

Pupil premium strategy statement – Thriplow Primary School 2023-24

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	103
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Lucy How
Governor / Trustee lead	Caro Hollway

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,030
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£22,400

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 accessible 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 2024 demonstrated by: - - 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
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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage wider development in curriculum and providing additional support in writing.	To improve outcomes in writing and to ensure results are in line with or above national data.	5

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

Budgeted cost: £21,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to - provide targeted support for children struggling in phonics - provide targeted support for children struggling in writing – sentence structure. - Provide emotional and mental well-being support to pupils who have lower self esteems	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.	1, 3, 4, 5, 5

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits including KS2 residential visit. £900	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
Equipping children with equipment needed for learning e.g. English texts, stationery equipment £100	Some disadvantaged families are not able to provide children with the necessary equipment meaning that they are lacking the very basic things needed to take part in learning.	2, 4

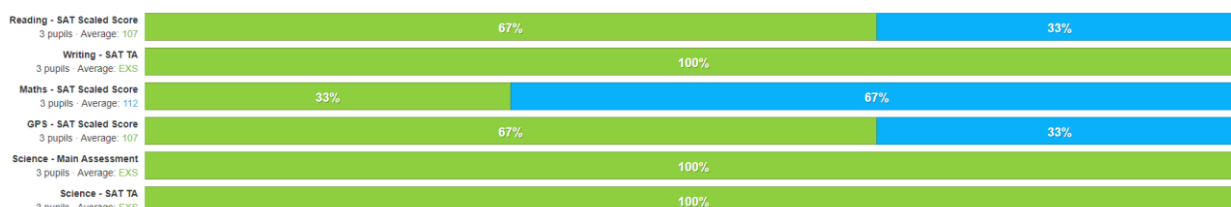
Total budgeted cost: £ 22, 400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

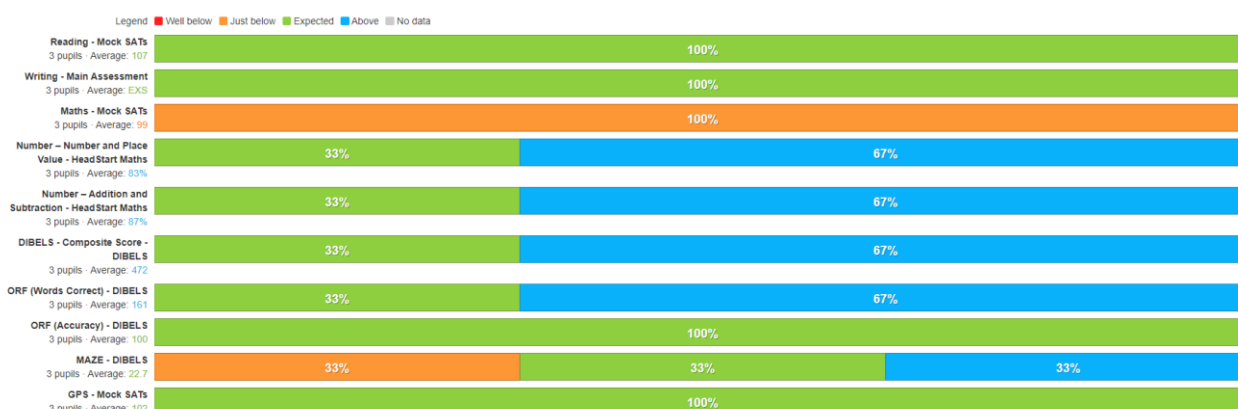
Year 6:

Data shows that all disadvantaged pupils achieved age related expectations.



Year 5:

Data shows that disadvantaged pupils mainly met age-related expectations. Where expectations were not met, data shows that achievement was 'just below' rather than 'well below'.



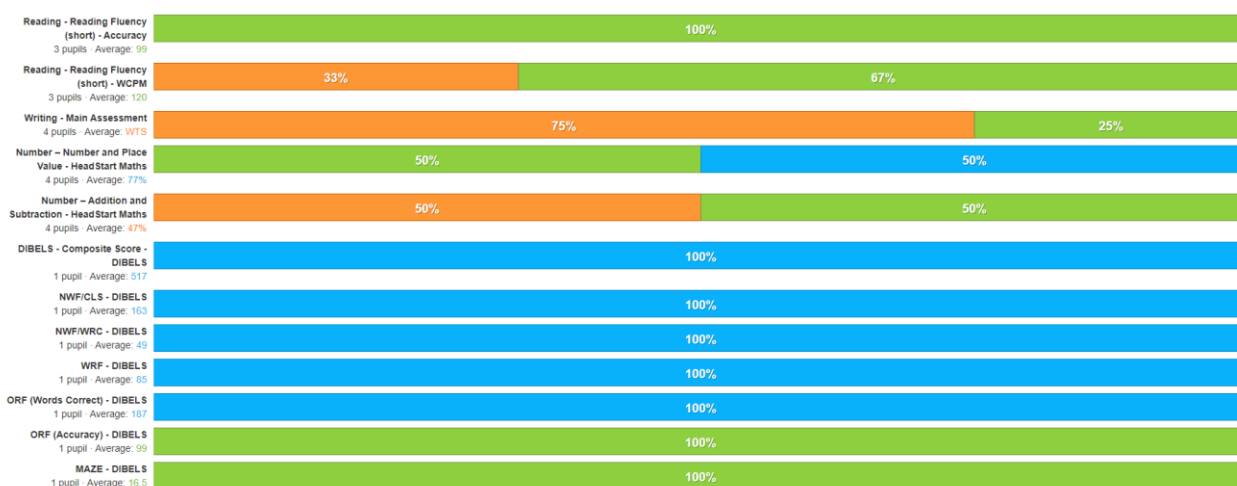
Year 4:

Data shows that disadvantaged pupils, for most subjects, did not meet age-related expectations.



