

Pupil Premium Strategy Statement 2020-21

| 1. Summary information | | | | | |
|-------------------------------|-------------------------------|---|---|---|---------------|
| School | Giles Brook Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | Anticipated (40 x £1345) = £53,800 plus 4 x £2345 (LAC and post LAC)= 9,380 plus 1 x £310 (service) = £310 plus 4 x £300 (EYPP) = £1,200 TOTAL: £64,690 | Date of most recent PP Review | November 2020 |
| Total number of pupils | 409 (442 with nursery) | Number of pupils eligible for PP | 49/442 - 11% of the whole school FSM = 34/442 = 8% 34 pupils in KS2, 3 in KS1 and 12 EYFS | Date for next internal review of this strategy | April 2021 |

| 2. Current attainment - end of KS1. Children reaching expectation at the end of Y2 in 2018-19 (no measure for Summer 2019 due to covid and Lockdown imposed) | | |
|--|--|---|
| | <i>Pupils eligible for PP (Giles Brook School)</i> | <i>All pupils (Giles Brook School)</i> |
| | 2018-19 Reading 80%, greater depth 30% Writing 70%, greater depth 10% Maths 80%, greater depth 20% | Reading = 88% expected, 29% greater depth Writing 86% expected, 25% greater depth Maths 90% expected, 29% greater depth |

Attainment - end of KS2. Children reaching expectation at the end of Y6 in 2018-19 (no measure for Summer 2019 due to covid and Lockdown imposed)

| | <i>Pupils eligible for PP (Giles Brook School)</i> | <i>All pupils (Giles Brook School)</i> |
|--|--|---|
| % achieving the expected standard in reading, writing and maths | <p>2018-19 Reading, Writing and Maths combined – 86% (2015-16 = 22%, 2016-17 =50% and 2017-18 =75%)</p> <p>Reading 86% expected, greater depth 43% (2015-16 expected= 44%, 2016-17 =50% and 2017-18 =75%)</p> <p>Writing 100% expected, greater depth 29% (2015-16 expected = 56%, 2016-17 =67% and 2017-18 =75%)</p> <p>Grammar, Punctuation and Spelling 100% expected, greater depth 43% (2015-16 expected = 67%, 2016-17 =67% and 2017-18 =75%)</p> <p>Maths 86% expected, greater depth 43% (2015-16 expected = 44%, 2016-17 =67% and 2017-18 =75%)</p> | <p>National Average combined figure R/W/M 2017/18 = 64% (2016-17 = 61%) increase of 3%</p> <p>Giles Brook School combined figure 2017/18= 73% Giles Brook School combined figure 2018/19= 77%</p> <p>Reading = 83% expected, 35% greater depth Writing 87% expected, 20% greater depth Grammar Punctuation and spelling 38% expected, 35% greater depth Maths 88% expected, 40% greater depth</p> |

Progress of Pupil Premium children between KS1 and KS2 – 2018-19

| | <i>Y6 Pupils eligible for PP (Giles Brook School)</i> |
|-------------------------------------|--|
| % making progress in reading | 71% made expected progress across the Key Stage 43% made accelerated progress or sustained greater depth from KS1 |
| % making progress in writing | 86% made expected progress across the Key Stage 43% made accelerated progress or sustained greater depth from KS1 |
| % making progress in maths | 86% made expected progress across the Key Stage 43% made accelerated progress or sustained greater depth from KS1 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

| | |
|-----------|--|
| A. | PP children joining the school within KS2 with low academic starting points have increased gains to make regarding progress and attainment before the end of Y6. |
|-----------|--|

| | |
|----|--|
| B. | Evidence of weaker oral language skills on entry to FS which, for some children, impact across KS1 |
| C. | Some disadvantaged children with low starting points are making progress but are not making the necessary gains to close gaps significantly enough to reach the expected attainment. |
| D. | Some PP children have additional needs (e.g. SEN and/or including an EHC plan) and will find it difficult to make end of Key Stage attainment expectations. Measures therefore will focus on progress and on achievable goals rather than end of year expectations, which may be unreachable from their starting points. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

