

Pupil premium strategy statement 2019-2022

School overview

Metric	Data
School name	Forest of Galtres Primary
Pupils in school	138
Proportion of disadvantaged pupils	5% (7)
Pupil premium allocation this academic year	£16 450 (2020-21) £13 840 (2019-20)
Academic year or years covered by statement	2019-2022
Publish date	January 2020, reviewed March 2021
Review date	September 2021
Statement authorised by	LGC 30.1.20
Pupil premium lead	Allyson Buckton & Kirsty Mills
Governor lead	Sue Van Hout

Main barriers to educational achievement faced by eligible pupils at the school

Due to the very small numbers, barriers to educational achievement cannot be generalised in this way, and instead are addressed at individual level. With such low numbers of pupils eligible for the Pupil Premium, there may be one or no eligible pupils within a year group.

Disadvantaged pupil progress scores for last academic year (most recent data from 2019)

Measure	Score
Reading	-7.41
Writing	-7.84
Maths	0.41

Strategy aims for disadvantaged pupils (over 3 years due to very small group)

Measure	Score
Meeting expected standard at KS2	60-70% (3-year average)
Achieving high standard at KS2	10-20% (3-year average)
Measure	Activity

Priority 1: raise achievement in all areas	Ensure all relevant staff are able to deliver appropriate interventions informed by effective assessments & gap analysis Use of GL tests to support gap analysis and evidence progress following lockdown 2020
Priority 2: secure accelerated progress for disadvantaged pupils who are also in the SEND or low PA group <i>In 2018-19 this was 33% of the total eligible for PP and 100% of the Y6 PP pupils</i> <i>In 2019-20 this is 22% of the total and 33% of the Y6 PP pupils</i> <i>In 2020-21 is 43% of the total eligible for PP and 100% of the Y6 PP pupils</i>	As above; in addition, work with Trust SEND team to identify strengths in provision and new approaches which have contributed to success in other settings
Barriers to learning these priorities address	The diverse support needs within pupils eligible for PP, including where PP pupils also have additional needs such as SALT or Dyslexia
Projected spending	£9000

Teaching priorities for current academic year (resulting in 3-year average by target date due to very small group)

Aim	Target	Target date
Progress in Reading & Writing at KS2	Achieve national average progress scores at KS2 (0.0)	July 2022
Progress in Maths at KS2	Sustain national average progress scores at KS2 (0.0 or above)	July 2022
Phonics	Achieve in line with national average EXS	July 2022
EYFS	Achieve in line with national average EXS	July 2022

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: raise achievement in all areas	In-class interventions to close identified gaps

	<p>Booster/masterclass & pre-teaching strategies (same day interventions)</p> <p>Bespoke interventions where required such as SALT & ELSA work</p> <p>Engagement with Compass Buzz & other agencies to support learning & well-being</p> <p>Use of O Track and Trust assessment & reporting systems to monitor progress</p> <p>Detailed feedback and personalised next steps in learning</p>
Priority 2: secure accelerated progress for disadvantaged pupils who are also in the SEND, low PA or other group	<p>As above, in addition to bespoke TA-led interventions such as ELSA, ELKLAN, SALT programmes & diagnostic interventions such as Rapid Read, Dynamo Maths & GoPetey</p> <p>Teacher conferencing</p> <p>Use of specialist input eg dietitian, Trust SEND team</p>
Barriers to learning these priorities address	The diverse support needs within pupils eligible for PP
Projected spending	£5000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Further development of a broad, challenging & engaging thematic curriculum to develop a high level of knowledge, skills & personal development</p> <ul style="list-style-type: none"> • Move to Diocesan RE syllabus • Bespoke 2-yr rolling programme to meet needs of very small cohorts in whole Key Stage classes • Access to specialist music tuition • Provision of school lay chaplain
Priority 2	<p>Widen range of visits & visitors & ensure access to opportunities such as</p> <ul style="list-style-type: none"> • Residential visits in Y5 & Y6 • Visits and opportunities for other year groups • Breakfast & after school clubs • Well-stocked school library & core texts provision • Theatre groups • STEM projects & local business links
Barriers to learning these priorities address	Challenges of mixed catchment (rural & suburban) and limited experiences associated with this

	<i>Increased significance in 2021 following periods of national lockdown</i>
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all RQTs, NQTs and staff new to the school are able to access support in planning, assessment and monitoring of interventions effectively	Joint work with Trust primaries, including gifting process & support from key improvement staff as well as experienced school staff
Targeted support	Ensure all new support staff are confident in monitoring and reporting the impact of their work, including the rationale behind the choice of intervention	Gifting sessions to work alongside support staff in other classes; work with Trust SEND team
Wider strategies		Use of Covid Winter Grant Scheme payments in 2020-21

Review: last year's aims and outcomes

Aim	Outcome
Attainment & progress measures at all specified stages	Impact of lockdown 2020 and all national assessments cancelled
	At the point of the return to school in September 2020 all pupils were assessed to identify gaps and work to address these
	Delayed Phonics Screening Check carried out on the eligible cohort (current Y2) in November 2020 showed school core of 90% at the expected standard