

Pupil premium strategy statement

Pupil Premium 2019-20

School overview

| Metric | Data |
|---|---------------------------------|
| School name | Grimley and Holt Primary School |
| Pupils in school | 104 |
| Proportion of disadvantaged pupils | 3% |
| Pupil premium allocation this academic year | £3420 |
| Academic year or years covered by statement | 2019-20 |
| Publish date | 01 December 2019 |
| Review date | 01 November 2020 |
| Statement authorised by | Andy Richards |
| Pupil premium lead | Esther Skelton |
| Governor lead | Corinna Parsons |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | +0.5 |
| Writing | +0.2 |
| Maths | +1.8 |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 100% |
| Achieving high standard at KS2 | 100% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|------------|---|
| Priority 1 | Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively |

| | |
|---|--|
| Priority 2 | Work with GLOW maths hub and purchase textbooks to embed Teaching for Mastery across all year groups |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | £6000 |

| Measure | Activity |
|---|--|
| Priority 1 | one-to-one support for PP children in areas where they were making less progress: particularly Maths mastery and writing. |
| Priority 2 | targeted home school support: through structured conversations and online learning |
| Priority 3 | subsidised/free wrap-a-round care, residential and non-residential trips, subscription free After school clubs, Free transport and tickets for Theatre, Pantomime and Young Voices events. |
| Barriers to learning these priorities address | Ensuring equity in access and support for PP children |
| Projected spending | £6000 |

Pupil Premium 2020-21

| Metric | Data |
|---|---------------------------------|
| School name | Grimley and Holt Primary School |
| Pupils in school | 100 |
| Proportion of disadvantaged pupils | 2% |
| Pupil premium allocation this academic year | £9,080 |
| Academic year or years covered by statement | 2019-20 |
| Publish date | 21 November 2020 |
| Review date | 01 November 2021 |
| Statement authorised by | Andy Richards |
| Pupil premium lead | Esther Skelton |
| Governor lead | Corinna Parsons |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | Maintain reading scores in excess of national average progress scores in KS2 | Sept 21 |
| Progress in Writing | Maintain writing scores in excess of national average progress scores in KS2 | Sept 21 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score for in line with progress achieved in Reading and Writing | Sept 21 |
| Phonics | Achieve/ exceed national average expected standard in PSC | Sept 21 |
| Other | Improve attendance of disadvantaged pupils to LA average (97%) | Sept 21 |

Prioritise Early Reading and Maths

| Measure | Activity |
|---|---|
| Priority 1 | Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively |
| Priority 2 | Work with GLOW maths hub and purchase textbooks to embed Teaching for Mastery across all year groups |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending | £6000 |

Target children who did not access/ had limited access to Lockdown academic and Mental Well-being provision and those who require further support during Pandemic

| Measure | Activity |
|------------|---|
| Priority 1 | Work with Mentor Link to provide emotional support to target children regarding mental well-being issues arising from COVID-19 and emotional/behavioural issues that form a barrier to progress |

| | |
|---|--|
| Priority 2 | Dedicated training and time given to TA MH and MHFA lead |
| Priority 3 | Purchase Ipads for learners to target children without access to IT in home. |
| Barriers to learning these priorities address | Emotional/ economic barriers to accessing academic provision and counselling |
| Projected spending | £4000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Buy and embed use of Reading Rockets and Bug Club across all year groups to increase reading for pleasure |
| Priority 2 | Engage LA Year 4 group with writer in residence to improve writing standards |
| Priority 3 | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness |
| Projected spending | £3,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Embed Mental Health and Well-being programme to support COVID-19 recovery |
| Priority 2 | Maintain attendance above 97% |
| Barriers to learning these priorities address | Improving readiness to learn for the target group in Year 4 |
| Projected spending | £2,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|--|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |

| | | |
|------------------|---|---|
| Targeted support | Ensuring enough time for school maths-lead to support embedding and monitoring of new materials | Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups. |
| Safeguarding | Refresher sessions and training offered throughout year to complement September training | Safeguarding governor Lead |
| Wider strategies | Engaging the families facing most challenges through COVID-19 impact | <ul style="list-style-type: none"> - outreach programme - Structured conversations - personalised home-school catch up programme |

Review: last year's aims and outcomes

| Aim | Outcome |
|---------------------------------|---|
| Progress in Reading and Writing | Steady improvement in disadvantaged pupil progress from 2019-2020 from summative testing in Autumn 2020. On track towards aim. |
| Progress in Mathematics | Mastery not fully embedded due to lockdown. KS2 children maintained or improved progress over lockdown period. |
| Phonics | Exceeded disadvantaged national average ahead of projection. Aim of disadvantaged pupils meeting national average for all pupils by September 2021. |
| Other | No improvement in attendance since last year: maintained at 96%. |