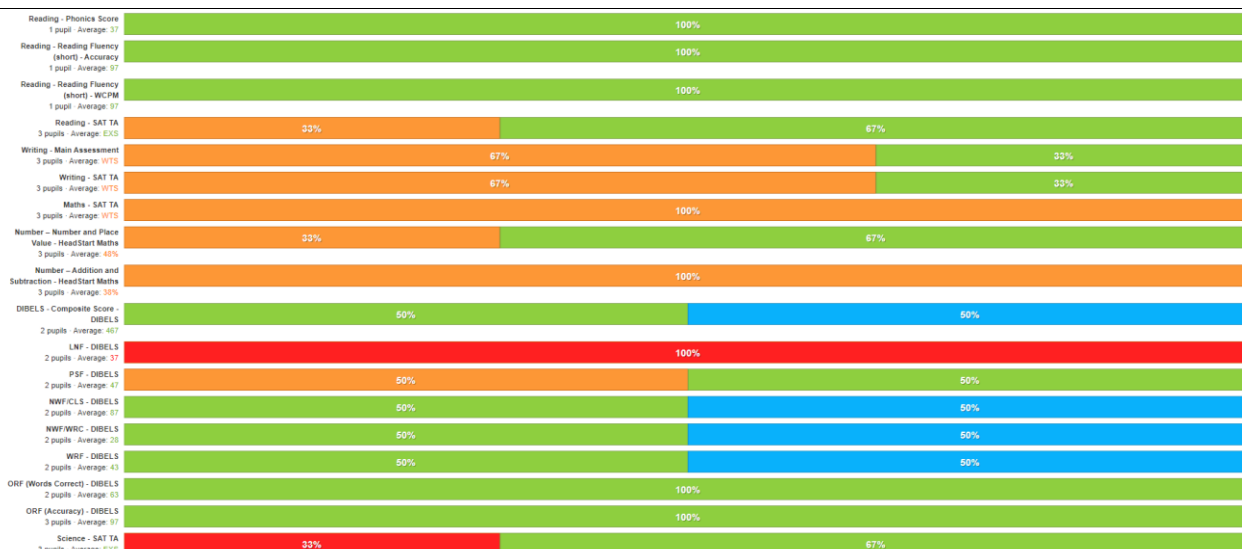
Year 3:

Data shows that disadvantaged pupils mainly met age-related expectations. Where expectations were not met, data shows that achievement was 'just below' rather than 'well below'.



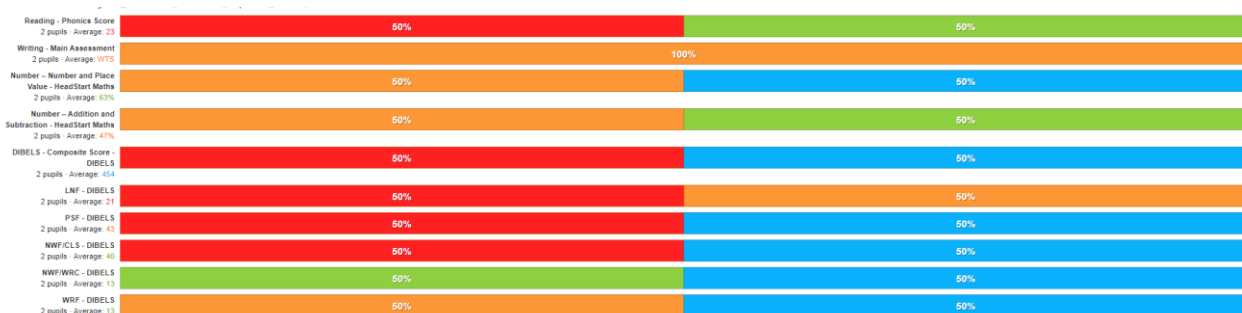
Year 2:

Data shows that disadvantaged pupils met age-related expectations in some areas.



Year 1:

Data shows that disadvantaged pupils met age-related expectations in some areas.



Reception:

Data shows that disadvantaged pupil met age-related expectations.

Listening, Attention and Understanding 1 pupil - Average: 2.0	100%
Speaking 1 pupil - Average: 2.0	100%
Self-Regulation 1 pupil - Average: 2.0	100%
Managing Self 1 pupil - Average: 2.0	100%
Building Relationships 1 pupil - Average: 2.0	100%
Gross Motor Skills 1 pupil - Average: 2.0	100%
Fine Motor Skills 1 pupil - Average: 2.0	100%
Comprehension 1 pupil - Average: 2.0	100%
Word Reading 1 pupil - Average: 2.0	100%
Writing 1 pupil - Average: 2.0	100%
Number 1 pupil - Average: 2.0	100%
Numerical Patterns 1 pupil - Average: 2.0	100%
Past and Present 1 pupil - Average: 2.0	100%
People, Culture and Communities 1 pupil - Average: 2.0	100%
The Natural World 1 pupil - Average: 2.0	100%
Creating with Materials 1 pupil - Average: 2.0	100%
Being Imaginative and Expressive 1 pupil - Average: 2.0	100%
EYF5 GLD 1 pupil - Average: GLD	100%

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.