| | |
|----|--|
| E. | Attendance issues for a small number of Pupil Premium children impacting upon progress and attainment. |
| F. | <p>The impact of Covid has had a significant impact on our PP children</p> <p>Autumn 1 data for all pupils = 30% drop on Age Related Expectations through the school in Reading, 39% in Writing and 35% in Maths.</p> <p>Autumn 1 data for PP pupils = 43% drop on Age Related Expectations through the school in Reading, 40% in writing and 45% in maths</p> <p>The data for Writing Autumn 1 shows that Lockdown had a similar impact on PP children as it did on 'All pupils' in writing but PP pupils have dropped further behind in Reading and maths.</p> |

4. Desired outcomes

| <i>Desired outcomes and how they will be measured</i> | | <i>Success criteria</i> |
|---|---|--|
| A. | <p>Increase numbers of PP children meeting expectations at the end of each year (Y3,4,5) and at the end of KS2 (Y6).</p> <p>Y6 pupils close the gap caused by lockdown and the missed term in school.</p> | <p>In Years 3,4,5 PP children who reached expected at the end of Y2, meet end of year expectations at 'w+' (expected) or better</p> <p>Year 6 PP children who reached expected at the end of Y2, meet end of Year 6 expectations and achieve 100+ on end of Y6 Key Stage tests</p> |
| B. | <p>PP children across Y2 and KS2 make accelerated progress from their Autumn 1 starting points</p> | <p>The gap between PP children and 'All children' in Autumn 1 (following a term missed schooling due to lockdown) is reduced.</p> <p>Greater numbers of PP children reach Age expected expectation in Summer 2021</p> <p>Children meet ARE or are closer to meeting ARE than they were in Autumn 1 2020.</p> |

GILES BROOK PRIMARY SCHOOL PUPIL PREMIUM PLAN - Objectives 2020/2021

NB: the 2019-20 plan has been used as a basis with additional areas identified in blue. PP Funding will be used alongside Covid Catch Up monies to ensure that children who are PP in our school can make the best possible progress during the academic year 2020-21 and catch up on any skills lost due to missed schooling from March 2020 to September 2020

This plan will be reviewed in April 2021 at the end of the financial year with a final review in July 2021.

