadvantaged pupils and outline strategies we will be using to meet our overall aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Enable pupils to look after their social and emotional well-being and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem amongst some identified children
2	Disadvantaged children not equipped for learning
3	Early reading/phonics
4	Well-being
5	Writing standards across the school
6	Levels of attendance/punctuality

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
To raise self-esteem therefore ensuring children perform well across the curriculum.	Children to make progress across the curriculum – including foundation subjects.
To ensure all children, regardless of background, are equipped for learning.	All children able to access curriculum on a level footing.
To raise standards in phonics	To achieve at least the national average for phonics PSC (75% - 2022)
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2022-2023 demonstrated by: - <ul style="list-style-type: none">• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.• A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
Progress in writing	Achieve national average expected in KS2 writing (57% - 2022)
Attendance	Improve attendance/punctuality of disadvantaged children to meet national average.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage wider development in curriculum and providing additional support in writing	End of year outcomes for July 2022 show levels of attainment for PP children in writing.	5

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

Budgeted cost: £16,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide targeted support for children struggling in phonics	Our assessments and observations have shown that there are significant gaps in some children's phonics knowledge. The effective use of Teaching Assistants ensures that TAs deliver high quality 1:1 and small group support to help children.	3
Teaching Assistants to provide targeted support for children struggling in writing – sentence structure.		5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits including KS2 residential visit. £2000	Curriculum-enhancing activities are vital in education. At our school we observe the positive impact of educational visits on learning outcomes at all ages in promoting self esteem, social interaction and working as a team –all skills the children will need later in life.	1, 4
Support attendance of extra-curricular clubs e.g. Lamda and Dance £100	Extra-curricular activities are important in education ins raising self-esteem. They have a positive impact on well-being, social interaction, confidence, feelings of self worth and a sense of achievement.	1, 4
Supporting families with wraparound provision and enrichment activities. £300	Some families need support with paying for adhoc wraparound care with changes to work life of financial circumstances.	6
Equipping children with equipment needed for	Some disadvantaged families are not able to provide children with the	2

learning e.g. English texts, stationery equipment £100	necessary equipment meaning that they are lacking the very basic things needed to take part in learning.	
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