

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	£53,894
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	December 2021
Statement authorised by	Board of Governors
Pupil premium lead	Miss F Dicker/Mrs K Standen
Governor lead	Mr L Miley

Disadvantaged pupil progress scores for last academic year at the end of Y6. Due to the current pandemic the data below relates to attainment up to March 2020 for eight pupils.

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

Measure	Score
Meeting expected standard + at KS2 – Reading	50%
Achieving high standard at KS2 - Reading	12.5%
Meeting expected standard+ at KS2 – Writing	50%
Achieving high standard at KS2 - Writing	
Meeting expected standard+ at KS2 – Maths	50%
Achieving high standard at KS2 - Maths	12.5%

Disadvantaged pupil progress scores for last academic year - Y6 making expected progress - 7 pupils

Measure – 7 pupils	Score
Reading	85.7%
Writing	85.7%
Maths	71%

Disadvantaged pupil performance overview for last academic year - All Pupils. Due to the current pandemic the data below relates to attainment up to March 2020 for 30 pupils

Measure	Score
Meeting expected standard + whole school – Reading	60%
Achieving high standard whole school - Reading	10%
Meeting expected standard + whole school – Writing	50%
Achieving high standard whole school - Writing	3
Meeting expected standard whole school – Maths	63%
Achieving high standard + whole school - Maths	10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	As part of quality first teaching, ensure all pupil progress is monitored through gaps analysis, intervention is implemented to close gaps in learning, resulting in greater progress in Reading and Writing.
Priority 2	Aim to achieve 100% in Phonics? at the end of KS1 in both Year 1 and 2 through Phonics intervention on a weekly basis. Regular monitoring of progress to be completed.
Priority 3	Embed Paired Reading for these pupils across all year groups to increase fluency, confidence and reading for pleasure
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Reviewing forgotten knowledge • Scaffolded activities on key aspects of learning • Additional direct phonics teaching • Engagement in reading, developing early reading skills, decoding and comprehension, retrieval and inference • Opportunity to write extended pieces of writing, applying knowledge learned • Engagement for reading for pleasure at home • Increasing language development
Projected spending	£53,894

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading	Sept 22
Progress in Writing	Continue to achieve above the national average progress scores in KS2 Writing	Sept 22
Progress in Mathematics	Achieve national average or above progress scores in KS2 Maths	Sept 22
Phonics	Continue to achieve above national average expected standard in PSC	Sept 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Feedback to pupils is concise and direct so pupils know exactly what they need to do to improve Teachers are continuing to complete regular gaps analysis to inform teaching and learning Interventions are clearly linked to pupils need and also to classroom learning
Priority 2	Additional reading sessions where pupils can implement knowledge learned Additional phonics sessions in order to close gaps
Priority 3	Targeted for Paired Reading sessions focusing fluency and confidence, Specific pupils to receive daily 1:1 reading session.
Projected spending	Please see above

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	N/A

Monitoring and Implementation

Area	Challenge	Mitigating action
Attendance	Ensuring all PPG pupils achieve above 90% attendance	All leadership and SENDCo to be involved in supporting families with challenges faced. Monitoring of PP pupils by Headteacher to be completed half termly. Pupil Support Plans to be put in place for pupils as required.
Teaching	Ensuring children are adequately supported in the classrooms in order for them to make accelerated progress	Teaching Assistants to be strategically deployed to ensure maximum progress. TA for Pupil Premium to provide directed interventions Pupil progress meetings termly with English, Maths and PP Leads to ensure and challenge provision.
Targeted support	Reading sessions across school are having a measured impact upon attainment and progress of pupils.	Reading and PP Leads to monitor the impact of reading interventions across the school.

Review: last year's aims and outcomes

Aim	Outcome
<p>As part of quality first teaching, ensure all pupil progress is monitored through gaps analysis, intervention is implemented to close of gaps in learning resulting on greater progress</p>	<p>Overall pupils sustained progress from KS1. Based on the data from September 2019 – March 2020 those currently in Y5 require additional intervention in writing in order to make greater gains in learning. However, due to the interruptions to learning for all year groups, all pupils in receipt of FSM will benefit from additional support both through the pupil premium funding and also the Catch up premium</p>
<p>Aim to achieve 100% at the end of KS1 in both Year 1 and 2 through Phonics intervention on a weekly basis. Regular monitoring of progress to be completed.</p>	<p>Due to the pandemic, pupils at the end of Y1 were not able to take the test in June. Following a long period of remote learning, they sat the PSC in the Autumn Term and 84% achieved the required standard in a cohort of 45 Year 2 testing has been delayed until June.</p>
<p>Embed Paired Reading across all year groups to increase reading for pleasure.</p>	<p>Due to restrictions this was not expanded in as much detail as required, however, for those pupils who part, small steps of progress could be seen. Reading ages increased and reading for meaning improved.</p>
<p>Improving attendance and readiness to learn for disadvantaged pupils who are not at 90% and above.</p>	<p>Data has been collected from September 2019 – March 2020. Out of the 26 pupils on the register at the time, 85% of pupils had attendance over 90%. Action was taken to inform those who were persistent absentees and letters sent in accordance with our attendance policy.</p>