| How will Pupil Premium funding be targeted | Objectives | |
|--|--|--|
| Purchase of Chrome books (8) | <p>To support PP premium when in self isolation, for homework and home learning.</p> <p>To support Y6 PP pupils with loan of devices if they don't have the resources at home to access learning, revision, homework, online resources for embedding learning, practice of key Y6 skills</p> <ul style="list-style-type: none"> ➤ Y6 not part of the purchasing scheme below due to time left in school for repayment ➤ All Self Isolating pupils on PP register to have access if needed ➤ Chromebooks to be loaned at the discretion of GBS staff | <p>£2,000 ACT: £1,855.71</p> |
| Purchasing scheme for parents to buy Chromebooks to support learning at home | <p>To allow PP children who are currently(Nov 2020) eligible to free school meals to have the option of purchasing a Chromebook for home use if parents chose to do so</p> <ul style="list-style-type: none"> ➤ 50% paid by the school and payment option over 1,2 yearly period depending on year group (open to 23 children November 2020) | <p>£3,000</p> |
| 1:1/small group Catch Up (Tutoring programmes) | <p>To support identified pupils who need additional tutoring to make progress/and reduce the academic loss due to Covid 19</p> <ul style="list-style-type: none"> ➤ National Tutoring Programme- tutoring costs | <p>£4,000</p> |
| Health and Fitness | <p>To support pupils to maintain health and fitness</p> <ul style="list-style-type: none"> ➤ targeted lunchtime support through team games, running and fitness exercises (HLTA sports coach) | <p>£1,000</p> |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> ➤ Targeted fitness through PE lessons (HLTA sports coach) ➤ purchase of fitness resources such as skipping ropes; lolo balls | |
| Setting for Maths in Y5 and Y6 - additional staff member employed to support setting (5x per week mornings only) | <p>To secure attainment at expectation or better at end of KS2 and ensure performance at least equal to or above National Averages for Pupil Premium children.</p> <p>To ensure children reaching ‘expected attainment’ at the end of KS1 are given additional opportunity to support them in meeting end of KS expectations of 100+ in Y6 end of KS tests and to ensure they have the skills to support them in applying their maths skills as they enter secondary education.</p> <p>To ensure children reaching ‘greater depth’ in KS1 are reaching ‘Secure/Secure+’ at end of year and are reaching the greater depth criteria by the end of KS2</p> <ul style="list-style-type: none"> ➤ Children in Y5 and Y6 set for maths with 3 teachers splitting the cohort. ➤ Class sizes reduced and targeted teaching for children of similar abilities ➤ Weekly follow up sessions with experienced teacher to address needs where identified. ➤ Additional sessions supporting lower attainers with DH | £5000 |
| Staff training | <p>To ensure staff have current up to date training to implement booster programmes</p> <ul style="list-style-type: none"> ➤ Staff survey analysing need ➤ Whole staff training sessions for reading, maths led by leaders ➤ Phonics training for TAs ➤ Reading Recovery strategies from specialist to be shared with all staff ➤ Further training to ensure all TAs are trained fully in Better Readers. | Carry forward £2206.95 to be used here |
| Booster groups and interventions for English and Maths - including: <ul style="list-style-type: none"> - TA p.m. tutoring - after school support in Y6 - additional hours of part time teachers for additional teaching purposes | <p>To unpick misconceptions, embed skills and accelerate progress.</p> <p>To ensure that Pupil Premium children make ‘good’ progress across the academic year meeting expected progress of 6+ steps.</p> <p>To ensure all Pupil Premium children make at least expected progress by end of KS1 and/or KS2</p> <ul style="list-style-type: none"> ➤ Experienced TAs supporting extra sessions to support need as directed by class teachers ➤ Experienced Teacher intervention groups in Y6 running 3 x sessions per week focused on maths/reading/grammar or writing as need is identified. | £5000 £500 |

