



Pupil premium strategy statement

Gedney Drove End 2020/21

1. Summary information			
School	Gedney Drove End Primary School		Pupil Premium Review completed
			September 2020
Academic Year	2020/21	Total PP budget	£5,380 plus £9,380 PLAC
Total number of pupils	39	Number of pupils eligible for PP	8 plus 4 PLAC

2. Current attainment KS2 2018/19 2019/20 data not available due to covid.			
	Disadvantaged pupils	School	National Average
% achieving in reading, writing and maths	75%	75%	65%
% achieving expected standard in Reading	75%	75%	73%
% achieving expected standard in writing	75%	75%	78%
% achieving expected standard in maths	75%	75%	79%

Barriers to learning
Behaviour issues of a small minority of pupils, in particular those new to the school.
Parental engagement for some hard to reach families.
Life experiences outside of the village and aspirations.
Early childhood trauma
Gaps created in learning due to covid and subsequent absences due to self isolation requirements



What do we want to achieve?	How are going to achieve it?	Timescale	Resources Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
Provide good quality intervention to ensure disadvantaged pupils make accelerated progress.	Review interventions for effectiveness during English and Maths Reviews.	September 2020	Supply costs	SW/LR	School have evaluated the effectiveness of TA support in the class. Pupils to attain in line with FFT 20 predictions.	Subject leaders through English and Maths reviews.	How are TAs used effectively? What is it that the most effective TAs are doing? Do we need additional training for teachers and TAs?
	Provide teacher intervention	October 2020	Small classes allows for teacher led QFT interventions	SW/LR/MT	Children to make good progress from their starting points and previous key stage.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Intervention in pre-learning provided - planned by class teachers to support those pupils at risk of falling behind.	September 2020		SW/LR/MT	For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	
	Intervention planned for higher ability pupils.	November 2020	£16,342	SW/LR/MT			
	Targeted after school booster provided at all schools for pupils in Y6 identified from FFT with potential for Greater Depth. Easter Booster	January 2021 April 2021	TA costs £4,252	SW/LR/MT	Pupils to attain in line with FFT 20 predictions.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?



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Provide early intervention in EYFS	All children to be WELCOMM screened as part of the school baseline. WELCOMM intervention	September 2020	£100 £2,068	NF	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
Provide Phonics Intervention	Phonic assessment and intervention. Phonic screening to take place in January and identified boosting to be targeted at those pupils at risk of not meeting the standard. RWI resources and training through development days	September 2020 January 2021 October 2020	£1,032 Development days paid by Westmere £500	NF	For disadvantaged pupils to attain in line with no disadvantaged pupils nationally.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
To ensure that the attainment and progress of all pupils, but particularly the most able pupils is accelerated.	For PPM meetings to use the FFT data for early identification of where children are falling behind.	September 2020	Cover for PPM	SW/LR	Progress is accelerated for all children.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?



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<p>To ensure the curriculum meets the needs of all pupils - in particular vulnerable pupils</p>	<p>Reviewing new curriculum so that is bespoke and targets areas of identified weakness. These are language and oracy skills, independence and gaps now created due to COVID.</p>	<p>December 2020 Subject leaders</p>	<p>Release time Paid by HSM</p>	<p>SM</p>	<p>The curriculum will ensure all children reach their full potential in all subject areas.</p>	<p>SLT through reviews and work scrutiny</p>	<p>Is it clear from books/deep dives that all children - particular the most vulnerable are making good progress.</p>
<p>To improve reading attainment</p>	<p>Key action in the SIP Additional home readers provided for all children. Reading intervention. Reading incentives.</p>	<p>September 2020 ongoing</p>	<p>£500 resources</p>	<p>SW</p>	<p>Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.</p>	<p>SLT through PPM.</p>	<p>What percentage of children in these groups are making accelerated progress?</p>
<p>To improve the emotional resilience and behaviour of pupils</p>	<p>Family support worker to work alongside families</p>	<p>September 2020 ongoing</p>	<p>£27,317 - cost paid by Westmere.</p>	<p>KW/ AC</p>	<p>For there to be a reduction in incidents of poor behaviour and exclusions.</p>	<p>Governors through HT report.</p>	<p>Is behaviour improving?</p>



4. Our schools use our pupil premium spend on a number of initiatives that are included in the Sutton Trust EEF Teaching and Learning Toolkit. Examples are included below.	
<u>After school programmes</u>	The schools offer a variety of after school clubs. There are a number of sports focussed clubs. More recently some academic clubs have been by invitation to targeted clubs.
<u>Small group tuition</u>	All three schools provide one to one tuition for pupils requiring support. This is sometimes specific programmes, but can also be as a result of not being able to do something in the classroom and additional tuition is needed. The tuition also takes place during split input sessions in class. The small group work is carried out by teaching assistants and teachers.
<u>School uniform</u>	Some pupil premium children have accessed free school uniform. Although the EEF toolkit would suggest no month's improvement, it is important for social reasons that children are not made to look different
<u>Phonics</u>	The schools have provided additional members of staff to deliver phonics teaching and phonics intervention.
<u>Social and emotional learning (SEL)</u>	The additional needs teacher at Westmere has planned SEL interventions that can be delivered via outreach. These support children with social and emotional difficulties. There are some children that require the work for a small amount of time where others require it longer term. We have also referred children and families to our family support worker and counselling where necessary.
<u>Sports participation.</u>	We now employ a PE teacher who works at all three schools. They deliver lunchtime and after school clubs. All three schools also take part in sports competitions.



