

Georgeham C of E Primary School

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Georgeham C of E Primary School
Pupils in school	95
Proportion of disadvantaged pupils	7.6%
Pupil premium allocation this academic year	£9,550
Academic year or years covered by statement	2019-21
Publish date	20 July 2020
Review date	20 July 2021
Statement authorised by	Julian Thomas
Pupil premium lead	Lucy Rinvoluceri
Governor lead	Gill Gething

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	TA – 3 EXS out of 10 - 30%
Writing	TA - 3 EXS out of 10 - 30%
Maths	TA - 2 EXS out of 10 - 20%

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	TA - 0% (1 Pupil with an EHCP)
Achieving high standard at KS2	TA - 0% (1 Pupil with an EHCP)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Ensure that all staff are trained to deliver the new whole school phonics scheme effectively and ensure that a connective curriculum is in place with vocabulary introduced every session.</p> <p>1-1 sessions for catch up.</p>

Priority 2	3 sessions 1-1 going over the 'White Rose Revision Unit' and 'Precision Teaching' of Key Skills as additional support. Pre teaching sessions for weekly objectives.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions The potential lower entry level in September due to Coronavirus. Wellbeing issues as a result of prolonged absence
Projected spending	£9550

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress scores in KS2	Sept 21
Phonics	Achieve national average expected standard in PSC	Aut 2020 & Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Measure	Activity
Priority 1	Ensure that all staff are trained to deliver the new whole school phonics scheme effectively and ensure that a connective curriculum is in place with vocabulary introduced every session overseen by Subject Leaders. 1-1 sessions for catch up.
Priority 2	Ensure staff are available and have resources for 3 sessions 1-1 going over the 'White Rose Revision Unit' and 'Precision Teaching' of Key Skills as additional. Also ensure staff available for pre teaching weekly objectives.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

	The potential lower entry level in September due to Coronavirus. Wellbeing issues as a result of prolonged absence
Projected spending	£4860

Targeted academic support for current academic year

Measure	Activity
Priority 1	Staff to use Letters and Sounds phonics. Embed use of Nesy to support phonics and spelling issues for all disadvantaged pupils falling behind age related expectations. Reading to be prioritised. Use language/vocab activities at start of all lessons as developed by subject lead.
Priority 2	Establish individual and small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading and allowing for targeted evidence based interventions to provide catch-up in mathematics and writing
Projected spending	£3450

Wider strategies for current academic year

Measure	Activity
Priority 1	KS2 after school Maths and English clubs and interventions where possible.
Priority 2	Providing Thrive sessions and Forest School / Mindfulness sessions.
Barriers to learning these priorities address	Improving wellbeing and readiness to learn for the most disadvantaged pupils.
Projected spending	£1350

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that all staff are trained to deliver the new whole school phonics scheme effectively and ensure that a connective curriculum is in place with vocabulary introduced every session overseen and led by literacy coordinator. White Rose maths	Use of INSET days and additional cover being provided. Time and resources/training for 1-1 interventions 3 x per week for disadvantaged children not at ARE.

	and key skills via precision teaching as a maths catch up. 1-1 sessions for catch up.	
Targeted support	Embedding Nesy and reading vocab. Ensuring after school clubs set up to support small groups/individuals	All staff to assign Nesy to PP children. All PP children not at ARE to have White Rose Maths interventions, Precision Teaching, Pre-teaching and 1-1 interventions, conferencing. SLT staff to provide after school clubs teaching 1-1 or small groups.
Wider strategies	Engaging the families facing most challenges.	Use of outside forest school/mindfulness teacher

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	A significant number (50% or half) of all PP Disadvantaged children are also identified with SEN. 100% were at risk of not being ARE from EYFS. 30% are EAL. Given the small number of children (10) the initial results for this particular cohort means that a finer measure of progress may be more appropriate especially as Covid 19 interrupted the last third of their school year.
Progress in Mathematics	Half of all PP Disadvantaged children were also identified with SEN. 100% were at risk of not being ARE from EYFS. 30% are EAL. The small number of children (10) as well as Covid 19 interrupting a third of their schooling is a factor to be taken into consideration.
Phonics	This did not go ahead due to Covid 19 but will be assessed at the end of the Autumn Term. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Wellbeing had improved due to mindfulness and forest school introduction. However Covid 19 has potentially created a real setback in Wellbeing due to the prolonged closure and limited capacity to develop meaningful transitions. There was an

	improvement in attendance since last year. However figures are for September 2019 - March 2020 due to Covid 19.
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