

**School Overview**

Total number of pupils on roll	250
Total number of pupil eligible for PPG	126 (49.6%)
Total amount of PPG received	£169,470
Academic year or years covered by statement	2020 - 2023
Publish date	December 2020
Review date	September 2021
Statement authorised by	Ben Davis
Pupil premium lead	Lisa Martin

**Disadvantaged pupil progress scores for last academic year**

Measure	Score (2019 due to no 2020 data)
Reading	-3.98
Writing	-2.14
Maths	-3.65

**Disadvantaged pupil performance overview for last academic year**

Measure	Score (2019 due to no 2020 data)
Meeting expected standard at KS2	49%
Achieving high standard at KS2	8%

**Strategy aims for disadvantaged pupils**

Priority	Activity
Attainment and progress of disadvantaged pupils will be in line with others in reading at the end of KS2.	<ul style="list-style-type: none"> <li>- Ensure all relevant staff have received training and ongoing support for RWI (Fresh Start) and Accelerated Reader</li> <li>- Ensure staff providing intervention have appropriate level of training in school learning systems.</li> <li>- Deliver 1:1 programmes of support, including precision teaching.</li> <li>- Enable high level of targeted teaching groups to supplement core curriculum teaching time.</li> <li>- Design bespoke programmes of study to address any 'gaps' learning for disadvantaged pupils.</li> <li>- Identify and purchase any additional teaching materials to support disadvantaged pupils in school and at home.</li> </ul>
The proportion of disadvantaged pupils reaching the expected standard in combined will be in line with others at the end of KS2.	
The proportion of disadvantaged pupils working at the higher standard in reading, writing and maths at the end KS2 will be in line with others.	

<b>Teaching priorities for current academic year</b>		<b>Projected Spend: £75,000</b>
<b>Priority</b>	<b>Activity</b>	
Develop the teaching of reading, particularly in KS2	<ul style="list-style-type: none"> <li>- Regular assessment of lowest 20% of readers in Y4 – Y6 and targeted interventions put in place</li> <li>- Non-class based AHTs to support class teachers with planning, teaching and assessment.</li> <li>- Review and embed use of Accelerated Reader</li> </ul>	
Effectively use summative and formative assessment to inform teaching	<ul style="list-style-type: none"> <li>- Introduce use of termly standardised tests to inform teacher assessment</li> <li>- Review use of PCT under current Covid restrictions and amend as necessary</li> <li>- FFT target setting to be completed for all year groups</li> </ul>	
Develop challenge for higher ability pupils, particularly in KS2	<ul style="list-style-type: none"> <li>- FFT target setting to be completed for all year groups to identify pupils working at GDS</li> <li>- CPD around what GDS looks like at the end of each key stage /year group</li> </ul>	

<b>Targeted academic support for current academic year</b>		<b>Projected Spend: £50,000</b>
<b>Priority</b>	<b>Activity</b>	
Develop the teaching of reading, particularly in KS2	<ul style="list-style-type: none"> <li>- Daily Fresh Start lessons for pupils in Y4-6 assessed to require this intervention</li> <li>- Amend approach to teaching English to combine reading and writing sessions to link to class text</li> <li>- AR Star Tests to be completed half termly and data used to inform intervention</li> <li>- CPD from AHT around analysis of weekly AR data</li> <li>- Support from AHT around planning, teaching and assessment</li> </ul>	
Effectively use summative and formative assessment to inform teaching	<ul style="list-style-type: none"> <li>- Embed use of PCT approach to marking and feedback</li> <li>- Use of QLA following completion of standardised tests to inform planning</li> <li>- Termly pupil progress meetings to check progress against FFT targets and identify pupils requiring additional intervention</li> <li>- Support from AHT around planning, teaching and assessment</li> </ul>	
Develop challenge for higher ability pupils, particularly in KS2	<ul style="list-style-type: none"> <li>- Support from AHT around planning, teaching and assessment to ensure appropriate challenge for pupils</li> <li>- Termly pupils progress meetings to identify pupils requiring additional support/intervention to be working at GDS.</li> </ul>	

<b>Wider strategies for current academic year</b>		<b>Projected Spend: £80,000</b>
<b>Priority</b>	<b>Activity</b>	
Continue to support the needs of the most vulnerable children	<ul style="list-style-type: none"> <li>- Employment of pastoral officer to promote good attendance and support families (EHA, organization of food hampers etc)</li> <li>- Availability of Breakfast Club</li> <li>- Subsidise educational visits</li> <li>- Purchase of uniform and PE Kit</li> </ul>	
Support the mental health / well-being of children	<ul style="list-style-type: none"> <li>- Wider Learning Programmes</li> <li>- Pastoral Officer to complete Mental Health First Aid Training for Children and Young People</li> <li>- Believe 2 Achieve counselling programme</li> </ul>	
Develop a strategy for remote learning	<ul style="list-style-type: none"> <li>- Purchase of laptops and dongles</li> <li>- Provide staff CPD</li> <li>- Digital Ambassador Training to promote e-safety</li> </ul>	

	<ul style="list-style-type: none"> <li>- Work with Concerro to develop and implement use of Teams with pupils</li> <li>- Member of staff responsible for supporting remote learning (TLR payment)</li> </ul>
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**Review: last year's priorities and outcomes (based on 2019 data due to COVID-19)**

Priority	Outcome
The gaps between disadvantaged pupils and other pupils in school are reduced, specifically by the end of key stage 2	<p>In EYFS and the Phonics Screening Check disadvantaged pupils outperformed other pupils both in school and nationally.</p> <p>At the end of Key Stage 2, attainment and progress of other pupils was above that of disadvantaged pupils</p>
Disadvantaged pupils in school out-perform disadvantaged nationally and are in line with other pupils nationally.	<p>At the end of Key Stage 1, attainment in reading and maths was in line with disadvantaged pupils nationally.</p> <p>At the end of Key Stage 2, attainment and progress of disadvantaged pupils was below disadvantaged and other pupils nationally.</p>