

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Thirsk Community Primary School
Pupils in school	180
Proportion of disadvantaged pupils	60 (33.3%)
Pupil premium allocation this academic year	£80,700
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	August 2022
Statement authorised by	Richard Chandler – Head Teacher
Pupil premium lead	Rebecca Kaufman – Deputy Head Teacher
Governor lead	L Minican and J Granger

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Ensure all relevant staff (prioritising new staff) use McKie and to receive training to deliver Quality First Teaching (QFT) to all pupils effectively in all subjects
Barriers to learning these priorities address	All pupils receive QFT Consistency across the school Whole school approach is well established

	<p>All pupils are grouped correctly</p> <p>Reading is prioritised with catch-up interventions being identified early in order to narrow the gap</p>
Projected spending	£10,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	May 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	May 22
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0)	May 22
Phonics	Achieve national average expected standard in PSC	June 22
Other		

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure pupils are receiving the support needed for their academic abilities. This will be supported with 2 teachers each morning splitting the Y6 in English and Maths for QFT
Priority 2	Increase to 90% pass rate of phonics in KS1
Barriers to learning these priorities address	<p>Individual learning styles</p> <p>Supporting the delivery of McKie Mastery</p> <p>Gaps widening</p> <p>Being able to identify gaps quicker and put support in place more efficiently</p> <p>Ensuring teachers use evidence-based learning strategies</p> <p>Interventions for phonetical gaps being prioritised in EYFS and KS1 to ensure gaps are narrowed (even eliminated) for all</p> <p>Everyone- Every night continued to be pushed</p> <p>School reading team to return</p>
Projected spending	£51,000 grouping

### Wider strategies for current academic year

Measure	Activity
---------	----------

Priority 1	Improve attendance of disadvantaged pupils to an average of 97%
Priority 2	Increase cultural capital of disadvantaged pupils
Barriers to learning these priorities address	Introduction of breakfast club invites Walking bus Attendance 10/15 awards Enrichment weeks High quality topic lessons Real PE training
Projected spending	£19,700

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development  Ensuring all teaching staff have the knowledge of using CLIC everyday to increase the mental arithmetic ability of all pupils, ensuring a consistent approach is used across the school	Use of INSET days and additional cover being provided by senior leaders Drop Down Days per ½ term  Staff meeting development training
Targeted support	Ensuring there is time for SALT interventions and phonics interventions to occur throughout the school week.	English lead time to train all staff Staff time to base line pupils Daily interventions to precede all other activities SALT to be lead by 1 adult across school
Wider strategies	Engaging parents with school, including raising the attendance of our pupils	Attendance first aid Speaking to parents to support their children in school Wrap around care Walking school bus

## Review: last year's aims and outcomes

Aim	Outcome
Attainment and progress for all groups of PPG pupils will increase	Reading was the highest across school, increasing dramatically.

	<p>Maths has steady progress across the school, however writing has not developed as expected. Lockdowns have had a hit on writing, therefore it is a focus for this academic year</p>
<p>Clear plans and support (including working with outside agencies) for PPG pupils where SEMH impacts learning</p>	<p>Setting up of the sunshine room has supported many of our pupils. This, due to the bubble structure and lockdowns, did not have as much impact as expected. This will continue to develop this year. Pupil voice shows that those who did have time to self-reflect and work on anxiety, self-esteem, mind set and emotions, did find it helpful within the classroom environment</p>
<p>Attendance for PPG pupils to improve to match non PPG attendance</p>	<p>Continue on this action. Due to COVID-19, lockdowns and bubbles, the attendance did raise as pupils preferred the smaller classes, also the X code was used more frequently.</p>
<p>PPG pupils have more opportunities to develop cultural capital</p>	<p>Residential did occur for Y6 pupils Enrichment days were accessed by all pupils and attendance during those weeks soared End of y6 performance occurred on an outdoor stage (social distancing) Online workshops – including science, reading assemblies, virtual PE competitions, pantomime.</p>