Pupil premium strategy statement

School overview

Metric	Data
School name	Forest of Galtres Primary
Pupils in school	147
Proportion of disadvantaged pupils	6% (9)
Pupil premium allocation this academic year	£13 840
Academic year or years covered by statement	2019-2021
Publish date	January 2020
Review date	September 2020
Statement authorised by	LGC 30.1.20
Pupil premium lead	Allyson Buckton & Kirsty Mills
Governor lead	Sue Van Hout

Disadvantaged pupil progress scores for last academic year

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
Priority 2: secure accelerated progress for disadvantaged pupils who are also in the SEND or low PA group *In 2018-19 this was 33% of the total eligible for PP and 100% of the Y6 PP pupils*	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

In 2019-20 it is 22% of the total and 33% of the Y6 PP pupils	
Barriers to learning these priorities address	The diverse support needs within pupils eligible for PP, including where PP pupils also have additional needs
Projected spending	TBC

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

Wider strategies for current academic year

Measure	Activity
Priority 1	Further development of a broad, challenging & engaging thematic curriculum to develop a high level of knowledge, skills & personal development • 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	Widen range of visits & visitors & ensure access to opportunities such as • 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
Projected spending	TBC

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	Click or tap here to enter text.	Click or tap here to enter text.

Review: last year's aims and outcomes

Aim	Outcome
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