

## Pupil premium strategy statement

### School overview

Metric	Data
School name	St Gilbert's CE Primary School
Pupils in school	311
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£41,665
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	December 2020
Statement authorised by	Board of Governors
Pupil premium lead	Miss F Dicker
Governor lead	Mr S Bull

### Disadvantaged pupil progress scores for last academic year at the end of Y6

Measure	Score	National average for non-disadvantaged pupils
Reading	-1.34	0.32
Writing	2.51	0.27
Maths	-0.05	0.37

### Disadvantaged pupil performance overview for last academic year at the end of Y6

Measure	Score
Meeting expected standard at KS2 – Reading	67.5%
Achieving high standard at KS2 - Reading	8%
Meeting expected standard at KS2 – Writing	67.5%
Achieving high standard at KS2 - Writing	8%
Meeting expected standard at KS2 – Maths	75%
Achieving high standard at KS2 - Maths	17%

### Disadvantaged pupil progress scores for last academic year - All Pupils making expected progress

Measure	Score
Reading	91%
Writing	86%
Maths	71%

### Disadvantaged pupil performance overview for last academic year - All Pupils

Measure	Score
Meeting expected standard at KS2 – Reading	60%
Achieving high standard at KS2 - Reading	8%
Meeting expected standard at KS2 – Writing	68%
Achieving high standard at KS2 - Writing	8%
Meeting expected standard at KS2 – Maths	64%
Achieving high standard at KS2 - Maths	4%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all PPPS are monitored and updated on a regular basis by both school and leadership to ensure the closing of gaps in learning is attended to on a timely basis resulting on greater progress
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£33,665

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 20

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 1	Aim to achieve 100% at the end of KS1 in both Year 1 and 2 through Soundsteps intervention on a weekly basis. Regular monitoring of progress to be completed with PPPs updated to reflect need.
Projected spending	N/A

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed Paired Reading across all year groups to increase reading for pleasure.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations in RWM.
Projected spending	£4,500

#### Wider strategies for current academic year

Measure	Activity
Barriers to learning these priorities address	Improving attendance and readiness to learn for disadvantaged pupils who are not at 90% and above.
Projected spending	£1,500

#### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all PPG pupils are in school above 90%	All leadership and SENDCo to be involved in supporting families with challenges faced. Pupil Support Plans to be put in place for pupils as required.

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

Aim	Outcome
<p>Key stage Leaders to complete triangulation activities over the full term and monitor learning every week in lessons.</p>	<p>Assessment for Learning is embedded in school with gaps analysis being completed regularly to ensure that these are closing. Pupils generally move quickly into learning. Change in feedback policy shows staff intervening during lessons to ensure timely impact.</p>
<p>PPPs are data driven to ensure teaching is more precise on the individual needs of learners</p>	<p>PPPs are reviewed but need to be done on a more regular basis to ensure gaps are attended to more readily. Leadership including Governance are monitoring progress and recognise need for more timely reviews of PPPs. Measurable impact can be seen on progress. Some PPG/LAC are on the SEND register as well and targets built into IEPs.</p>
<p>Skills and experience of al staff contribute to more children achieving typical progress in all year groups</p>	<p>Progress of pupils across school is very good from initial starting points but would like to see more children exceed expectations and achieve EXS and GDS.</p>