

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Grampond Road Village C.E.School
Pupils in school	97 (January 2021)
Proportion of disadvantaged pupils	18.6% (January 2021)
Pupil premium allocation this academic year	£19485 (April 2020 – March 2021)
Academic year or years covered by statement	2020 - 2021
Publish date	January 2021
Review date	19 <sup>th</sup> July 2021
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 (national average 85% and 25%)	Expected + 73%, Accelerated 36%
Writing (national average 85% and 25%)	Expected + 55%, Accelerated 36%
Maths (national average 85% and 25%)	Expected + 36%, Accelerated 18%

## Strategy aims for disadvantaged pupils

Measure	Score (5 pupils)
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Priority 1	Close the gap in attainment and progress for children who have had their learning disrupted by the impact of Covid-19 lockdowns.
Priority 2	Work with the Maths Hub to embed Teaching for Mastery across all year groups and staff.
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	Increased anxiety levels due to pressures of lockdown and Home Learning. Addressing language / knowledge / emotional resilience gap evident for our PP children.
Projected spending	£19,120

### Teaching priorities for current academic year

Aim	Target	Target date
Close the attainment gap in Reading	Close the gap and work towards age-related expectations by the end of the school year.	July 2021
Close the attainment gap in Writing	Close the gap and work towards age-related expectations by the end of the school year.	July 2021
Close the attainment gap in Mathematics	Close the gap and work towards age-related expectations by the end of the school year.	July 2021
Progress in Reading	Achieve national average progress scores or better in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores or better in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average KS2 Mathematics progress score or better for our Family of Schools: (0)	September 2021
Phonics	Achieve national average expected standard in Y1 Phonics Screening Test.	September 2021
Other	Improve attendance of disadvantaged pupils to national average (98.5 %)	September 2021

### 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	£15485
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### 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 (when permitted) and opportunities to explore different cultures.
Priority 2 Emotional and physical wellbeing due to the impact of Covid 19.	Employing counsellors and Play Therapists (and potentially a Therapy Dog). Fund to supply clothing/PE kit, snacks and water bottles when necessary. Using Catch-up funding to provide support.
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. Use of Catch-up Funding to 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
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.	All staff have received 2 x INSET half day sessions on delivering the RWInc phonics scheme. All teachers have received in-school training during staff meetings for LTIE and TfW.

<p>Work with the Maths Hub to embed Teaching for Mastery across all year groups.</p>	<p>Disrupted due to Covid 19. DS and SH continuing the next phase “Embedding” in 20/21. DS to deliver training in Staff Meetings to discuss and introduce the “5 Big Ideas”.</p>
<p>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.</p>	<p>Nurture Group started Spring 2020. TIS approach used.  Motional Snapshots used to assess class groups and activities used in classes.  Training to continue 20/21. AB to attend TIS Practitioner Training from Spring 2021.</p>