

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Gaywood Primary School
Pupils in school	409
Proportion of disadvantaged pupils	17% (69)
Pupil premium allocation this academic year	£95,495
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	February 2021
Statement authorised by	Neil Mindham
Pupil premium lead	Andy Bazeley-Smith
Governor lead	Peter Cuss

## Disadvantaged pupil progress scores for last academic year (2019)\*

Measure	2019
GLD	57%
Phonics screening check Year 1	70%
Meeting expected standard KS1 (RWM)	42%
Meeting expected standard KS2 (RWM)	29%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Pupil Premium children to achieve national expectations in attainment and to achieve at least good progress across the key stage. To close the gaps that have widened since lockdown in March 2020.
Priority 2	Children will have their social and emotional needs met so they are ready for learning and active participants in their education.
Priority 3	The attendance and punctuality of Pupil Premium children will improve to be in line, or above, national data. To ensure that PP children have access to learning in the event of self-isolation or enforced lockdown.
Barriers to learning these priorities address	Ensuring that all relevant staff use high quality teaching and learning, including live marking feedback 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 Ensure that all children have access to high quality learning during self-isolation or enforced lockdown through access to technology or resources.
Projected spending	£14,590

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1 and KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS1 and KS2 Writing	July 2021
Progress in Mathematics	Achieve average KS1 and KS2 Mathematics progress score	July 2021
Phonics	Achieve national average expected standard in Phonics	July 2021
Other	Improve attendance of disadvantaged pupils to LA average (97%)	July 2021

**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	<p>Support and CPD from Subject leads and SENCO for individual pupils (particularly where there are new staff)</p> <p>CPD in all staff meetings in order to improve the skills of teaching staff.</p> <p>Use of PiXL resources 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.</p> <p>All children to have targeted support to close the gap in English and Maths – particularly identified through PiXL diagnostic testing</p> <p>The use of a knowledge rich curriculum with raised expectations for all.</p> <p>PP bookmarks used by all staff so that during live marking everyone within a class is aware of the PP children – where appropriate carefully chosen seating plans are utilised.</p> <p>Specific focus on PP children in all classes through half termly pupil premium specific progress meetings</p> <p>Use of specific teaching techniques in order to raise attainment and progress, including; Talk 4 Writing, Talk 4 Reading, RWI, Maths Mastery, Knowledge rich curriculum and NELI.</p>
Priority 2	<p>Attendance and Pastoral Officer employed to work with identified children that have SEMH needs so that they are ready to learn.</p>

	Peripatetic music teacher employed 2 days a week offering opportunities in a wide range of instruments (brass, woodwind, strings)
Priority 3	Attendance and Pastoral Officer employed to monitor attendance on a daily basis and follow up with families offering sign posting and support to increase children's attendance
Barriers to learning these priorities address	Ensuring that all relevant staff use high quality teaching and learning including live marking feedback Improving attendance and readiness to learn for the most disadvantaged Ensuring that the most disadvantaged close the gap in their attainment and progress particularly the wider gaps as a result of Covid.
Projected spending	£37,445

### Wider strategies for current academic year

Measure	Activity
Priority 1	Where possible create links with other schools to broaden the CPD experience of staff, including working within the WNAT schools. Provide high aspirations through the curriculum and challenge elements including step for depth.
Priority 2	Teachers to extend / stretch children through the use of step for depth activities within the knowledge rich curriculum. TA support to implement targeted interventions including pre-teaching and overlearning Give children the best start to the day and be fully prepared for learning through access to breakfast club Ensure that all PP children have the opportunity for enrichment activities 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 3	Curriculum development is such that children want to be at school. Attendance officer follows up all attendance with a focus on PP giving support and advice To broaden the experience of the PP children through educational visits where possible
Barriers to learning these priorities address	Ensuring that all relevant staff use high quality teaching and learning including live marking feedback

	<p>Ensure that staff use the relevant interventions that will add the most value through awareness of EEF and PiXL.</p> <p>Improving attendance and readiness to learn for the most disadvantaged</p> <p>Ensuring that the most disadvantaged close the gap in their attainment and progress</p>
Projected spending	£43,450

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Teaching and learning across the school lacks consistency and quality</p> <p>Gaps that have widened due to lockdown</p>	<p>Staff meetings focus on CPD across the breadth of the curriculum.</p> <p>Targeted diagnostic low stakes testing and intervention using in part PiXL resources.</p>
Targeted support	<p>Teaching does not always specifically target the children eligible for PP including the higher ability</p>	<p>Specific focus on PP children in all classes through half termly pupil premium specific progress meetings</p> <p>PP bookmarks used by all staff so that during live marking everyone within a class is aware of the PP children – where appropriate carefully chosen seating plans are utilised.</p> <p>Regular termly meetings with SENDCo allow for integrated strategies and support for SEN PP.</p>
Wider strategies	<p>Children are not motivated to learn and therefore are not as punctual as they should be</p>	<p>Embed the knowledge rich curriculum in order to encourage children to be in school – high expectation from staff will foster a desire to learn.</p> <p>Attendance and Pastoral officer will target PP children in order to quickly identify children that need support both with attendance and SEMH difficulties.</p>