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. |