

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Gusford Primary School
Pupils in school	608 on roll
Proportion of disadvantaged pupils	21.5% 131 PPG pupils January 2020 census
Pupil premium allocation this academic year	£196,707
Academic year or years covered by statement	2020/2021
Publish date	March 2021.
Review date	December 2021
Statement authorised by	Hannah Cagney/Kerry Hawes
Pupil premium lead	Hannah Cagney
Governor lead	Sam Collins & Nicola Griffiths

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-5.11
Writing	0.5
Maths	-1.24

Strategy aims for disadvantaged pupils 2021

Measure	Score
Meeting expected standard at KS2 RWM	46% FFT 50
Reading	52% FFT 50
Writing	56% FFT 50
Maths	67% FFT 50

Achieving high standard at KS2 RWM	6% FFT 50
Reading	20% FFT 50
Writing	11% FFT 50
Maths	19% FFT 50

Measure	Activity										
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Ensure all relevant staff have received training to deliver Phonics scheme effectively. Delivered by Phonics leads to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check.										
Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	SLT ensure all disadvantaged pupils make expected progress in Foundation subjects.										
Barriers to learning these priorities address	<ul style="list-style-type: none"> Ensuring staff use evidence-based whole-class teaching strategies including VIPERS On entry to Reception, most children have low Listening and Attention skills – 4.3% of disadvantaged children are working at ARE. 34.8% working in 30-50 Dev. In Understanding 30-50 Dev there are 47.8% children working significantly below. Due to the COVID 19 pandemic and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk and discussion to connect ideas and explain what is happening. 2 children in reception are on the SEND register. 1 child with an EHCP. 1 child with SLCN Most children working within 30-50 Dev month age band on entry to Reception. Attendance and Punctuality issues. Attendance figures are currently 92.15% for PP and 96% for Non PP 										
Projected spending	<table border="1"> <tr> <td>Insight Tracking system</td> <td>£1600</td> </tr> <tr> <td>HA intervention teaching in Yr 5/6</td> <td>£11,034</td> </tr> <tr> <td>EYFS - NELI</td> <td>x2 EYFS staff £1784</td> </tr> <tr> <td>Healthy Movers</td> <td>x2 staff £3500</td> </tr> <tr> <td>SLT PPG lead</td> <td>(1 day per week) £7900</td> </tr> </table>	Insight Tracking system	£1600	HA intervention teaching in Yr 5/6	£11,034	EYFS - NELI	x2 EYFS staff £1784	Healthy Movers	x2 staff £3500	SLT PPG lead	(1 day per week) £7900
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Total Projected Spend	£25,818
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Close the gap to near national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Close the gap to near national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Close the gap to near national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils matches or better than 95%	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
Priority 1 Reading	<ul style="list-style-type: none">● To ensure that Phonics is monitored closely and pupils making below expected progress are identified in PPM/AT meetings● Target disadvantaged pupils using internal data (statements) and close the gap● To monitor the Reading in KS2 and ensure regular reading opportunities are being seen through monitoring● To create a welcoming and positive reading environment in each class, the library.● To analyse summative assessment data and identify the children who require catch up - QLAs● To embed understanding and knowledge through a whole class teaching approach● To promote a love of reading throughout school
Priority 2 To ensure end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none">● To upskill support staff with appropriate approaches and pedagogy to teaching interventions/VIPERS/NTP● To identify pupils who may require more targeted support on a daily basis

Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown ● Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress ● Learning behaviours at lunchtime may need developing due to long periods of self isolation 																
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Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> ● To identify pupils who are falling behind national ● To provide tailored support for families with low attendance, working with the FET team ● To provide pupils with the opportunity to attend the Breakfast club for free (when restrictions allow) and to engage with structured activities such as #TTRockstars (funded by FOG)
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> ● To ensure the curriculum is carefully sequenced, and the Curriculum allows opportunities for cultural development ● To allow all disadvantaged children a subsidised residential trip. ● To allow pupils to partake in visits, which build on skills and knowledge from Curriculum lessons and adapts to current restrictions caused by Covid19 ● To provide greater enrichment opportunities for disadvantaged pupils. For example Suffolk Music Services - whole class provision ● To have themed curriculum days to deepen children's understanding of specific topic areas (Maths Summer 2)
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Poor attendance, including the impact of #Covid19 ● Ensure targeted children attend breakfast club

	<ul style="list-style-type: none"> • Covid19 measures limit visitors coming into school and the breadth of trips and experiences are limited 																
Projected spending	<table border="1"> <tr> <td>Breakfast club x2 TAs</td> <td>£9,000</td> </tr> <tr> <td>Safeguarding Officer 0.2 FTE</td> <td>£5,000</td> </tr> <tr> <td>TAs for interventions</td> <td>£49,847</td> </tr> <tr> <td>Administrator 0.2 FTE</td> <td>£2,433</td> </tr> <tr> <td>Suffolk Music Services</td> <td>£3,000</td> </tr> <tr> <td>EVC residential Costs</td> <td>£6,646</td> </tr> <tr> <td>Contingency</td> <td>£5,000</td> </tr> <tr> <td>Total Projected Spend</td> <td>£80,926</td> </tr> </table>	Breakfast club x2 TAs	£9,000	Safeguarding Officer 0.2 FTE	£5,000	TAs for interventions	£49,847	Administrator 0.2 FTE	£2,433	Suffolk Music Services	£3,000	EVC residential Costs	£6,646	Contingency	£5,000	Total Projected Spend	£80,926
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To allow staff high quality Professional Development delivered by the Maths Hub/INSIGHT.	Use of INSET Days and twilight sessions. All subject Leaders to be for half a day for leadership training – cover provided
Targeted support	Swift identification of gaps using QLAs – leading to intervention run by class teachers/LSAs	Use of AfL in assessment. AT meetings PPMs
Wider strategies	IOA Pupil Premium opportunities Whole school focus on closing the gap	Opportunities and funding identified through IOA meetings PMRs focus on closing gap

Review: last year's aims and outcomes

Aim	Outcome								
<ul style="list-style-type: none"> • Reading will be a priority area for the whole school (see school priorities) 	Reading a whole school focus through PMRs <table border="1"> <tr> <td>ARE Sp 2019</td> <td>ARE Sp 2020</td> <td>GD Sp 2019</td> <td>GD Sp 2020</td> </tr> <tr> <td>48%</td> <td>66%</td> <td>3%</td> <td>20%</td> </tr> </table>	ARE Sp 2019	ARE Sp 2020	GD Sp 2019	GD Sp 2020	48%	66%	3%	20%
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<ul style="list-style-type: none"> • Achievement meetings to focus on PPG children 	Agendas set to identify PPG children and track progress across the term (see meeting minutes)								

<ul style="list-style-type: none"> • Early intervention for year 6 children 	COVID 19 - when open children accessed teacher led intervention
<ul style="list-style-type: none"> • Identify PPG children who were Greater Depth at previous KS to progress 	Identification through AT meetings to focus on PPG Prior attainment. COVID 19 impact on end of year data Maths – Sp 2020 0.26 Writing – Sp 2020 0.11 Reading – Sp 2020 0.46
<ul style="list-style-type: none"> • EYFS PPG children to increase % achieving ELG 	ELG Sp 2020 39% - COVID 19 impact so no end of year data

TOTAL PROJECTED SPEND	£202,427
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