Pupil premium strategy statement

School overview

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| Metric  | Data  |
|  School name  | Plumbland CE School |
| Pupils in school  | 55  |
| Proportion of disadvantaged pupils  | 9.09%  |
| Pupil premium allocation this academic year  | £6925 |
| Academic year or years covered by statement  | 2022-2023  |
| Publish date  | September 2022  |
| Review date  | July 2023  |
| Statement authorised by  | Claire Mckie |
| Pupil premium lead  | Claire Mckie  |
| Governor lead  | John Taylor  |

Disadvantaged pupil scores for last academic year

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| Measure  | Expected or above (6 pupils= 11.53%per pupil)  |
| Reading  | 33.3%  |
| Writing  | 33.3%  |
| Maths  | 33.3%  |

Strategy aims for disadvantaged pupils meeting expected standard or above in KS2

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| Measure  | Activity  |
| Priority 1  | TA support employed to support and deliver targeted maths work in order to get the children to make expected progress  |
| Priority 2  | TA support employed to support and deliver targeted literacy work in order to get the children to make expected progress  |
| Barriers to learning these priorities address  | Some disadvantaged children also on SENs register so steps of progress will be relevant to their individual circumstances.  |
| Projected spending  | TA support for Maths and Literacy, paired tuition and in class.= £14 per hour.Funded afterschool and Early morning clubs = £20 a week |

Teaching priorities for current academic year

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| Aim  | Target  | Target date  |
| Progress in Reading  | Achieve national average progress scores in KS2 Reading  | July 23  |
| Progress in Writing  | Achieve national average progress scores in KS2 Writing  | July 23  |
| Progress in Mathematics  | Achieve national average progress scores in KS2 Maths Higher number of children to achieve greater depth standard  | July 23  |

Targeted academic support for current academic year

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| Measure  | Activity  |
| Priority 1  | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations  |
| Priority 2  | Establish small group Literacy interventions for disadvantaged pupils falling behind age-related expectations  |
| Barriers to learning these priorities address  | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness Ensure time is allocated and used efficiently   |
| Projected spending  |  TA support for Maths and Literacy, paired tuition and in class.= £14 per hour.Total= £6360 |

Wider strategies for current academic year

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| Measure  | Activity  |
| Priority 1  | Running after school club  |
| Priority 2  | Educational visits |
| Barriers to learning these priorities address  | Improving readiness to learn for the most disadvantaged pupils  Raising their aspirations and giving them experiences they may not have been given the chance to experience  |
| Projected spending  |  After school/ early morning club= (£20 per week) = £1710 |

Monitoring and Implementation

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| Area  | Challenge  | Mitigating action  |
| Teaching  | Ensuring enough time is given over to allow for staff professional development  | Use of INSET days and additional cover being provided where needed  |
| Targeted support  | Ensuring enough time for class teachers to support small groups  | Ensure release time to allow support  |
| Wider strategies  | Engaging the families facing most challenges  | Work closely with the families and outside support agencies  |

Review: last year’s aims and outcomes

Amount received- £8070

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| Aim  | Outcome  |
| Progress in Reading and Writing Targeted TA support  | Steady improvement in disadvantaged pupil progress.   |
| Progress in Mathematics Targeted TA support | Steady improvement in disadvantaged pupil progress. |
| Wider educational  | Good attendance at after school clubs. Residential trip took place and one disadvantaged child attended. A variety of educational visits took place. This enabled this group of pupils to feel fully inclusive in all aspects of school life.  |