

Greystoke Primary School Pupil premium strategy statement

School overview

Metric	Data
School name	Greystoke Primary School
Pupils in school	362
Proportion of disadvantaged pupils	13% (48)
Pupil premium allocation this academic year	£50,000
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Ronnie Richardson
Pupil premium lead	Ashley Simpson
Governor lead	Anita Hulait

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to COVID
Writing	N/A due to COVID
Maths	N/A due to COVID

Review: last year's aims and outcomes

Aim	Outcome
<p>Increased number of PP pupils achieving ARE in reading.</p> <p>Yr. 6 PP to be in line with national expectations</p>	<p>Assessment of reading is accurately tracked to improve progress in all year groups.</p> <p>New prescriptive reading scheme (PM Benchmark) implemented successfully to allow for careful and measured assessment and small steps progress.</p> <p>Scholastic Pro reading scheme implemented in order to ensure children are reading real books at the right level and answering appropriate comprehension questions.</p> <p>Century AI platform used as an aide to developing reading and comprehension.</p>

<p>Increased attainment of PP pupils achieving ARE in writing including increased attainment of boys writing</p> <p>Increase attainment of boys writing from previous year</p> <p>To identify and target specific GDS writing pupils</p>	<p>No aims can be demonstrated to have been met due to lack of statutory testing.</p> <p>Up to March, writing was a clear focus for the school with careful consideration of novels chosen for class texts which held a high interest level for boys.</p> <p>Interventions focused on basic skills in order to lay strong foundations with PP children ready to build on and make progress with.</p>
<p>Increased fluency in multiplication facts across Yr2-6</p>	<p>Track assessment of Multiplication facts through TT Rockstars to monitor progress.</p> <p>During lockdown, TTRS used extensively and widely as part of the home learning plan.</p>
<p>To improve the mental health and well-being of PP pupils</p>	<p>Pastoral team developed in line with increased numbers of Pupil premium children including the appointment of a family support worker.</p> <p>During lockdown the pupil premium children were targeted for whole family support on a weekly basis and paper copies of work were distributed for families without technological devices.</p>
<p>To improve the tracking of PP pupil's assessment and attendance</p>	<p>Assessment of PP children is clearly tracked</p> <p>Interventions are targeted based on Pupil need</p> <p>PP lead to attend Network meetings to receive up to date training and research of PP (these were halted in March due to lockdown)</p> <p>Assessment of PP supports progress</p>
<p>Supporting PP families including parental engagement with the school, learning support and Attendance of PP so that it is consistent across the school</p>	<p>PP leader supported all PP parents and offered guidance on pupil needs and home learning, alongside the family support worker so that all stakeholders were kept informed on progress and engagement whilst children were at home.</p>

Strategy aims for disadvantaged pupils

<p>Meeting expected standard at KS2</p>	<p>Reading -66%</p> <p>Writing 77%</p> <p>Maths -77%</p> <p>66% Combined</p>
<p>Achieving high standard at KS2</p>	<p>Reading – 34%</p> <p>Writing – 22%</p> <p>Maths – 34%</p>

Measure	Activity
Priority 1 RAP	<p>Academic achievement of our PP pupils.</p> <p>To ensure that gaps are identified and addressed in a timely manner in reading, writing and maths using a range of online and trust wide assessment strategies including scholastic pro, Times Table Rockstars (TTRS) and the assessments carried out at the start of the year.</p> <p>Through careful assessment, ensure bespoke interventions support the pupil's learning and close the gap between PP and non PP children.</p> <p>Additional teachers have been employed to ensure there is capacity for high quality, teacher led interventions which address gaps and misconceptions early.</p>
Priority 2 RAP	<p>Ensuring that the social digital divide does not have an impact on the outcomes and mental wellbeing of PP children. Especially in the event of lockdown or self-isolation.</p> <p>Ensuring that all PP children and families have access to an ELSA or family support worker at least once per week to assess welfare issues and direct to teaching staff if any educational/ engagement issues.</p> <p>Purchasing IT equipment so that all disadvantaged pupils have access to online learning.</p> <p>Pupils to be taught using the online platform in school so that they are proficient in this before using at home.</p> <p>Training delivered so that all staff can deliver content and curriculum which will meet the needs of disadvantaged pupils when delivering learning through online platforms.</p>
Barriers to learning these priorities address	<p>Impact of not being in school.</p> <p>Impact of not having access to online learning.</p> <p>Impact of SEMH because of COVID.</p> <p>Impact of the attainment gap widening because of this.</p>
Projected spending	£ 50,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Increased number of PP pupils achieving ARE in reading through:</p> <ul style="list-style-type: none"> • Improved whole class guided reading systems across the school • Increased number of 1:1 reading staff focused specifically on PP children 	July 2021

