

Pupil premium strategy statement

School overview

Metric	Data
School name	Grampond Road Village C.E.School
Pupils in school	97
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£19,120
Academic year or years covered by statement	2019 - 2020
Publish date	28 th November 2019
Review date	1 st November 2020
Statement authorised by	Miss Sarah Kennedy
Pupil premium lead	Miss Sarah Hosking
Governor lead	Mrs Tracey George

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Expected + 57%, Accelerated 36%
Writing	Expected + 57%, Accelerated 21%
Maths	Expected + 36%, Accelerated 25%

Strategy aims for disadvantaged pupils

Measure	Score (3 pupils)
Meeting expected standard at KS2	Maths 33%, Writing 67%, Reading 67%
Achieving high standard at KS2	Writing 33%. Reading 33%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme, Let's Think in English programme and Talk for Writing programme effectively.
Priority 2	Work with the Maths Hub to embed Teaching for Mastery across all year groups.
Priority 3	Ensuring staff use evidence-based whole-class teaching interventions including a consistent whole school TIS approach with all staff trained and confident in using techniques.

Barriers to learning these priorities address	Addressing language / knowledge / emotional resilience gap evident for our PP children.
Projected spending	£8000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores or better in KS2 Reading (0)	September 2020
Progress in Writing	Achieve national average progress scores or better in KS2 Writing (0)	September 2020
Progress in Mathematics	Achieve national average KS2 Mathematics progress score or better for our Family of Schools: (0)	September 2020
Phonics	Achieve national average expected standard in Y1 Phonics Screening Test.	September 2020
Other	Improve attendance of disadvantaged pupils to national average (98.5 %)	September 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1 Speech and Language	Embed a language rich environment in each classroom using Let's Think in English, Word of the Day, interactive Vocabulary displays and oral language interventions.
Priority 2 Close the Gap on attainment	Establish small group interventions (preferably same-day) for disadvantaged pupils falling behind age -related expectations.
Priority 3 Closing the Gap on attainment	Encouraging wider reading and providing catch-up in mathematics, reading and writing.
Barriers to learning these priorities address	Addressing language / knowledge / emotional resilience gap evident for our PP children.
Projected spending	£4000

Wider strategies for current academic year

Measure	Activity
Priority 1 Self-esteem, social interaction and growth mindset.	Creating and embedding enhanced and extra-curricular activities including the TIS activities, Lego Therapy, Forest School, breakfast and after-school clubs, music tuition and opportunities to explore different cultures.
Priority 2 Emotional and physical wellbeing.	Employing Family Support workers, counsellors and Play Therapists (and potentially a Therapy Dog).

	Fund to supply clothing/PE kit, snacks and water bottles when necessary.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and staff meeting times.
Targeted support	Ensuring enough time for teachers and teaching assistants to respond to needs/gaps in knowledge etc., planning and delivering interventions.	Use of HLTA / cover staff to free up teachers and others to plan and deliver interventions and support.
Wider strategies	Engaging the families and children facing the most challenges	Working closely with PSA to create outreach to families

Review: last year's aims and outcomes

Aim	Outcome
Reduce attainment gap of pupils deemed disadvantaged in Reading, Writing and Maths.	PP pupils have made accelerated in year progress in reading and maths compared to national. Their attainment is still below that of non-PP pupils.
Social, emotional and behavioural needs are identified and action planned to best support the needs of the children.	TIS training for staff led by SK. Less incidences of PA behaviour records. Lego Therapy to be introduced Autumn 2019.
Improve the attendance of a small core of persistent poor attenders.	Attendance of PP pupils above those of non-PP pupils at 96.09%. Attendance of EB 93.6%.