

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Gedney Church End Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£40,500	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	81	<b>Number of pupils eligible for PP</b>	30 + 3 service children	<b>Date for next internal review of this strategy</b>	Summer 2020
2. Current attainment 2018 - 2019					
<b>KS2 Attainment for: 2018-2019 (5 pupils)</b>					
		School	Nat	LA	
% achieving expected standard or above in reading, writing and maths		60	52	46	
% achieving expected standard or above in reading		60	63	56	
% achieving expected standard or above in writing		80	68	65	
% achieving expected standard or above in maths		60	68	62	
<b>KS1 Attainment for: 2018-2019 (5 pupils)</b>					
% achieving expected standard or above in reading, writing and maths		60	50	46	
% achieving expected standard or above in reading		80	62	57	
% achieving expected standard or above in writing		60	55	52	
% achieving expected standard or above in maths		60	63	60	
<b>Year 1 Phonics 2018-2019 (4 pupils)</b>		100	70	67	
<b>EYFS GLD: 2018-2019 (3 pupils)</b>		67	57	56	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>A.</b>	Social and Emotional needs of the children				
<b>B.</b>	Parental engagement - aspirations				

<b>C.</b>	Attendance of proportion of pupils in receipt of PP
<b>D.</b>	Poor oral language/literacy skills

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	EYFS Spoken word- increased vocabulary KS1 children demonstrate a consistency in tense (irregular verbs) when speaking KS2 children able to distinguish between Standard and non-Standard English	Phonics assessments show difference between PP and non PP is decreased. Outcomes at KS1 in line with national Evidence in books of written work where consistent tense is maintained and use of past tense irregular verbs are grammatically sound. Reduction in frequency of misspelt past tense in books
<b>B.</b>	Narrowing of gap in attainment of PP/SEND pupils in maths	Data evidences good progress Significant needs are met
<b>C.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%

#### 5. Planned expenditure

<b>Academic year</b>	<b>2019/20</b>
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##### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve quality of teaching overall Improve robustness of assessment data</p> <p>To improve the use of AfL, in particular the use of LO and success Criteria</p>	<p>Raising quality of teaching for all pupils</p> <p>Provide CPD to all staff on the use of effective LO and success criteria Provide planning support where necessary to those teachers who are identified as requiring LO support.</p>	<p>Teaching profile to be good or better so whole class teaching has an impact on all progress and attainment.</p> <p>Appraisal targets used for all children so that all staff are accountable for their achievements.</p> <p>Close analysis of PP data from assessments to provide timely interventions for PP pupils.</p>	<p>Regular monitoring of PP data following optional tests and writing assessment. Regular PPMs – half termly.</p> <p>To target support and to ensure targets are met. Regular informal learning walks, book looks, lesson observations so triangulated evidence is good or better.</p>	<p>SP DJ AD</p>	<p>Termly</p>

<p>% of children reaching EXP at end of EYFS in Speaking and Listening increases</p> <p>KS1 children demonstrate a consistency in tense (irregular verbs) when speaking</p> <p>KS1 % of children achieving expectations in phonics increases</p> <p>KS2 children able to distinguish between Standard and non-Standard English</p>	<p>Provision in EYFS allows for the increase of spoken language. Hooks to learning used for increase in opportunities to articulate through spoken language</p> <p>All adults to model use of Standard English and correct pupils and ask them to repeat back where errors are made.</p> <p>Phonic screening to take place half termly and identified boosting to be targeted at those pupils at risk of not meeting the standard. Progress is accelerated for all children receiving intervention. For disadvantaged pupils to attain in line with no disadvantaged pupils nationally.</p> <p>Increase opportunities for public speaking within the curriculum.</p>	<p>Evidence from previous 3 academic years demonstrates a decrease in % of children meeting EXP in S&amp;L in EYFS</p> <p>Children have formed habits which need to be broken. By correcting and focusing on repetition the children will begin to self-correct and form new habits.</p> <p>Phonics outcomes at Yr1 inconsistent. Children not applying knowledge of letters and sounds in reading and writing consistently.</p> <p>Organised events throughout the year which increase children's participation in public speaking will encourage them to engage more readily in the use of Standard English</p> <p>Results in KS2 where an in-house progression document has been used are consistently high and this good practice is now to be shared throughout the school with Y5/6 teacher taking the Lead</p>	<p>Planning and implementation monitored weekly by the EYFS Lead.</p> <p>School Council/ House Captain meetings Book scrutiny Drop ins to lessons Training will be offered to staff</p> <p>Phonics observations of lessons and interventions evident on a twice weekly rota. Quality in house training provided by Phonics lead.</p>	<p>SP LW</p>	<p>Termly</p>
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Narrowing of gap in attainment of PP/SEND pupils in maths	Pupil progress meetings half termly will inform how the children are achieving.  Maths engagement will be targeted through Morning Maths Meetings, Parent Workshops, Consultancy support and small group intervention	Children who are not on track to meet their end of year target will gain support from intervention (subject support, small group support from Intervention Teacher). Children currently do not have the basic number skills in the majority of cases.	Dates are set for the year. Intervention Teacher is employed in the afternoons to carry out intervention. Additional class based TA support a.m.		May 2020
Children's attendance to be above national average and to reduce number of persistent absentees.	To employ a Learning Mentor worker to support attendance plans and to work with parents.	Children thrive on positive praise and the reward system acts as an incentive  Importance of attendance on school performance.	Governor monitoring  Line management mtgs to ensure early identification of children with attendance issues. Systematic calling for children who have not attended school Workshops and parent mtgs to promote attendance Regular review of attendance Data	SP Education Care Officer   Class teacher	Termly

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>The social &amp; emotional needs of disadvantaged pupils are met</p>	<p>Full-time Learning mentor to support Pastoral Care and professional liaison in identifying, monitoring and implementing support</p>	<p>School staff need to provide significant pastoral support to identified pupils and their families. The ECO's work has significantly reduced the number of behavioural incidents in school.</p>	<p>Twice weekly pastoral meetings A range of intervention services used and families signposted to them. Behaviour data analysed and targeted interventions planned for and analysed for impact. Line management mtgs to ensure early identification of children with behavioural issues. Half termly pastoral meetings where whole school behavioural data is analysed and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils Regular liaison with external agencies</p>	<p>SP Education Care Officer</p>	<p>Termly</p>
<p>To increase the rate of children's progress.</p>	<p>To support pupils identified through Pupil Progress Meetings who are at risk of slow progress and run appropriate interventions.</p>	<p>Teachers know pupils and their gaps well and can target children effectively with training to support them.</p>	<p>Delivery by a combination of TAs &amp; teachers.  Regular pupil progress meetings and reviewing targets set for individual children.</p>	<p>SLT</p>	<p>Termly</p>

<p>PP children experience a wider curriculum: music, sport, after-school clubs, outdoor adventurous activities High expectations from school: expected or better progress Enhanced curriculum engages PP children</p>	<p>To allow all children to participate in all educational visits.</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Curriculum map drawn up to include a range of educational trips.  All children included for trips.</p>	<p>SLT</p>	<p>July 2020</p>
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