

# Pupil premium strategy statement- Gayton Primary School

## School overview

Metric	Data
School name	Gayton Primary School
Pupils in school	210 pupils in total
Proportion of disadvantaged pupils	4%
Pupil premium allocation this academic year	£28,240
Academic year or years covered by statement	2019-2021
Publish date	Feb 2021
Review date	Feb 2022
Statement authorised by	Mrs McAleny
Pupil premium lead	Mrs McAleny (Headteacher)
Governor lead	Claire Boyd

## Disadvantaged pupil progress scores for last academic year

Data relates to 2018-2019 as last set of validated data available.

Measure	Score
Reading	+0.15 (based on 2 pupils)
Writing	+3.43 (based on 2 pupils)
Maths	-0.55 (based on 2 pupils)

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100% achieved expected standard
Achieving high standard at KS2	0% of pupils achieved
Measure	Activity
Priority 1	To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.
Priority 2	Ensure that the curriculum is reviewed to produce a curriculum that is ambitious for all pupils including disadvantaged pupils.

Priority 3	Ensure all relevant staff have received training to deliver the phonics scheme effectively at both KS1 and KS2.
Barriers to learning these priorities address	Parental engagement with regards to attendance and support.
Projected spending	£8322.00

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Make at least good or better progress scores in KS2.	July 2021
Progress in Writing	Make at least good or better progress scores in KS2.	July 2021
Progress in Mathematics	Make at least good or better progress scores in KS2.	July 2021
Phonics	Achieve national standards in phonics screening check in Y1.	July 2021
Attendance	Ensure attendance of disadvantaged pupils is in line with other pupils.	July 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed guided reading model across the school and ensure high quality texts are used as part of shared reading across school.
Priority 2	Embed a mastery approach to the teaching of maths across the school.
Barriers to learning these priorities address	Reduced capacity with regards to TA deployment. Attendance of pupils. Complex needs of individual pupils, particularly those with SEND. Lack of parental support with regards to reading and practising times tables.
Projected spending	£15,420

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all transition points are robust, rigorous and smooth both in year admissions and at transfer points to other key stages to meet individual needs emotionally and academically.
Priority 2	Ensure all emotional and mental health needs are met through PSHE activities and implementation of Rest Easy approach across school. Provide

	workshops for parents with regards to managing children's anxiety and stress and also demonstrate
Barriers to learning these priorities address	Parental support engagement. Range of accessible provision available Ability and capacity of other agencies to engage with school and families. Resilience of individuals.
Projected spending	£4500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff CPD.	Use of INSET days and staff meetings for effective CPD.
Targeted support	Effective planning and deployment in light of reduced capacity in line with effective provision management.	Support of governors in protecting the maximum amount of support to meet the needs of pupils.
Wider strategies	Supporting families with their own personal circumstances.	Working with parents and other agencies to achieve shared outcomes.

## Review: last year's aims and outcomes

Aim	Outcome
Accelerate learning, attainment and progress. Reduce adult: child ratio. Support children with Special Educational Needs.	100% of disadvantaged pupils (2 pupils) achieved expected standard in reading, writing and maths.
Curriculum enhancement. Provide opportunities for children.	Opportunities provided for some disadvantaged pupils e.g. support with residentials for pupils.