

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Gatten & Lake Primary School
Pupils in school	200
Proportion of disadvantaged pupils	16% (32 children)
Pupil premium allocation this academic year	£60,250 projected
Academic year or years covered by statement	2020-2021.
Publish date	01/09/2020
Review date	01/09/2021
Statement authorised by	Rebecca Day
Pupil premium lead	Jon Kirby
Governor lead	Wendy Dent

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A – 2018/2019 - 25%
Achieving high standard at KS2	N/A – 2018/2019 – 0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve progress of double disadvantaged children.
Priority 2	To improve outcomes in ALL subjects for disadvantaged children.
Barriers to learning these priorities address	Ensuring staff are trained and competent in variation of foundation subjects will be key to meeting these priorities.

	Staff may need additional training in the delivery of foundation subjects with quality and effective varied tasks compilation.
Projected spending	£48,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress Scores	End 2020/21
Progress in Writing	Achieve National Average Progress Scores	End 2020/21
Progress in Mathematics	Achieve National Average Progress Scores	End 2020/21
Phonics	Achieve National Average Progress Scores	End 2020/21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed reading schemes for home learning
Priority 2	Blended learning to be extended to home working
Priority 3	Targeted support for core skills in reading, writing and maths, phonics
Barriers to learning these priorities address	<p>Monitoring of PP family's ownership of ICT equipment will need to be in place and provision put in place to ensure children can access home learning and reading packages. Support for access will need to be in place and homework learning clubs for children still unable/ not accessing.</p> <p>As this is a new scheme, staff will need to build effective use of the scheme. Accurate and close monitoring will be required by teaching staff/TAs to ensure books are at the correct level.</p>
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring all children have access to home learning in the event of lockdown.
Priority 2	All staff to be training in delivery of teaching educational disadvantage (TED)
Barriers to learning these priorities address	Additional lockdowns/school closures/lack of engagement. Attachment and trauma caused by lockdown. Time constraints to put in place and embed training.
Projected spending	£2250

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is provided for accurate monitoring of teaching and learning in all subjects	Ongoing learning walks to be and monitoring to be completed by SLT and subjects leaders to be provided with sufficient time to monitor individual subjects.
Targeted support	Ensuring new systems are being used effectively. Time constraints for intervention in confined space due to COVID regulations. Ensuring subject leads has sufficient time to monitor.	CPD to be provided to staff. HT to give one to one and small group intervention, utilising the outside area and studio, where possible. Subject lead time provided on a rotating basis.
Wider strategies	Monetary constraints for providing ICT. Parental knowledge of use of ICT.	ICT spending to be cost effective and making use of existing ICT, where possible. DHT and ICT lead to give computer support, where necessary.

Review: last year's aims and outcomes

Aim	Outcome
Ensuring all staff have received phonics delivery training to for effective delivery across the school.	All staff received external phonics delivery training through a development day. The delivery of which has been

	monitored by head-teacher and English lead with significant improvements seen.
Meeting national average progress measures for reading, writing and maths	Progress measures cannot be assessed due to COVID 19.
Ensuring small group targeted interventions provided across the key stages for children not expected to meet the expected standard for reading, writing and maths.	All classes provided interventions for children, based upon AfL. This was monitored by SLT, subject leaders and governors. Direct impact cannot be measured due to COVID 19 lockdown.
To develop staff's awareness of attachment and trauma in children to promote SEMH.	All staff have attended A&T training and are aware of the signs of A&T, as well as methods to help children to cope with/overcome A&T.