



Gnosall St Lawrence CE Primary Academy

Pupil Premium Strategy Statement 2019 – 2020

Total Expected PP Budget (Funded on Jan 2019 Census Figures)		£39,900	
Total number of pupils Jan 2019	265	Current number of pupils eligible for PP or Forces (Sept 2019)	29
Total number of pupils Sept 2019	278	Number on SEND register	25

Barriers to attainment and progress for PP pupils

A	PP children do not have the same breadth of experience as non-disadvantaged children and therefore have less to draw on when working creatively.
B	Results for PP children show that: KS2 SATs May 2019: Reading – 25% ARE Writing – 25% ARE Maths – 25% ARE KS1 SATs May 2019: Reading – 33% ARE Writing – 33% ARE Maths – 66% ARE EYFS Profile 2019: GLD – 62.5% Barriers identified: Reading: low vocabulary development leads to difficulties with inference and deduction skills Writing: Quality of content and application of spelling patterns Maths: Level of comprehension when reading limits understanding when problem solving and reasoning
C	Children in receipt of Pupil Premium who also have SEND

Desired Outcomes		Success Criteria
A	Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	Disadvantaged children enjoy the same extra-curricular experiences as non-disadvantaged children.
B	Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2.	Higher numbers of PP children attain ARE in end of Key Stage assessments. Interventions put in place to address gaps in learning. Homework Club, Reading Buddies, extra reading with an adult, Y6 SATs clubs for PP children.
C	Improve the attainment and progress of PP children with SEND.	Half-termly monitoring of attainment and progress for this group. Action plans to show how gaps in learning will be addressed. IEPs written and delivered where appropriate. Involvement from external agencies to best support children in mainstream education.

Planned expenditure 2019 - 2020					
Quality First Teaching					
Desired outcome	Chosen action/approach	Evidence/Rationale for approach	How will you ensure it is implemented well?	Staff Lead	Review
Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	Staff are aware of PP children and ensure that kit is kept in school for PE and Forest School lessons where necessary. School Positive Behaviour Policy is applied consistently to all children. Opportunities to complete homework in school.	PP children do not feel different to their non-PP peers, thus having a positive impact on self-esteem and self-confidence.	Policies and practices regularly reviewed and evaluated by staff to ensure continuing effectiveness. PP lists updated regularly and staff informed of change in family circumstances.	KS EN	Termly
Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2.	Encouragement of reading at home through stickers and new Reading Challenge. Support from adult volunteers where necessary. Half-termly data analysis with a focus on this group to track progress and attainment. Staff then identify barriers/gaps and plan to address.	Headstart assessments more accurately identify children's current skills in reading comprehension rather than previously used NGRT which gave a reading age. New Reading Challenge will enable children to be rewarded for reading completed in school as well as at home.	Half-termly staff meetings to look at data analysis. Half-termly action plans monitored by SLT.	KS CW CP	Half-termly

	New Headstart reading assessments to track attainment in comprehension. Whole school focus on development of a broad vocabulary to support better comprehension when reading and better content when writing.				
Improve the attainment and progress of PP children with SEND.	Staff communicate regularly with SENCO so that any barriers to learning are identified quickly and support mechanisms are put in place.	Access to SENCO support 3.5 days a week. Good relationships with external agencies.	Half-termly staff meeting reviewing SEN register. SEN discussed at SLT meetings.	KS EJ	Half-termly
Targeted support					
Desired outcome	Chosen action/approach	Evidence/Rationale for approach	How will you ensure it is implemented well?	Staff Lead	Review
Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	TAs accompany classes on trips and residentials and support pastorally as necessary. Pay for all school trips and residentials and for two extra-curricular activities (clubs or peripatetic music lessons). Honest and collaborative meetings with parents.	Children may need emotional support when they feel out of their comfort zone. Clubs and visits ensure no difference in school experience for PP compared to non-PP.	Monitored by SLT.	KS	Termly
Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2.	Reading buddies and adult reading volunteers weekly. Targeted intervention timetable with TAs for all identified children to address barriers/gaps in learning.	One-to-one work with children enables targeted support on identified barriers/gaps. This closes the gap in attainment and progress.	Class teachers and TAs regularly review intervention and action plans. IEPs reviewed termly; new targets written and shared with the child and the parents.	KS EJ	Termly
Improve the attainment and progress of PP children with SEND.	SENCO liaises with teachers and TAs to ensure that PP children with SEND have appropriate support in school and from external agencies.	Children with complex additional needs need professional support related to their diagnosis.	SENCO monitors accuracy of IEPs and arranges assessments as necessary.	KS EJ	Half-termly

Impact of Pupil Premium expenditure 2018 – 19

Quality First Teaching				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teachers work with Teaching Assistants to provide support in class, in small groups and through one-to-one interventions to address barriers/gaps to learning.	SENCO and SLT used data to monitor progress of PP children. From their individual starting points, 87% of PP children made at least expected progress in reading, writing and maths.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	
Targeted support				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Improve the progress made by PP children so that it closes the attainment gap between them and their non-PP peers.	Teaching Assistants to work with all PP children, either one-to-one or in small groups, on intervention work on identified targets.	SENCO and SLT used data to monitor progress of PP children. From their individual starting points, 87% of PP children made at least expected progress in reading, writing and maths.	Continue to focus on progress from starting points with the addition of improving attainment at end of each Key Stage.	£19,762
Support pupils' self-esteem, confidence and well-being	Provide financial support via full payment of all residential trips, educational visits and two extra-curricular activities in order to ensure full exposure to the enrichment, as well as the entitlement, of the wider curriculum.	PP children benefited from the full breadth of the curriculum in school as well as extra-curricular opportunities. Pupil questionnaires in whole school forum showed that children feel happy and enjoy school.	Continue to ensure that PP children benefit from the same breadth of life experience as non-PP children.	£7,716
	Other spending included £7,170 on catering and school lunches for children in receipt of Free School Meal Benefit.			£7,170
			Total expenditure	£34,180