

Pupil premium strategy statement

School overview

Metric	Data
School name	Great Orton Primary School
Pupils in school	24
Proportion of disadvantaged pupils	17% (4)
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2021-2022
Publish date	21st, November 2020
Review date	21 st October, 2021
Statement authorised by	Mrs Catherine Bellas
Pupil premium lead	Mrs Catherine Bellas
Governor lead	Mrs Jill Adams

Disadvantaged pupil progress scores for last academic year (2019-2020)

Measure	Score
Reading	No data
Writing	No data
Maths	No data
Measure	Score
Meeting expected standard at KS2 (1pupils)	100%
Achieving high standard at KS2 (1pupils)	0%

Pupil performance overview for last academic year (Internal data)

Strategy aims for disadvantaged pupils (2020-2021)

Measure	Activity
Priority 1	Implement the Cracking Comprehension approach to the Teaching of Reading Comprehension from reception to Yr 6.
Priority 2	Implement the Read Write Inc approach to the systematic teaching of Phonics and Reading

Priority 3	Embed the maths mastery approach to mathematics to develop fluency, reasoning and problem- solving skills.
Priority 4	Introduce the Dimensions Curriculum to improve pupils Cultural Capital and whole world vision including increased visits and visitors.
Barriers to learning these priorities address	<p>Priority 1: Low attainment in Reading comprehension in KS1 and KS2.</p> <p>Priority 2: Low attainment in the Phonics Screening Check in Yr1 and Yr2.</p> <p>Priority 3: Maths concept gaps and low attainment in mathematics at the end of KS1 and KS2.</p> <p>Priority 4: Limited Curricular experiences and low cultural capital.</p>
Projected spending	£4,900

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 2021
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 2021
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 2021
Phonics	Achieve national average expected standard in PSC.	July 2021
Other	Pupils will have access to Technology to participate in online learning and use educational Apps.	July2022

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	1-1/ small group Reading Intervention/ Comprehension with trained TA. Additional opportunities to read to an adult.
Priority 2	1-1/small group support to improve basic skills in mathematics using the white rose hub resources and writing using rainbow writing to improve sentence construction and punctuation usage.
Barriers to learning these priorities address	Priority 1 and 2: Children working significantly below ARE require additional targeted reading, maths and writing intervention.
Projected spending	£3, 433.

Wider strategies for current academic year

Measure	Activity
Priority 1	Implementing a program of after school clubs within school for all year groups, prioritising Disadvantaged children.
Priority 2	Encourage attendance at school breakfast club by disadvantaged pupils with funding to support this.
Priority 3	Implementing the 'relax kids' program to teach self-understanding and self-regulation of behaviour, using calming strategies and mindfulness. Additional sessions implemented to support yr6 transition to Secondary school in Summer Term 2021.
Priority 4	All pupils to have access to an I-pad to take part in online zoom lessons during a national lockdown and access educational Apps to consolidate and support learning.
Barriers to learning these priorities address	Priority 1. Improving Cultural capital and experiences. Improving health, Fitness and wellbeing. Priority 2. Ensure families take advantage of the breakfast club to improve attendance and ensure children are ready to learn at the start of the day.

	<p>Priority 3. Improving child's wellbeing and ability to understand their own feelings and have self-calming strategies to improve motivation, attitude and readiness to learn.</p> <p>Priority 4. Ensuring that all children have the technological capacity to access online learning during a national lockdown, period of isolation and for home school learning.</p>
Projected spending	£4,200

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.
Targeted support	No staff in school are trained to deliver Reading intervention or the 'Relax kids' social and emotional well-being programme.	Employment of trained staff to deliver reading intervention and Social and Emotional structured learning programme.
Wider strategies	Engaging the families facing most challenges	Building positive relationships with families.

Review: last year's aims and outcomes

Aim	Outcome
<p>Priority 1</p> <p>To ensure that teachers receive personalised CPD, impacting on the outcomes for disadvantaged children</p>	<p>Teacher's attended introduction to phonics training, maths coaching through the NCETM hub, behaviour management training and a geography curriculum course prior to the national lockdown in March 2020. During this period training was limited as providers organised training to go online. The majority of children did not return to school until September 2020. The impact of these courses on pupils is therefore difficult to evaluate.</p> <p>Learning Point: Clear link between CPD and School improvement plan to correlate impact on pupils.</p>
<p>Priority 2</p> <p>To ensure that there are additional opportunities developing Cultural Capital, for disadvantaged children and their</p>	<p>Due to School closure in March 2020 and restrictions in place for visitors and visits, opportunities to develop cultural capital have been limited.</p>

<p>families; including during holiday time(TBA for next academic year).</p>	<p>Children have participated in a wealth of sports activities delivered by the EFL community Coaches and weekly music teaching from a peripatetic music teacher. The Yr6 children have taken part in cyclewise training prior to restrictions being implemented. This is a priority carried forward into the 2020-2021 PP Strategy Plan.</p>
<p>Priority 3 Ensure that the teaching for mastery maths is embedded across the school through the maths Hub.</p>	<p>The maths mastery approach to teaching of mathematics was introduced in 2019-2020 academic year. The school was supported by the NCETM during this process. Resources were purchased, including access to the white Rose Premium materials, which helped to support pupils maths learning during the national lock down.</p> <p>This is a priority carried forward into the 202-2021 PP strategy Plan to develop and embed practice to impact on pupil outcomes.</p>
<p>Priority 4 Reading Comprehension training is sought and developed across the school.</p>	<p>This training did not take place prior to or during lockdown.</p> <p>This is a priority carried forward into the 2020-2021 PP strategy Plan to develop and embed practice to impact on pupil outcomes</p>
<p>Priority 5 Ensure that a phonics programme is followed in KS1 for Year 1 and Year 2 pupils who do not pass the phonic screening check.</p>	<p>The Orgill Literacy Hub began supporting Great Orton Primary School to develop a systematic approach to the teaching of Reading and phonics in September 2020. In the Autumn Term, the school have adopted the Read Inc approach to teaching phonics and reading and have purchased resources and organised training.</p> <p>This is a priority carried forward into the 2020-2021 PP strategy Plan to develop and embed practice to impact on pupil outcomes</p>