

Gawber Primary School – Pupil Premium Strategy 2021-22

Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC), post LAC and children whose parents are in the Armed Forces (Service Pupil Premium-SPP).

Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided to the school from the Government via the Local Authority therefore schools are held accountable for the expenditure and impact of this funding.

2021/2022 Expenditure Plan, Number of pupils and Pupil Premium Grant (PPG) received

Total number of pupils eligible for PPG	12
Total amount of PPG received	£21,140

Amount received per learner:

FSM	£1,345
LAC (Post LAC)	£2,345

Costings Estimate for 2021/22

Year 1	Support from Senior TA – Accessing extra adult support as and when required (6 hrs per week)	£4,619
Year 2	Access to 1 full time TA for 1:1 pre-school tuition 2 children also accessing emotional support sessions weekly.	£7,604
Year 3	Extra TA support for specific interventions in English. Maths and phonics (10 hrs per week)	£6,009
Year 4	Extra TA support for maths and reading plus 1 hour of Lego therapy (4 hrs in total per week)	£4,384
Year 5	HLTA support for maths and reading (Inference group) 5 hrs per week Specialised teacher support for Maths, reading and writing to include a Maths Challenge Group (5.5 hrs per week)	£3,139
Across school	General resources – Games, Colouring books, Lego	£300
Across school	Support from Education Psychologist	£103
Across school	Support from Communication & Interaction Team	£51
	Total	£25,439

Action Plan for the Pupil Premium Grant 2021/22

Strategy	Outcomes and Success criteria	Responsibility	Milestones	Completed	Review Date
Pupil progress reviews and provision mapping for reading, writing and maths This includes our vulnerable children)	Improved attainment by pupils so that the gap between disadvantaged pupils and other pupils decreases	SLT	Children are identified for intervention. Data is tracked by leaders Evidence based interventions are implemented Pupil progress reviews held 4 times a year	July 21 October 21	July 2022
Quality first teaching for all children	All children receive quality first teaching daily so that attainment increases and the gap between disadvantaged children and other children decreases.	All staff	Observation and learning walks allow feedback to be given to ensure QFT. Pupil review carried out and strategies to support disadvantaged children are devised.	Ongoing	
Effective marking and feedback	Pupils respond to feedback so that learning is embedded and children have a deeper understanding	SLT Teaching staff	Joint deep dives and book scrutinies led by SLT ensure quality feedback and marking and	Ongoing	

	of the curriculum		the sharing of best practice Cross collaboration to moderate this area		
Resources to support learning for all children	Correct resources are provided to encourage independent learning	Teaching staff	Coaching observations and learning walks monitor effective use of resources for learning	Ongoing	
CPD for teachers and TAs	Staff increase their knowledge of how to support learning and attainment outcomes improve	SENDCO SLT	CPD linked to whole school vulnerable learners needs. E.g Makaton training for EYFS team Attachment disorder training for all teachers Speech and language training	Ongoing	
Support/ challenge from governors	Leaders in school are challenged on the performance of children	Governors	Half-termly governors meetings take place. Link governors meet with SLT and curriculum leaders.	Half termly	
Attendance	School attendance target 96.5% (currently 96.3%)	SLT EWO	Attendance is discussed at termly meetings with EWO	Termly	

			and school attendance officer. Concerns are identified and either a letter is sent or a meeting is arranged to discuss with parents.		
Additional teaching assistants in FS, Y1, 2 and 3 plus targeted TA interventions in 3-6	Improved attainment outcomes and support for transition between year groups	SLT All Staff	Performance management reviews and Pupil performance reviews	Biannually 4 times a year	
Specialised SALT support	Early intervention improves children's communication results	SENDCO All staff	Children are identified for this support on the provision map	Episodic	
Support from educational psychologist	EP drop-ins and reports focus on strategies	SENDCO EP Head	EP planning meetings/ drop-ins take place	8 days per year	
Disadvantaged outcomes linked to performance management targets		SLT Teaching staff	Performance management targets set by SLT and class teachers are reviewed at key points in the year	Bianually	
CPD to enhance the support for disadvantaged children	High quality targeted and measurable interventions are in place.	SLT All staff	All staff received external training on Read Write Inc – our phonics scheme. This ensures that	1 day SLT 1 day all staff 2 twilights all staff	

			teaching is consistent. The package purchased also provides online training for phonics 1 to 1 tutoring.		
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Strategies showing impact to date of expenditure include:

EYFS

- Within EYFS extra TA support has enabled the children achieving a good level of development (GLD) consistently above national. In 2021 there were 2 children in this group who were disadvantaged. In 2021 the majority of children had completed set 1 phonics sounds, this is despite the disruption caused by COVID.
- In present FS2 targeted 1-1 support and tailored phonics, maths and writing interventions are effectively supporting our disadvantaged children to make good progress.

Phonics

- Disadvantaged children had targeted interventions throughout FS2, year 1 and year 2. Our assessments showed us that 77% of children would have passed their phonics screening check in year 1.

Key Stage 1

- At the end of KS1 2021 there were 7 disadvantaged children in the cohort. As a cohort 77% of our children achieved the expected standard in reading In writing 70% of children achieved the expected standard. In maths, 67% achieved the expected standard.
- Of the disadvantaged children in present year 2 the data is not statistically significant in terms of numbers but disadvantaged children are making good progress in all areas as a result of the quality first teaching and the interventions that have been put in place to support them.

Key Stage 2

- Quality targeted interventions such as 1-1 teacher support, reading inference groups and speech and language sessions have ensured that disadvantaged children have narrowed the gap between their attainment and other children's.
- Of the disadvantaged children in year 6 at the end of 2020-21 the data is not statistically significant in terms of numbers- only 1 child. He met the expected standard in RW and M. 97%, 83% achieved the expected standard in reading and writing respectively.
- Present year 6 (KS 2 2021) 83% Of children are on track to meet the expected standard in reading, 80% in writing and 83% in maths. There are no PP children in this year group.
- In years 4 and 5 the number of disadvantaged children is not statistically relevant (3 in year 5 and 2 in year 4). These children are all making good progress compared with prior attainment and most are on track to meet the expected standards by the end of Key Stage 2.
- In present year 3 there are two children both of whom access a personalised curriculum

Plans for future funding include:

- Continue to develop the provision of support for lunchtime, before and after school activities to ensure that all disadvantaged children are given the opportunity to develop their personal skills
- To continue improving resources (both material and staffing) into supporting the teaching of phonics and early reading.

Tracking and Intervention

The progress and achievement of all children is monitored at key points in the academic year. Any child (disadvantaged or not) is identified as needing an intervention will be given the necessary support for this to be put in place.