

Pupil Premium Strategy Statement 2020/2021 – Gorsewood Primary School

Summary Information

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| Academic Year: | 2020/2021 | Total PP Budget: | £149,925 (budget amount, not academic year) | Date of PP Review: | |
| No of Pupils on Roll: | 187 (As at Sep 2020) | No of PP Pupils: | 109 (Ever 6) | Date of Next Review: | July 2021 |

Current Attainment

| | Pupils eligible for PP | Pupils eligible for PP (national average) |
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| % Achieving the expected standard or above in reading, writing & maths | | |
| Average progress score in reading (or equivalent) | | |
| Average progress score in writing (or equivalent) | | |
| Average progress score in mathematics (or equivalent) | | |

Strategy

| Project | Approx Cost | Barriers to Learning | Desired Outcome (to be reviewed at end of academic year) |
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| 2 Teacher model adopted in Year 6. One known to the children and one highly experienced. | £30,000 | High percentage additional needs. Due to Covid 19 unable to support transition as would normally have done. Children encouraged to settle as teacher known to them. Experienced teacher able to differentiate effectively and support needs. | Children are settled into new year group. Children's needs and gaps identified Progress is demonstrated in R, W, & M and gap between pupil premium funded and non-pupil premium funded is diminished. |
| 2.5 Support assistants in Year 6 to support a high level of pupils with EHCP's | £25,000 | SEMH and gaps in learning due to lockdown, additional support is required. Additional staff will allow for appropriate small group and one to one work. | Children are settled into new year group. Children's needs and gaps identified Progress is demonstrated in R, W, & M and gap between pupil premium funded and non-pupil premium funded is reduced. |

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| Additional experienced teaching assistants. Additional high quality classroom support and intervention to improve learning outcomes for pupils. | £35,000 | Gaps in reading, writing and maths skills – additional targeted support is required. Focus and engagement levels – children work more effectively in small groups and with specific learning intentions therefore additional staff will allow or this. | To continue to raise attainment and progress in reading, writing and maths. To continue to reduce the gap between those pupils eligible for pupil premium and those that are not. |
| To provide SENCO with time away from classroom responsibilities to focus on effective support of pupils with additional needs | £1750 (Term 1) | SENCO requires management time to make referrals, review and monitor pupils with SEN and support staff to support pupils effectively. | Referrals and reviews completed. Staff supported and trained to support pupils. Pupils receive effective support and make accelerated progress compared to non-funded pupils |
| To commission sports coaches, drama, dance and music specialist teachers to work with pupils in the school day or at after school clubs at no charge to pupils. | £13,000 | Engaging and capturing the interests of all pupils. Pupils’ life experiences are limited Concentration and levels of focus need to improve. | Pupils are inspired and motivated to learn. Pupils engaged and on task with activities that capture their interests. Pupils have a bank of experience to draw on. Gap between pupils eligible for pupil premium and those not is reduced. |
| To employ a Pastoral Team which includes a Family Support Worker, School Counsellor and Nurture/Behaviour Mentors | £30,000 | Children experiencing ever increasing stressful situations leading to behavioural and emotional difficulties. Vulnerable families on the verge of crisis Parents in need of parenting support Attendance and Punctuality impacting on learning opportunities. To work in partnership with parents to strengthen parental capacity and family relationships and to increase parental engagement in their children’s education. | Supporting children in a designated nurturing environment in a one to one and small group situation. Providing strategies to cope with stressful and emotional situations. Children becoming more resilient To work with families in crisis with a view to reducing children becoming subject to Child Protection Plans. Support families needing specific help through signposting them to appropriate agencies and providing advocacy as needed Provide outreach support to families in need. Closely monitor attendance and work with families to ensure good punctuality. Work with children in nurture groups thereby improving behaviour and reducing the chances of exclusions from school. |

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| | | | <p>Liaise with outside agencies to provide support as required to families</p> <p>Parental and family engagement increased in their children's education Reduce the number of persistent absentees among pupils eligible for PP to be in line with national average. Reduce the number of late pupils.</p> |
| To train additional member of staff as ELSA | £500 | Increased SEMH needs have been identified due to the impact of lockdown and Covid 19 | Pupils SEMH needs supported effectively and pupils engage in the curriculum making progress and accelerated progress |
| To access mental health training for all staff | £500 | Staff to access training to understand and support these needs effectively | Pupils SEMH needs supported effectively and pupils engage in the curriculum making progress and accelerated progress |
| To employ a Speech Therapist to support parents and pupils. | £5,000 | Delayed speech and language development in many children | To intervene early and effectively with children for whom communication skills are concerning thus increasing the chances of children reaching age appropriate expectations by the end of Year 2. Improve staff diagnostic and intervention skills. Improve outcomes |
| Attendance including SLA for support from LA and rewards | £800 | Attendance and punctuality disrupting learning and impacting on continuity and progress | <p>Attendance for pupil premium children meets national average. Reduce the 9% of persistent absentees for PP funded pupils.</p> <p>Closely monitor attendance and work with families to ensure good attendance and punctuality.</p> <p>Reward 99%+ attendance and good punctuality.</p> |
| To purchase additional Educational Psychologist hours | £1,400 | Pupils eligible for pupil premium funding need support to fully access the curriculum | Educational Psychologist to observe pupils, advise on strategies/next steps. Pupil supported effectively and make progress in line with SEN pupils nationally at the end of KS1/KS2 |

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| <p>Development of school garden to include raised vegetable beds, greenhouse, quiet area, tools, seeds, plants and trees</p> | <p>£500</p> | <p>Pupils struggling to engage need physical breaks, need time and place to be calm, mindful, and reflect. Social interaction with peers has been reduced due to Covid 19</p> | <p>Pupils have purposeful breaks and are able to engage in learning and make academic progress. Pupils are calm and have developed strategies they can apply throughout their life. Calm pupils are more likely to engage with learning. Social communication and interaction skills improve. Peer relationships improve. Less distraction, increase progress and more pupil premium funded pupils working at expected standard and more than expected standard</p> |
| <p>To purchase class set of chrome books</p> | <p>£8,000</p> | <p>Pupils reluctant to make mistakes and have a go, pupils not seeing mistakes as part of the learning process. Concentration and engagement levels need to improve Chrome books support Google Classroom and enable learning to be individualised and progress monitored, feedback instant. Children needing further support/practise are highlighted to the teacher who can give instant support</p> | <p>Motivated pupils Targeted support Pupils feeling comfortable to make mistakes Individualised learning Effective feedback Increased engagement resulting in increased percentage of pupil premium funded pupils at expected and more than expected standard in R, W & M.</p> |