

Pupil premium strategy statement - Thriplow Primary School

This statement details our school's use of pupil 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	97
Proportion (%) of pupil premium eligible pupils	14%
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)	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lucy How
Pupil premium lead	Lucy How
Governor / Trustee lead	Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,246.33
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£22,246.33

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

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 ensure all children, regardless of background, are equipped for learning and therefore able to make progress that is not hindered by inadequate equipment. - To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. - To raise standards in phonics - To raise self-esteem therefore ensuring children perform well across the curriculum. - Progress in writing and maths - Good levels of attendance for all children.	Achieve national average expected standard in KS1 PSC (80% - 2024) Achieve higher than national average expected standard in KS2 Reading (74% - 2024) Achieve national average expected standard in KS2 Writing (72% - 2024) Achieve higher than national average expected standard in KS2 Maths (73% - 2024) Improve attendance of disadvantaged pupils to meet national average (96%). This include punctuality.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

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: £20,246.33

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.	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	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: £22,246.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6

75% disadvantaged children met the expected level in all areas in their KS2 SATs.

Year 5

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

Year 4

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 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, for most subjects, did not meet age-related expectations.

Year 1

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'.

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