

Pupil premium strategy statement

School overview

Metric	Data
School name	Glaisdale Primary School
Pupils in school	34
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£9380
Academic year or years covered by statement	2020-23
Publish date	1 October 2020
Review date	1 September 2021
Statement authorised by	J Kevan
Pupil premium lead	Kirsty Hird
Governor lead	R Denniff

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available due to covid-19.
Writing	Not available due to covid-19.
Maths	Not available due to covid-19.

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not available due to covid-19.
Achieving high standard at KS2	Not available due to covid-19.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Use quality first teaching and targeted interventions to close the gap so that disadvantaged pupils meet their individual end of year/end of key stage targets in reading, writing and maths (based on prior attainment). Teachers trained in use of Balance to support assessment and planning.

Priority 2	Provide targeted support for social, emotional and mental health, including the following aspects: use of Compass Buzz training and resources; training in attachment and trauma; coaching; and provision of music tuition.
Barriers to learning these priorities address	Academic and emotional impact of extended period of absence from school due to covid-19 pandemic.
Projected spending	£2000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in Reading.	Sept 2021
Progress in Writing	Achieve at least national average progress scores in Writing.	Sept 2021
Progress in Mathematics	Achieve at least national average progress scores in Mathematics.	Sept 2021
Phonics	Achieve at least national average expected standard in PSC.	Sept 2021
Other	Improve attendance of disadvantaged pupils to at least 96%.	Sept 2021

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	<p>Provide support (staffing and other resources) for pupils in order to enable catch up English:</p> <ul style="list-style-type: none"> • Embed whole class reading in KS2, using high quality texts. • Reading fluency and comprehension interventions delivered to targeted pupils. • Read Write Inc used to support phonics and ensure pupils in KS1 pass the PSC. • Encourage love of reading through purchase and celebration of high-quality texts.
Priority 2	<p>Provide support (staffing and other resources) for pupils in order to enable catch up in maths:</p> <ul style="list-style-type: none"> • Embed a mastery approach to maths across the school, using WRM and through work with cross-school mastery teacher group; • Developing fluency in multiplication and division facts.
Barriers to learning these priorities address	Academic impact of extended period of absence from school due to covid-19 pandemic, particularly on English and maths.

Projected spending	£2000.
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Wider strategies for current academic year

Measure	Activity
Priority 1	Purchase, set up, and training in use of iPads to support remote or blended learning in case of covid-19 related closure or absence.
Priority 2	Provision of 1:1 instrumental tuition for disadvantaged pupils to support SEMH.
Priority 3	Provision of Compass Buzz intervention, where required, to support SEMH, including staff training.
Barriers to learning these priorities address	<p>Priority 1 – children more likely to engage with remote learning (a) if delivered through iPads and (b) following introduction and practise within school.</p> <p>Priority 2/3 - SEMH needs can act as a barrier to success. Targeted intervention will address this, improve resilience and also support successful transition to next educational stage.</p>
Projected spending	£5380

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Children have missed large parts of learning due to school closure, as a result of covid-19.</p> <p>Staff need time to develop knowledge and confidence in using online platforms, including Balance and Class Dojo.</p>	<p>Prompt assessment, RAG rating and RAPs in place and regularly reviewed.</p> <p>Training and cross-school support for teachers.</p>
Targeted support	<p>Providing time for support staff to deliver interventions.</p> <p>Engagement of all targeted pupils with interventions.</p>	<p>Training and cross-school support for TAs.</p> <p>Use of Balance to identify specific needs of individual pupils and groups.</p>
Wider strategies	New staff require training in SEMH programmes and resources.	Training and cross-school support for TAs.

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Review: last year's aims and outcomes

Aim	Outcome
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Refer to additional document Pupil Premium 2019-20 REVIEWED, available on the school website.