| | | |
|--|--|--|
| <p>1:1or small group tuition for SEN/PP children</p> | <p>To ensure that Pupil Premium pupils who are also SEND make at least expected progress in reading, writing and maths</p> <ul style="list-style-type: none"> ➤ Targeted 1-1 programmes running from Autumn 2 to support individual academic need in across the curriculum but specifically with reading, spelling and maths. ➤ DH target group cross year group focused on literacy skills (Y5/4/3) – use of On Track English programme comprehension materials, sentence work, reading and spelling. | <p>£1000</p> <p>£1500</p> |
| <p>1:1 time supporting children with emotional needs to ensure learning is not compromised</p> | <ul style="list-style-type: none"> ➤ Targeted 1-1 sessions with SENco to support emotional and social need/language | <p>£900</p> |
| <p>Intervention Programmes – Third Space Learning</p> | <p>To overcome barriers to learning and address any misconceptions in maths</p> <ul style="list-style-type: none"> ➤ To provide a different way of learning through the use of ICT to engage ➤ To address misconceptions to allow learning to develop at a faster rate ➤ To increase confidence and ability in maths and support the securing of expected progress and attainment by the end of KS2 ➤ To engage boys with learning through ICT and instant personalised verbal feedback/challenge | <p>£2985</p> <p>Third Space Learning</p> |
| <p>Reading resources to support key word and phonic teaching in KS1 and FS and to enhance skills of lower performing children in LKS2</p> | <p>In line with the SIP initiatives for this year:-</p> <p>1) Increase the opportunity to take reading books that match the level and attainment of phonics in KS1.</p> <ul style="list-style-type: none"> ➤ Daily readers supporting phonic knowledge purchased and used to reinforce the stage of phonics the child is at through FS and KS1 ➤ 1:1 TA support sessions making use of the phonic resources to reinforce and support over learning of phonemes, digraphs and trigraphs. <p>2) Provide resources to support increased engagement and fluency in reading and writing in KS2</p> <ul style="list-style-type: none"> ➤ Reading materials researched and purchased ➤ Reading materials accessible in class reading boxes ➤ Books used systematically to support reading of identified PP children ➤ Books used as stimuli for writing opportunities/own books made | <p>£1000</p> |
| <p>Library and book shop visits to read/ purchase materials to support reading at home and school</p> | <ul style="list-style-type: none"> ➤ Visits by school minibus to central library, central bookshops. ➤ Purchase of reading materials to support learning in class and at home. (termly visits) ➤ Increased access to books at home ➤ Reading profile heightened | <p>£500</p> |
| <p>Targeted Language Support for those Pupil Premium children who do not have English as their first language</p> | <p>To increase potential and address language issues through the provision of 1:3 or small teaching groups building upon classroom work:</p> <ul style="list-style-type: none"> ➤ Dedicated Language Support Assistant addressing needs identified <ul style="list-style-type: none"> ● in KS2 - address written grammatical difficulties, vocabulary and reading comprehension | <p>£1300</p> |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ● in KS1 - address basic sentence construction through verbal work/ reading and writing. ● Both the above building on classwork. | |
| Language support for FS cohort | <p>To build vocabulary and develop children’s clear verbal sentences and responses to questions. To provide a good language model to underpin early language learning.</p> <ul style="list-style-type: none"> ➢ Provision of TA to support targeted children with pronunciation, vocabulary and verbal sentence structures. ➢ Development of song repertoire, recall and rhyme. ➢ Development of memory retention through games. ➢ Provision to include lower language learners as well as PP children to maintain workable group size and maximise output. | £600 |
| Curriculum enhancement for able and more able children | <p>To ensure children ‘working at or towards greater depth’ are reaching ‘Secure/Secure+’ at end of year</p> <ul style="list-style-type: none"> ➢ Attendance at writer’s workshops; author visits; more able maths; maths competitions to enhance opportunity and breadth in learning as sessions become available. ➢ University visits supporting raised aspirations. (<i>accessible to Y5 and Y6 children</i>) | £500 |
| Holiday learning support for identified Y6 pupils with enhanced access to sport | <p>To ensure that all Pupil Premium children who attend holiday learning make at least expected progress in English and Maths and secure attainment at expectation or better at end of KS2</p> <ul style="list-style-type: none"> ➢ To provide 3 days tuition at Easter ➢ To provide enhanced sporting opportunities for pupils alongside tuition (funds pay for half day tuition and half day free entry to SportsZone) ➢ Grammar sessions 3 weeks 2x per week after school (Y6) | <p>£1200</p> <p>£200 sport</p> |
| Teacher/pupil 1:1 teaching/meeting time per term and Pupil interviews | <p>To provide 1:1 time with teacher/DH to build confidences, share successes, address target areas, work on teaching points, raise profile and ensure needs are appropriately met</p> <ul style="list-style-type: none"> ➢ Hourly sessions allocated specifically with class teacher and each identified Pupil premium child discussing progress to date, next steps and a targeted teaching session – twice yearly Autumn and Spring Terms (Summer Term if required). ➢ Person Centred meetings with families/children who are not meeting expectations – to support shared understanding and knowledge and to support learning at home. ➢ Deputy Head meeting with KS2 individuals at end of Autumn (and Spring Terms if needed) Structured conversations to ensure support appropriately matched, home learning encouraged and supported effectively and meetings with parents arranged as required. | <p>£1,100</p> <p>£1000</p> |
| <p>Support for educational visits and residentials</p> <p>Support for musical instrument tuition and clubs</p> | <p>To ensure school day visits, residential visits, clubs and musical instrument tuition is accessible to all.</p> <ul style="list-style-type: none"> ➢ For those who are Pupil Premium and currently in receipt of free school meals: <ul style="list-style-type: none"> ● School day visits attended without cost. ● 50 % remission on residential visits ● Charge waived by clubs run by school staff ● 50% remission on music tuition | <p>£3600 Visits and Residentials</p> <p>£500 Music/clubs/resources</p> |