	<ul style="list-style-type: none"> • PM benchmark books and assessments • Scholastic Pro reading system embedded and used regularly to assess and ensure real books are in stock pitched to match children's reading level. 	
Progress in Writing	<p>Increased number of PP pupils achieving ARE in writing through:</p> <ul style="list-style-type: none"> • An innovative and exciting novel study approach to writing that focuses on oracy first in order to allow children to build up language and orally rehearse prior to writing • High quality texts used as the springboard to teach age related skills and knowledge with a close attention paid to ensure they feature characters which represent a diverse and broad spectrum of society and the world in order to engage and interest all children • Age related phonics interventions used to develop spelling skills and focus on pupils ability to 'hold' a sentence and check to ensure it makes sense, breaking the writing process down and focusing on basic skills 	July 2021
Progress in Mathematics	<p>Increased fluency in PP pupils in multiplication facts across Yr2-6 through:</p> <ul style="list-style-type: none"> • Engaging with lead practitioner and upskilling all staff in the planning, teaching and assessing of multiplication facts • Purchasing of 64 touch screen laptops so that all children have more opportunity to practise in school in a manner that suits them – eg: laptop or tablet • Maths lead release time to support and ensure high expectations regarding multiplication facts 	July 2021
Phonics	<p>Close gaps between PP and non PP outcomes in phonics by:</p> <ul style="list-style-type: none"> • Increasing confidence in all staff in phonics teaching and assessment • Ensuring rigorous teaching & tracking of phonics • Small group interventions across the school to close gaps and increase attainment in reading and writing 	July 2021

	<ul style="list-style-type: none"> Purchasing a wider range of phonics first texts to ensure that all children are taking home phonics books relevant to the sound they have been taught 	
SEMH/Wellbeing	<p>Pupil wellbeing is a priority in ensuring PP pupils can achieve age related academic standards. This will be addressed through:</p> <ul style="list-style-type: none"> Increased parental engagement with the school through the family support worker & pastoral team Early identification, support and signposting to external agencies for additional support for families where needed Monitoring of the attendance of PP pupils to improve this across the school 	July 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
<p>Priority 1 RAP</p> <p>To raise attainment and progress of PP children through quality first teaching that inspires and engages learning particularly RQT and teachers new to the school</p> <p>Increased number of PP pupils achieving ARE in reading.</p> <p>To increase the attainment of PP children achieving ARE in writing</p> <p>Increased fluency in multiplication facts across Yr 2-6</p>	<ul style="list-style-type: none"> 10 minute observations providing targeted coaching for teachers provided by SLT members. Use of instructional coaching model to provide targeted coaching on key areas of development Use expertise within Discovery Schools Trust to support excellent teaching and learning Staff meetings to focus on improving staff teaching and learning through ongoing use of the T&L strategy and evidence based research Scholastic Pro to target reading fluency and comprehension A reading assessment to be completed using the diagnostic tool to identify gaps and areas for development Sessions to be completed weekly Staff CPD on Systematic synthetic phonics to support reading fluency at KS1, yr 3/4 and to support lower attaining (typically PP) children in year 5/6 Resources following training to develop whole school practice

