

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Gargrave CE VC Primary School
Pupils in school	103
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£20,830
Academic year or years covered by statement	2019-2022
Publish date	01 December 2019
Review date	10 <sup>th</sup> July 2021
Statement authorised by	Jane Ellis
Pupil premium lead	Sarah Peel
Governor lead	Jane Ellis

## Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	4.32
Writing	3.82
Maths	1.88

## Disadvantaged pupil performance overview for last three years 2017-2019

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Meet phonics standard	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Meet expected standard in maths, EYFS, KS1 and KS2	Work with the maths hub and embed Teaching for Mastery across all year groups
Meet national standard	Ensuring gaps in learning (COVID19) are addressed.
Projected spending	£20, 830

## Teaching priorities for current academic year

Aim	Target	Target date
Positive Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Positive Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Positive Progress in Mathematics	Achieve average KS2 Mathematics progress score Maths (0)	Sept 21
Phonics- national standard	Achieve national average expected standard in PSC	Sept 21
Attendance	Improve attendance of disadvantaged pupils to school average (97.5%)	Sept 21

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

Measure	Activity
Meet phonics standard	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively, regular review of teaching.
Meet expected standard in maths, EYFS, KS1 and KS2	Work with the maths hub and Teaching for Mastery across all year groups: pictorial representations in lessons, mixed age classes delivery of curriculum,
Meet national standard	Ensuring staff use evidence-based whole-class teaching interventions. Review core reading books.
Projected spending	£15,000

### Targeted academic support for current academic year

Measure	Activity
Meet phonics standard	Implement Raving Readers across all year groups to increase reading for pleasure
Meet expected standard in maths, EYFS, KS1 and KS2	Establish small group maths and phonics interventions for disadvantaged pupils falling behind age-related expectations
Meet national standard	Encouraging wider reading and providing catch-up in mathematics and reading.
Projected spending	£5,000

### Wider strategies for current academic year

Measure	Activity
Meet national standard	Signposting and promoting SELFA activities
Meet national standard	Promote after-school clubs and music tuition to widen experiences.
Meet national standard	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£1000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of maths hub, Phonics hub (Burley Woodhead) to allow staff development.
Targeted support	Ensuring enough time for school maths-lead and English lead to organise and facilitate catch-up.	Subject leads have 1 hour per week.
Wider strategies	Engaging the families facing most challenges	Direct work with families to improve attendance and engagement,

## Review: last year's aims and outcomes

2019-2020

Aim	Outcome
Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	All staff delivering phonics in KS1 and KS2 received training in school. Phonics was delivered effectively (see Burley Woodhead notes)
Work with the maths hub and embed Teaching for Mastery across all year groups	All teachers had received training, including the use of representations in lessons, the use of question stems
Ensuring staff use evidence-based whole-class teaching interventions	SENCO has monitored and ensured interventions are measured at the start and end of intervention.