

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Garvestone Primary.
Pupils in school	66
Proportion of disadvantaged pupils	11/66 PPG 15/66 SEN 3/66 PPG plus SEN
Pupil premium allocation this academic year	£15,105
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	March 2021
Statement authorised by	
Pupil premium lead	M Farnan
Governor lead	S Brown

## Disadvantaged pupil progress scores for last academic year (2019 results as no 2020 results due to Covid19)

Measure	Score
Reading	+3
Writing	+2.5
Maths	+1.6

## Strategy aims for disadvantaged pupils 20/21(19/20)

Measure	Score
Meeting expected standard at KS2	n/a (100%)
Achieving high standard at KS2	n/a (33%)
Measure	Activity
Priority 1	<p>Efficiently fill any gaps in learning due to the pandemic to enable pupils to make good progress given individual starting points.</p> <p>Each class has a provision map outlining the appropriate additional support each child receives.</p> <p>Interventions are run by teachers and suitably trained TAs.</p>

Priority 2	<p>All children acquire good early number and reasoning skills which will support them to access the full Maths Mastery Curriculum.</p> <p>Small group sessions will enable the children to access maths at an appropriate level whilst providing challenging next steps.</p>
Barriers to learning these priorities address	<p>Ensuring that all staff are confident and able to teach Mastery Maths effectively and that there is an expected lesson format which follows our policy.</p> <p>Two class teachers are currently receiving training from the Mastery Maths Hub which they are cascading to colleagues.</p> <p>Consistency of the quality of learning provided will be monitored by HT and Maths Lead.</p>
Projected spending	<p><b>£2000</b> for supply cover for Maths training and resources</p> <p>Resources include White Rose Maths Premium Service (£99)</p> <p>WhiteRose student work books -£500</p> <p>£800 for teacher release to attend training and to work on plans for the whole school.</p> <p>Practical resources which include (but not limited to) Numicon</p> <p>I see Reasoning (Gareth Metcalfe)</p> <p>I see Problem Solving (Gareth Metcalfe)</p> <p>Copies of above for all year groups.</p> <p>At the end of this year £2000 funding will be released to support costs of implementing Mastery Maths .</p>

### Teaching priorities for PP pupils during the current academic year

Aim	Target	Target date
Progress in Reading	Achieve 100% expected at end of KS2	July 2021
Progress in Writing	Achieve 100% expected at end of KS2	Summer 2021
Progress in Mathematics	Achieve 100% at end of KS2	Summer 2021
Phonics	Achieve at least national average (Y1)	June 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>Children will be informally assessed on return to school in September by ongoing Teacher Assessment.</p> <p>More formal assessments take place at the start of December 2020. This data will inform the necessary support/interventions/extension work required for the spring 2021 Term.</p> <p>We will ensure all staff have access to training on effective use of resources to support children in the classroom and provide interventions.</p> <p>Catch up sessions (2x weekly) will be led by teachers using PP money and Government Catch up funding.</p> <p>Give data /SEND/PP leads time to analyse data and support teachers and TAs in delivery of intervention.</p> <p>Staff will identify children not achieving and provide catch up opportunities. We do this through regular (Half Termly) Pupil Progress meetings where staff identify children who need support and plans are put in place for appropriate regular support.</p> <p>Extra TA support in Class 1 as many children have not had the expected level of Pre-school experience due to Covid 19.</p>
Priority 2	<p>Work with other Hub schools to introduce the Mastery approach to Maths.</p> <p>Purchase relevant resources. (see projected spending on previous page)</p> <p>Establish maths interventions 1-1 or <b>small group</b> to target disadvantaged pupils in danger of falling behind. Use of pre teach and catch up.</p> <p>Resources to include 1 plus 1 and The Power of Two for individual children.</p>
Barriers to learning these priorities address	<p>Availability of quality training /cost for materials and supply costs.</p> <p>We will use some of our covid catch up funding to support these plans (see separate document)</p>
Projected spending	<p>£20,00 (Teacher costs )</p> <p>£8000 (TA costs)</p>

	<b>£15,000 from PPG and £5000 from “catch up” funding.</b>
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### Wider strategies for current academic year

Measure	Activity
Priority 1	Access support to help families with attendance. Free Breakfast clubs Staff member to bring child to school who has genuine difficulty getting here on time.
Priority 2	Ensure families have suitable access to IT in the event of a closure/isolation period. Free wifi/data Access to routers,PCs etc. We have access to 2 Government funded PCs which will benefit 4 of our PP families.
Barriers to learning these priorities address	Lack of engagement from one family. Only able to access 2 computers through Government scheme.
Projected spending	£1000-Parent support for TA to pick up a child each morning to ensure the child is in school on time.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allowing enough time in the curriculum to provide opportunities for catch up, and intervention. Accessing quality training and specialist support	Adapt timetable, initially in the autumn term. Adaptions will now carry on over in to spring term. Work with other UET schools to tap in to expertise.  HT/HLTA to cover colleagues to save on supply costs.This saves a considerable sum of money.  Participate in all Maths Hub Inset and local meetings Joint INSET across Trust

Targeted support	Time needed for Maths Lead to train TAs to lead Maths interventions.	Work with BPS and Northgate to make use of staff expertise for training needs. <b>TAs to receive cascaded training from Maths Lead and Class 3 teacher on how to support children with Maths .</b>
Wider strategies	Budgetary cost of additional staff	Discuss with CEO and finance officer possible options for staffing structure.

### Review: last year's aims and outcomes

Aim	Outcome
All staff trained and secure in Mastery approach	Training commenced but not completed due to lockdown-this will now continue Mastery style lessons are still at the early stages.
Ensure pupils have access to high quality decodable books and quality phonics teaching English lead to train all TAs and teachers	Achieved and recognised by OFSTED in January 2020  This proved to be very successful and our English Lead is now teaching staff how to lead Precision teaching.
Ks2 results 100% and 33% higher	Unable to evidence due to lockdown and suspension of SATs