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<u>Parental Involvement</u>	We have delivered several workshops to encourage parental engagement. School are working with the children's centre to further develop parental involvement. Many of our parents access support from our family support worker.
<u>Outdoor adventure learning.</u>	The schools take part in two residential visits, one for Y3/4 which takes place on a farm and one for Y4/5/6 which takes place at Hilltop, an outdoor pursuit's centre. The school provide funded places for pupil premium children to these.
<u>Behaviour interventions</u>	The schools also employ a number of TAs to support children with behavioural difficulties to avoid exclusion where there is not statutory funding in place. Our family support worker also provides additional support.
<u>Mastery Learning</u>	Interventions take place at all three schools; these are child focussed around what the children need.
<u>Meta-cognition and self-regulation</u>	HSM and GDE have used the Chris Quigley materials the secrets of success. This scheme of work based on Stephen Covey's book, the seven habits of highly effective people, gives children the opportunity to develop independence and resilience in their work. All three schools use the growth mindset materials.
<u>One to one tuition</u>	One to one tuition takes place at all three schools; it is targeted at those children requiring additional support.
<u>Oral Language Interventions</u>	The increased adult/pupil ratio in EYFS does help to support oral development. The RWI scheme of work for phonics and early reading does involve regular oral interactions within the classroom
<u>Collaborative learning.</u>	Class teachers encourage collaborative working whenever possible. The schools have purchased the Scholastic guided reading scheme that encourages collaborative and independent working.
<u>Feedback</u>	Improving the quality of feedback has been a key area for improvement on our schools. It is a regular focus for our M&E calendar and is a non-negotiable in all subjects. Children also receive teacher pupil progress chats termly.
<u>Early Years Intervention.</u>	Additional adults are used within the EYFS classes to support. All three schools have enhanced adult pupil ratios to support children to reach a GLD. The school have focussed this on the prime areas, in particular PSED skills for boys. The schools are working closely with the pre-schools and children's centre to further develop good transition.



5. <u>Impact of spending 2019/20</u>	
In EYFS 18/19	The one child eligible for pupil premium made good progress from their starting points
In KS1 18/19	In reading and writing, the two pupils eligible for pupil premium achieved the expected standard, in maths one pupil did not achieve the expected standard and is now receiving small group intervention.
In KS2 18/19	Of the four pupils who were eligible for pupil premium, 75% achieved the expected standard in all subjects and combined. Progress for these pupils was above all over pupils and above national averages.
Leadership of Pupil Premium	<p>Senior leaders have observed out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions. The biggest impact has been where teacher led interventions have taken place. During monitoring and PPMs, senior leaders have focused on the quality of teaching and learning of all pupils, but have completed work scrutiny specially looking at pupil premium pupils. Senior leaders are monitoring the progress of these pupils using target tracker, challenging targets are used by using FFT 20. Work scrutiny is completed regularly. The pupil premium strategy is created using evidence from the EEF toolkit.</p> <p>All of our schools offer a range of clubs, we offer sports and academic clubs, although the latter are not well attended, we have also personally invited disadvantaged pupils requiring support, but this has not always been successful. We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children. At GDE we use sensory interventions and Lego therapy.</p>
Teaching of pupil premium children	<p>Our children receive high quality constructive verbal feedback and marking daily, it is our view that children learn best when they have verbal feedback. We encourage our teachers to work with all pupils, but ensure that those requiring support should receive the most amount of time from the teacher to ensure equality of opportunity.</p> <p>All teachers complete a pupil premium action plan for their class termly (three times per year) in this they detail who their pupil premium pupils are, what their barriers to learning are and what they will do to support these pupils, either through intervention or targeted QFT.</p> <p>Our pupil premium strategy is based on evidence from EEF and so our teachers use this to ensure they understand what interventions have the most impact. Our strategies for spending specifically match the barriers for learning for our disadvantaged pupils. For example, we are aware that our children come into school with poor oracy skills and we often lack parental engagement. We also have a number of our pupils who have suffered emotional trauma and so require emotional interventions along with academic ones.</p> <p>The targets for pupil premium pupils are aspirational; we use FFT 20 to set challenging and aspirational targets for all pupils including those eligible for the pupil premium funding. The schools provide free breakfast club provision for all pupils.</p>