

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Great Orton Primary School
Pupils in school	32
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£14,520
Academic year or years covered by statement	2019-2021
Publish date	21 <sup>st</sup> November 2019
Review date	21 <sup>st</sup> October 2020
Statement authorised by	Claire Goffin
Pupil premium lead	Claire Goffin
Governor lead	Dianne Bates

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	50%
Writing	50%
Maths	37.5%

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Ma 100% Wr 100% Re 0%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that teachers receive personalised CPD, impacting on the outcomes for disadvantaged children
Priority 2	To ensure that there are additional opportunities, developing Cultural Capital, for disadvantaged

	children and their families; including during holiday time (TBA for the next academic year).
Barriers to learning these priorities address	Ensuring that the impact of CPD is evident through teaching and learning
Projected spending	£1283

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading and across the year groups, as well as ensuring that national average is achieved at Greater depth	July 20
Progress in Writing	Achieve national average progress scores in KS2 Writing and across the year groups, as well as ensuring that national average is achieved at Greater depth	July 20
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics and across the year groups, as well as ensuring that national average is achieved at Greater depth	July 20
Phonics	Achieve national average expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils to LA average (?%)	July 20
	Establish a weekly Baby and Toddler group in school for families	

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

Measure	Activity
Priority 1	<p>Ensure that Teaching for mastery in Maths is embedded across the school through MathsHub.</p> <p>Resources needed are purchased for whole school research by the National Centre for Excellence of Mathematics, which is supported by evidence shows that children succeed when 'not split into groups' and that this approach, where planning is carefully structured, teaching using 'small steps'.</p> <p><i>A <a href="#">report</a> by the <a href="#">Fair Education Alliance</a> looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors</i></p>

	<i>in their success. Many of the schools cite teaching for mastery as a key factor.</i>
Priority 2	Reading Comprehension training is sought and developed across the school, raising attainment and progress for whole school. Ensuring that parents are given opportunities to come into school and read with their children as well as supporting them to support their children.
Priority 2	Ensure that a phonics programme is followed in KS1 for both Year 1 and those in Year 2 who did not pass the previous year. <i>Longitudinal studies (see Rose report) identified that the use of synthetic phonics as the most effective approach to the teaching of reading. More recent research ((EEF) say that this is particularly true for 'children from disadvantaged backgrounds'.</i>
Barriers to learning these priorities address	Parent support Research shows (EEF, DfE) having parental support and involvement in their children's learning has a 'significant' impact on educational achievement and that parents play a crucial role, leading to better academic outcomes.  Ensuring staff use and follow the evidence-based training they receive
Projected spending	£360

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Use pre-teach to support and develop maths and writing across the school., as well as follow up with misconceptions from that days teaching. Research (J.Minkel) says that by using pre-teach rather than remedial strategies can make a profound difference to a child, both in terms of progress within the subject area but also in their confidence.
Priority 2	Encouraging children's pleasure for reading across the school. Use Nussy to support the raising of attainment and accelerating progress at word level. <i>NESSY is used to support children's progress in reading and where evidence shows that progress is accelerated when the programme is used consistently.</i> Use quality books to embed children's skills in comprehension. Involve parents in this process, ensuring that this continues at home with the whole family. <i>The Centre for Literacy in Primary Education (CLPE) continually review their evidence through research on the use</i>

	<i>of quality books to ensure that their book list engages children and that they support children's reading enjoyment.</i>
Barriers to learning these priorities address	Parental support and engagement with reading.
Projected spending	£12770

## Wider strategies for current academic year

Measure	Activity
Priority 1	Developing After school clubs within school for all year groups, prioritising Disadvantaged children
Priority 2	Ensuring there is take up for breakfast club with our disadvantaged children across year groups and that funding is available to support this.
Priority 3	Ensure staff receive training to support the positive use and development of behaviour across the school. This will support staff in developing their skills and confidence.
Priority 4	Source and develop language screening within early years and in year admissions, ensuring children are supported early on with their development in this area
Priority 5	Ensure that links with feeder nurseries and open days are introduced
Barriers to learning these priorities address	Ensuring families take advantage of the breakfast club – As well as improving attendance this will ensure children are ready to learn
Projected spending	£510

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers are able, and feel supported in developing their skills when delivering lessons with high expectations across the curriculum	Using and developing the CPD programme according to need
Targeted support	Ensuring teachers access support and peer observations and collaboration both in school/CSP and within other schools	Ensure that time is given to teachers so that collaboration is accessed within other schools, ensuring that teachers have access to good practice and that expectations are raised

Wider strategies	Develop the environment within school to ensure this supports children giving opportunities for independent learning	CPD around environments, including visits to other schools
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### Review: last year's aims and outcomes

Aim	Outcome
To ensure Pupil Premium Review is implemented early in the next academic year	Met with LA in order to plan the review early in the year.
To begin developing mathematics across the school	The engagement of MathsHub and use White Rose maths is now being effectively embedded across school. All staff will receive training through MathsHub in the next academic year