Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Girnhill Infant School
Pupils in school	112
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£70,538
Academic year or years covered by statement	2020-23
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Jane Littlewood
Pupil premium lead	Jane Littlewood
Governor Lead	Susanna Stott/Janine Ward

Disadvantaged pupil performance overview for last academic year (2018/19)

	Reading	Writing	Maths	RWM ARE+
Meeting expected standard at KS1	**65%**	**53%**	**59%**	**41%**
Achieving high standard at KS1	**18%**	**12%**	**24%**	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff have received paid-for training to deliver the phonics scheme effectively (RWInc) and to develop reading across EYFS and KS1.
Priority 2	Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups (YHMH)
Priority 3	Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley)
Barriers to learning these priorities address	Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning

	Ensuring staff use evidence-based whole-class teaching interventions Addressing pupils' language deficit
Projected spending	£7,550

Teaching priorities for current academic year

Aim	Target	Target date
Progress in EYFSP	To achieve GLD in line with national.	Sept 23
Progress in Reading	To achieve at least national average in KS1 Reading (76%)	Sept 23
Progress in Writing	To achieve at least national average in KS1 Writing (0)	Sept 23
Progress in Mathematics	To achieve at least national average in KS1 maths (0)	Sept 23
Phonics	Achieve above national average expected standard in PSC	Sept 23
Other	Improve attendance of disadvantaged pupils to national average (96.3%)	Sept 23

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

Measure	Activity
Priority 1	Ensure all staff have received paid-for training to deliver the phonics scheme effectively (RWInc)
Priority 2	Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups (YHMH)
Priority 3	Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their vocabulary
Barriers to learning these priorities address	Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning Ensuring staff use evidence-based whole-class teaching interventions Addressing pupils' language deficit
Projected spending	£15,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To develop and embed the use of RWI keep up sessions across school
Priority 2	Establish small group maths interventions alongside quality first teaching for disadvantaged pupils falling behind age-related expectations.
Projected spending	£15,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Early Birds Literacy Club
Priority 2	Introduce Breakfast Club
Priority 3	Sharing a part-time education welfare officer with Trust schools to support families with attendance and acute need
Priority 4	Provide bespoke support for pupils with SEMH needs to enable them to re integrate post covid and learn effectively
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£32,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided to allow for release to work alongside senior leaders
Targeted support	Ensuring enough time for RWI Lead to work with support staff and novice teachers Ensuring enough time for school maths-lead to support novice teachers. Ensuring enough time for maths-lead to support catch-up interventions.	RWI lead to monitor, model and upskill TA'S and RQT teachers as required. Maths lead to monitor, model and upskill TA'S and RQT teachers as required. Maths lead to monitor, model and upskill staff delivering maths catch-up interventions. .

Wider strategies	Engaging the families facing most challenges	Working closely with the LA and early help hub to provide additional support

Review: last year's aims and outcomes

Aim	Outcome
EYFSP	There were 45% on track to achieve GLD without additional intervention.
Phonics	Although phonic outcomes were strong in 2018/19 outcomes the monitoring up to March 2020 was indicating that standards would be below national overall with 65% of PP children on track to passing the PST.
Progress in Reading and Writing	The progress in phonics and reading through quality first teaching and interventions was strong. But pre closure figures were indicating that results would be below national.
Progress in Mathematics	White Rose maths hub is having a positive impact on quality first teaching and strengthening staffs knowledge. School was to participate in in mastery programme. This did not take place due to school closure.
Attendance	School worked closely with EWO and families to improve PA pupils attendance. Term Time holidays had significant impact. School had first exclusions in 4 years.