

Pupil premium strategy statement 2019-2020 (Primary)

School overview

Metric	Data
School name	Tredington Primary School
Pupils in school	89
Proportion of disadvantaged pupils	Total number of DA 23
Pupil premium allocation this academic year	£33,560
Academic year or years covered by statement	2019-2020
Publish date	Feb 2020
Review date	Feb 2021
Statement authorised by	Cath Pollard
Pupil premium lead	Cath Pollard
Governor lead	Tony Crawshaw

Disadvantaged pupil progress scores for last academic year

Measure	Score	School
Reading	-2.16	0.95
Writing	-7.72	-6.66
Maths	-7.42	-4.51

Disadvantaged pupil performance overview for last academic year

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

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Writing 1.3-1.9	Ensure all relevant staff have received paid-for training to deliver the Talk 4 Writing approach effectively so that disadvantaged pupils make good progress in writing.
Priority 2 Maths	Ensure that the teaching of Maths is planned using the mastery small steps approach (manipulatives needed) 1.3-1.9

Priority 3 Reading	To focus on the reading culture of GRT/disadvantaged children and the impact reading has on their vocabulary.
Barriers to learning these priorities address	Low literacy levels at home. Low expectation from home impacting on child's ambition and curiosity. For some children, their own level of life experiences makes linking their learning to reality difficult.
Projected spending	£7,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading 1.1, 2.2a-d	100% Pupils in EYFS, Y2 and Y6 achieve ARE, or make good progress from their starting points.	July 2020
Progress in Writing 1.1, 1.2, 1.6	Teaching across the school is 100% or better. 100% Pupils in EYFS, Y2 and Y6 achieve ARE, or make good progress from their starting points.	July 2020
Progress in Mathematics 1.1, 1.6, 2.3	Gaps in pupils' knowledge and understanding have been eliminated so that children in EYFS, Y2 and Y6 achieve ARE or make good progress from their starting points.	July 2020
Phonics	Children who can access the test, achieve national average expected standard in PSC	July 2020
Other	To enhance the children's life experiences through the use of enhanced experiences both in and out of the classroom and participation in extra-curricular activities.	July 2020

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

Measure	Activity
Priority 1 Phonic knowledge 1.3, 2.1a-e, 2.2b	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively 100% to pass phonic screening test 2.1e
Priority 2 Early Reading 2.1e	To work alongside Mangotsfield Primary School/English Hub to ensure that the early reading books match the phonic ability of the children.
Barriers to learning these priorities address	Children with a low level of confidence find it difficult to access class teaching of phonics and may need support to focus. Staff will improve the planning and progression of the intent in the teaching of phonics and early reading. Accessing the Phonics test.
Projected spending	Total £2,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Guided Reading 1.1, 2.2a-d	Establish small group guided reading support for disadvantaged pupils falling behind age-related expectations
Priority 2 Maths Reasoning 1.1, 1.6, 2.3	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Misconceptions will be identified early and acted upon. Low level of literacy at home will no longer prove a barrier to the PP child's progress in school. A drive to move the PP children from decoding into fluency when reading. Poor comprehension skills can be addressed and techniques to improve comprehension taught within an identified area specific to the PP child.
Projected spending	£21,560

Wider strategies for current academic year

Measure	Activity
Priority 1	Wider involvement in the extra-curricular activities of the school including the enhanced learning activities linked with the curriculum.
Priority 2	Employing an education welfare officer to support families with attendance and acute need.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£3,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching 1.1-1.12	Teachers to improve their impact of teaching across all core subjects.	Use of INSET days/staff meetings; training with/observing good practise in other schools. Lesson observations and drop ins to focus on PP child's access to the curriculum.
Writing 1.3-1.9	The PP children's writing will be at ARE throughout the school.	T4W approach is embedded across all classes. Sharing good practise is developed as part of the ethos of the school. Regular monitoring of the PP children's writing to ensure progress from starting points.
Maths 1.3-1.9	PP children will make good progress in Maths. PP children will be working at ARE in Maths.	The teaching of Maths will be planned using the Mastery Small Steps approach. Intervention on-going support will be monitored by the SENDCo.
Reading 1.3, 1.4, 1.6, 1.9	The PP children's reading will be at ARE throughout the school.	Training in place for Phonics, Reading Comprehension. Regular drop in sessions to monitor the quality of teaching of phonics and reading as well as monitor the PP children's attitude towards reading.

Wider strategies	Engage the PP children in the wider curriculum of the school.	Listen to the pupil voice of what they would like to have as extra-curricular activities and where possible provide their choices. Financially support extra-curricular choices for the children.
------------------	---	--

Review: last year's aims and outcomes

Aim	Outcome
Personalised support of core skills	Evidence of progress in core skills shown within the intervention books used and the children's ability to access the curriculum.
Effective partnerships with outside agencies to provide consolidated support	PP are able to access all areas of learning.
Improved partnership with parents and home support	Children are more engaged in school life. Y6 PP children remained in school until the end of the academic year.
Curriculum access is improved through extended life experiences.	Timetable of activities based around the children's needs. Access to the wider curriculum offered to the DA pupils..