	<ul style="list-style-type: none"> • Evaluation of school guided reading system and implementation of evidence based research to support the teaching of reading comprehension (Leicestershire TSA SIFF project) • Increasing the use of parent engagement in reading • Novel study CPD with a focus on increasing interest and engagement level through immersion into text and increased opportunities for speaking and listening strategies • Purchase of new texts that will specifically target pupils interests and engagement across the school • Century AI to complete diagnostic on learning in maths, reading and grammar • Complete weekly sessions which allow pupils to complete learning that is specific to their needs • TA/ teacher release time to allow targeted pupils to get focused support on improving writing to GDS • Teachers to complete the conferences focused on specific skills in writing • Staff CPD on teaching multiplications as a whole school development • Maths Lead to work with Trust to support improvements in teaching multiplication • Whole school to be part of TT Rockstars and push practice at home • Multiplication intervention in each year group from yr 2 to 6 using TT Rockstars to implement • 5 days of cover to work with DSAT maths lead to support implementation and monitoring • TT Rockstars clubs weekly – focus on PP children first as well as other pupils
<p>Priority 2 RAP</p>	<ul style="list-style-type: none"> • Ensuring that the social digital divide does not have an impact on the outcomes and mental wellbeing of PP children. Especially in the event of lockdown or self-isolation. • Ensuring that all PP children and families have access to an ELSA or family support worker at least once per week to assess welfare issues and direct to teaching staff if any educational/ engagement issues. • Purchasing IT equipment so that all disadvantaged pupils have access to online learning. • Training delivered so that all staff can deliver content and curriculum which will meet the needs of disadvantaged pupils when delivering learning through online platforms. • Pupils taught using online learning platform weekly in school to secure knowledge and understanding of the processes expected when they are at home.

Barriers to learning these priorities address	
Projected spending	Total pupil premium expenditure:

Wider strategies for current academic year

Measure	Activity
Priority 1 RAP	Weekly use of Century AI tool to identify and plug gaps in children's learning. Use of teacher conferences focusing on specific skills in writing.
Priority 2 RAP	Staff training centred around teacher's skills using online line platforms. All pupils to be given access to online learning tools and to be taught how to use the systems in place as part of their learning in school.
Barriers to learning these priorities address	Impact of not being in school. Impact of not having access to online learning. Impact of SEMH because of the impact of COVID. Impact of the attainment gap widening because of this.
Projected spending	Total pupil premium expenditure: £

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>1. Assessments highlight widening gaps in pupil's learning in classrooms where children can't sit in learning groups due to SEMH needs</p> <p>2. Many PP pupils have social and emotional issues which impact on their ability to access their learning. A number of PLAC need continued counselling/ELSA support</p> <p>3. PP pupils typically engage in home learning less than non PP pupils in the event of isolation or lockdown.</p>	<p>1. Close monitoring within phases will identify issues early and actions will be put in place to mitigate against a negative impact. Distributed leadership and coaching model to ensure capacity and use of Cover Supervisors to allow additional monitoring and support</p> <p>2. FSW and ELSA working with children and families, linking with Social Care where needed to build relationships and develop strategies</p> <p>3. By ensuring the technology and skills are in place we hope engagement will increase and due to careful scrutiny of their engagement through the learning platforms used, we will address non</p>

		engagement and the reasons quickly and robustly moving to paper packs where necessary. In addition Tas will be assigned to deliver short online sessions with PP/ SEN children daily.
Targeted support	Gaps formed in learning through lack of engagement with home learning during COVID-19	Additional intervention strategies in place which focus on the gaps clearly identified in Autumn 1 which are closely monitored with clear and measurable baselines and end points every half term to monitor progress and intervene where necessary.
Wider strategies	Engaging the families facing the highest challenges to ensure they receive the support they usually would in the event of school closures.	FSW and ELSA working with children and families, linking with Social Care where needed to build relationships and develop strategies