Pupil premium strategy statement 2019-2020

School overview

Metric	Data
School name	Thundersley Primary School
Pupils in school	472
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£79,720 (inc £13,800 LAC)
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	October 2020
Statement authorised by	Emma Dawson
Pupil premium lead	Lorraine Armour
Governor lead	Charlott Peters

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.3
Writing	-1.7
Maths	-6.1

Strategy aims for disadvantaged pupils

Measure - Combined	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	20%

Measure	Activity
Priority 1 – Quality of Education - Literacy	Teachers forensic analysis of children's performance leads to lessons adapted to fit children's needs and interventions put in place resulting in accelerated progress.
Priority 2 – Quality of Education – Mathematics	Children in all year groups make rapid progress in mathematics and therefore attainment improves.
Barriers to learning these priorities address	Ensuring staff use evidence based teaching interventions (1:1, group, whole class) and Quality First Teaching.
Projected spending	£5,941

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (80)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (75)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (75)	September 2021
Phonics	Achieve 90% at expected standard in Phonics Screen	September 2021
Attendance	Improve the attendance of disadvantaged pupils to 96%	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Literacy	Good quality phonics; Accelerated Reading; High quality feedback for PPG children, including competency profiling; Use of test/assessment data to inform planning; high quality interventions; school to actively participate in ROBUS vocabulary project; pupil progress meetings.
Priority 2 – Mathematics	Maths meetings to be implemented; use of resources/manipulatives; CPD on maths mastery; high quality interventions; new maths scheme embedded.
Barriers to learning these priorities address	Ensuring staff use evidence based teaching interventions (1:1, group, whole class) and Quality First Teaching.
Projected spending	£49,309

Wider strategies for current academic year

Measure	Activity
Priority 1 -	High quality support for disadvantaged children to ensure they access a wide-ranging curriculum and maximise their personal development, including to BATIC counselling and family support.
Priority 2	To provide disadvantaged children with a range of wider experiences, e.g. clubs, music tuition, trips and residential experiences.
Barriers to learning these priorities address	Improving attendance and readiness to learn for disadvantaged children. Cost implications. Ensuring that families are aware of the support available.
Projected spending	£24,470

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff for professional development.	Use of twilight sessions/staff meetings and additional cover provided for key adults. CPD arranged for key adults.
Targeted support	Ensuring that there is enough time to analyse data and implement interventions/high quality provision.	Maths leader to be given additional cover. All staff given time to work with their PPG children.
Wider strategies	Engaging the families facing most challenges.	Strategic use of resources – BATIC counselling, nurture leader, attendance team.