| | | |
|--|---|--------------|
| Resources to support home learning including educational ICT software for home use) | To provide work books and revision books to ensure equal opportunity and access for all <ul style="list-style-type: none"> ➤ Maths and Spelling, punctuation and grammar workbooks provided for all Y4,5 and 6 pupils ➤ Revision books for Y6 pupils provided ➤ Provision of Education City and any other paid for ICT learning resources at home without charge | £800 |
| Uniform | To maintain high self-esteem and ensure uniform is accessible to all. <ul style="list-style-type: none"> ➤ For those in receipt of Free School Meals:- a fleece, 2x sweatshirt, 2s polo shirt polo shirt, blue PE shirt, Tracksuit top (Y4/5/6), book Bag and PE bag to be provided at the beginning of the academic year (or as eligible) | £3000 |
| Breakfast club | To support families and ensure children are 'learning ready' <ul style="list-style-type: none"> ➤ Access for those eligible for Free School Meals for either 2 days per week or a 50% reduction in cost for 5 days (where need is identified) | £1500 |
| Attendance at holiday sports sessions to support families with fitness, health and well being | To support the health of pupils, increase activity and fitness <ul style="list-style-type: none"> ➤ Identified children offered sporting opportunities during half term and summer breaks with the aim of increasing fitness and thus having a direct impact upon health and well-being (where need is identified) | £500 |
| Continued lessons for swimming until 25m are achieved (in addition to sports premium monies) | To support the health of pupils, increase activity and fitness and ensure children have competency in the water. <ul style="list-style-type: none"> ➤ Swimming as whole class offer in Y4, continued for extra lessons if not achieved in Y4 ➤ Swimming in Y5/Y6 as extra lessons if 25m competency not met. | £500 |
| Rewards, trophies and prizes to support motivation and recognition of achievement/improvements in attendance. | To maintain positive attitudes and motivation of all pupils <ul style="list-style-type: none"> ➤ Provision of medals, trophies and certificates for great achievements/progress ➤ Provision of resources e.g. pencil crayons, books, rulers, water bottles, hi vis bands for coats etc. for children to select as prizes for in school and out of school learning. High Impact | £500 |
| Bikeability training - either Level 1 or Level 2 depending on need - for all children with a bike in Y4,5,6 | To ensure safe cycling and cycle competence, safe travel and an understanding of road safety <ul style="list-style-type: none"> ➤ Training Level 1 – 2 hours basic course ➤ Training Level 2 – 3 half days | £250 |
| Lunchtime supervisor | To support play and social interaction to ensure productive, successful playtimes and a readiness for learning in the afternoon <ul style="list-style-type: none"> ➤ Support on playground for lunch hour 5 days per week to engage pupils socially and ensure productive play so that they are ready for learning. | £3000 |

| | | |
|--|---|-------------------|
| | <ul style="list-style-type: none"> ➤ Support to encourage turn taking and sharing ➤ Support to manage exercise needed (individual requirements) | |
| Specified support for individuals | To secure expected attainment and progress and support enhancement <ul style="list-style-type: none"> ➤ Additional 1:1 adult time (1 x 2hours per week) supporting reading, writing, maths skills ➤ Specific resources purchased to allow full access to the curriculum ➤ Training time for staff to provide support appropriately. ➤ Letterbox package at £135 x 2 ➤ Music tuition ➤ Chromebook purchase for home learning (Y1-Y6 pupils) | £9,380 |
| | ESTIMATED COSTS | £59,841.95 |
| | Total anticipated allocation: = £64,690* (calculated on numbers eligible in November 2020) *providing all newly eligible children receive funding for Autumn Term - review figure in April 2021 | |

NB:

The above are projected spends. As a school we reserve the right to amend plans as the year progresses according to needs identified.

Where groups supported include Pupil Premium and non - Pupil Premium children, the allocation of funding is in proportion to the number of children in the group; the remainder of the cost is borne by the school.