

# Pupil Premium Strategy Statement

## Gaywood Primary 2020 / 2021

### School overview

Pupils in school	409
Proportion of disadvantaged pupils	17% (69)
Pupil premium allocation this academic year	£95,495
Publish date	September 2020
Review date	February 2021
Pupil premium lead	Andy Bazeley-Smith
Governor lead	Peter Cuss

### Disadvantaged pupil attainment scores for last academic year (2019)

Measure	2019
GLD	70%
Phonics screening check Year 1	67%
Meeting expected standard KS1 (RWM)	31%
Meeting expected standard KS2 (RWM)	29%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - <b><u>Teaching</u></b>	Pupil Premium children to achieve national expectations in attainment and achieve at least good progress across the key stages. To fill knowledge gaps that have widened since lockdown in March 2020 to maximise progress.
Priority 2 – <b><u>Targeted Academic Support</u></b>	All disadvantaged children to have targeted support to close the gap in English and Maths – particularly identified through PiXL diagnostic testing and RWI, delivered through small group and individual support. Use of RWI catch up in KS2 and RWI spelling to target the most vulnerable children with PP and close gaps particularly those that have widened since the extended period at home as a result of Covid.
Priority 3 – <b><u>Wider Strategies</u></b>	The attendance and punctuality of Pupil Premium children will improve and be in line, or above, national data. All children will have their social and emotional needs met so they are ready for learning aiming to increase effective learning to catch-up. To ensure that PP children have access to learning in the event of self-isolation or enforced lockdown.
<i>Barriers to learning these priorities address</i>	<i>Ensuring that all relevant staff use high quality teaching and learning including live marking feedback which focuses on disadvantaged pupils. Ensuring that the knowledge gaps that have arisen due to Covid are filled. Improving attendance and readiness to learn for the most disadvantaged Ensuring that the most disadvantaged close the gap in their attainment and progress</i>

	<i>Ensure that all children have access to high quality learning during self-isolation or enforced lockdown through access to technology or resources.</i>
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### **TEACHING priorities for current academic year**

Measure	Activity
Priority 1	Regular support and CPD from Subject leads and SENCO for individual pupils (particularly where there are new staff 3 NQT's and 3 RQT's) in order to deliver Talk 4 Writing, Talk 4 Reading, RWI & RWI spelling, Maths Mastery.
Priority 2	The use of a knowledge rich curriculum with raised expectations for all, particularly in vocabulary.
Priority 3	Specific focus on PP children in all classes through half termly pupil progress meetings that incorporate a specific pupil premium focus
<i>Barriers to learning these priorities address</i>	<i>Ensuring that all relevant staff use high quality teaching and learning including live marking feedback</i> <i>Ensuring that the most disadvantaged close the gap in their attainment and progress, particularly the wider gaps as a result of COVID.</i>
<i>Projected spending</i>	<b>£33,850</b>

### **TARGETED ACADEMIC SUPPORT for current academic year**

Measure	Activity
Priority 1	Use of RWI catch up in KS2 and RWI spelling to target the most vulnerable children with PP and close gaps particularly those that have widened since the extended period at home as a result of Covid.
Priority 2	All disadvantaged children to have targeted support to close the gap in English and Maths – particularly identified through PiXL diagnostic testing and RWI, delivered through small group and individual support.
Priority 3	TA support to implement targeted interventions including pre-teaching and overlearning.
<i>Barriers to learning these priorities address</i>	<i>Ensuring that the most disadvantaged close the gap in their attainment and progress particularly the wider gaps as a result of Covid.</i> <i>Ensuring that all relevant staff use high quality teaching and learning including live marking feedback which focuses on disadvantaged pupils.</i>
<i>Projected spending</i>	<b>£29,650</b>

## WIDER STRATEGIES for current academic year

Measure	Activity
Priority 1	Attendance officer follows up all attendance with a focus on PP giving support and advice.
Priority 2	Pastoral officer targets those vulnerable in order to meet SEMH needs.
Priority 3	Give children the best start to the day and be fully prepared for learning through access to breakfast club.
Priority 4	Ensure that the PP children have access to technology or resources to access learning remotely in the event of self-isolation or enforced lockdown.
Priority 5	To broaden the experience of the PP children through educational visits and enrichment activities.
<i>Barriers to learning these priorities address</i>	<i>Improving attendance and readiness to learn for the most disadvantaged</i> <i>Ensuring that the most disadvantaged close the gap in their attainment and progress</i> <i>In the case of a lockdown, access to technology</i>
<i>Projected spending</i>	<b>£30,250</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Time for CPD Time for subject leaders and senior leaders to support teachers in class Ensuring consistency for every teacher in delivery of the quality first teaching to teach and fill gaps in knowledge	Staff meetings focus on CPD across the breadth of the curriculum. Focus on NQT and RQT through mentoring and targeted CPD Trust programme of specific training for NQT/ RQT
<b>Targeted support</b>	Ensuring that there is sufficient time and appropriate training for Teachers and support staff to be trained in intervention and new strategies.	Specific focus on Pupil Premium children during pupil progress meetings and regular monitoring of Pupil Premium children
<b>Wider strategies</b>	Engaging the families facing most challenges Ensure that all have access to remote learning	Attendance and Pastoral officer and Pupil Premium lead will target Pupil Premium children in order to quickly identify children that need support both with attendance, SEMH difficulties and access to technology.

## Review: Last year's aims and outcomes

Area	Aims	Outcomes
<b>Teaching</b>	Pupil Premium children to achieve national expectations in attainment and achieve at least good progress across the key stages. To fill knowledge gaps that have widened since lockdown in March 2020 to maximise progress.	Due to COVID-19, all statutory testing in primary schools was suspended. Therefore, there is no validated data to report. A rigorous CPD schedule, informed by development plans was planned for and actioned.
<b>Targeted support</b>	All disadvantaged children to have targeted support to close the gap in English and Maths – particularly identified through PiXL diagnostic testing and RWI, delivered through small group and individual support. Use of RWI catch up in KS2 and RWI spelling to target the most vulnerable children with PP and close gaps particularly those that have widened since the extended period at home as a result of Covid.	Pixl resources were used to identify gaps in children's learning and these were addressed whenever the curriculum would allow and were used as a basis of any intervention groups before and after school. RWI catch up was actioned for KS2 children who progressed through the programme.
<b>Wider strategies</b>	The attendance and punctuality of Pupil Premium children will improve and be in line, or above, national data. All children will have their social and emotional needs met so they are ready for learning aiming to increase effective learning to catch-up. To ensure that PP children have access to learning in the event of self-isolation or enforced lockdown.	There was no significant difference between the attendance and punctuality of Pupil Premium and Non-Pupil Premium children for 2020/2021 [ <i>Pupil Premium = 93.51%; Non-Pupil Premium = 94.14%</i> ]. Children's social and emotional needs were met so that they could focus on the learning. Support package was tailored to the individual child. PP children who required access to technology were given it, those who struggled emotionally were encouraged to come into school.