**Pupil premium strategy statement Gerrans School** 

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| 1. **Summary information**
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| **School** | Gerrans  |
| **Academic Year** | 2020/21 | **Total PP budget** | £15760 | **Date of most recent PP Review** | 11/11/20 |
| **Total number of pupils** | 40 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | 4/3/21 |

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| 1. **Current attainment**
 |
| Based on 2020 KS2 Teacher Assessments – See individual case studies  |  *Pupils eligible for PP within Y6 cohort 2020* |  *Pupils not eligible for PP within Y6 cohort 2020* |
| **% achieved expected standard or above in reading, writing & maths (or equivalent)** |  **2/3** | *1/2* |
| **% achieved expected standard in reading**  |  **3/3** | 1/2 |
| **% achieved expected standard in writing** |  **2/ 3**  | 1/2 |
| **% achieved expected standard in maths**  |  **2/ 3**  | 1/2 |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers Each pupil is considered as an individual but reoccurring barriers include**  |
|  | Behaviours for Learning – resilience- challenge- perseverance- motivation  |
|  | Self- confidence/self -image/self identity  |
| **C.** | Relationships with peers  |
| **External barriers** |
| **D.**  | Attendance  |
| 1. **Desired outcomes**
 | **Success criteria**  |
|  | All pupils adopt positive attitudes towards learning | greater independence as learners |
|  | Learners who are confident within themselves and with their peers  | attendance, achievement . |
|  | Learners who are making at least expected progress ( in some individual cases, working above expected standard  | Positive progress data  |
|  | Pupils form positive relationships with peers and are able to sustain friendships  | Ability to make and keep friends/ raised self esteem  |

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| 1. **Planned expenditure**
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| **Academic year** | **2020/21** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupil voice is heard and listened to | Pro- active school council  | Developing self- esteem with purpose  | TA with responsibility  | Gail Nicholls  | July 20.  |
| Raised self confidence and engagement as learners  | Peer tutoring across MAT  | Raised self- esteem and engagement in learning  | PM target for staff | P.Steward and E.Haines  | July 20 |
| Articulate and confident learners  | Pupil/adult dialogue  | Acquisition of language skills aiding writing  | Assessment of literacy skills  | Rosemary Teague  | July 20  |
| Achieving in line with national expectations  | 1:1 tutoring  | Familairisation with expectations within SATS papers and applications of skills to be successful  | Well planned sessions for identified pupils  | P,Steward  | July 20  |
| **Total budgeted cost** | £11 856.88 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Self- esteem self identity  | PSA support and enrichment actitivities for identified individual pupils  | Monitored success | Line managed across MATReviewed within School  | Lyn BellJulie Elvy  | July 20 |
| Improved attendance  | Purchase EWO SLA  | Improved attendanceUp to date legislation  | Monitor attendance termly  | Will DeLabat Julie Elvy  | July 20 but half termly attendance reviews  |
| **Total budgeted cost** | £1350  |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| High adult /pupil ratio  | TAs support within classrooms and school camps  | Trusted adults for learning and emotion within mixed aged and safety on residential visits classes  | Classroom monitoring Pupil data  | Julie Elvy  | July 20  |
| Social interaction intervention groups  | TA specialised in S and L delivering 1:1 SALT and small group intervention of indentified children  | From individual needs analysis  | Impact within classroom learning . reviewed at PP meetings  | JE /RT  | July 20  |
| Best shared practice, impact evauated dn reviewed  | Pupil progress review meetings by all staff termly  | Collaboration and shared best practice amongst an experienced staff  | Termly review meetings  | JE | Ongoing each term.  |
| **Total budgeted cost** | **£2485** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019/20**  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Pupil voice  | Pro Active School council  | Develop self -esteem with purpose  | Pupils rose the challenge of fundraising and improvement projects within school. Entered Big Think competition, school council representation rotated throughout the year allowing for targeted children and others to participate.  |   |
| Articulate and confident learners  | Adult/Pupil dialogue  | Acquisition of language skills to add writing  | See PP review meetings for impact on individuals. Assll positive  | £9856.88 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Self esteem and identity  | PSA support and enrichment  | Monitored success, improved friendships, conflict resolution  | See individual case files  | £785 |
| Improved attendance  | Purchase EWO SLA  | Improved attendance, safeguarding and up to date legislation  | EWO rigorous and challenging of absence . overall attendance 96.25% at end of year,  | £500 |
| 1. **Other approaches**
 |  | -improving emotional resilience in identified pupils - monitoring and improving attendance with identified pupils- developing self-confidence and leadership skills with identified pupils through forest school activities- supporting learning in class of identified pupils to ensure greater than expected progress |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Promotion of high quality dialogue and creative language throughout school.- every child throughout school access to phonic/SPaG grouping -every child throughout school access to trusted adult-meet need of specific pupils re diet/medical requirements- TA trained in Sp and Lang deliver tailored programme in house or in partnership with SALT - support positive Learning Behaviours  | Deployment of Teaching Assistants within classrooms | Effective use of TAs has been proven to boost creative language and dialogue which is then evident in progress of both speaking and listening and writing. This has been most evident this year within KS1/ EYFS. Results of Governing Safeguarding and Wellbeing monitoring (pupil Survey) indicate that all pupils surveyed have a trusted adult within school. The dietary/medical needs of pupils have been appropriately met throughout the year. 7 pupils have received weekly or daily support from SALT trained TA. 3 of whom are under referral from SALT, the remainder identified by school. All pupils have made noticeable progress with articulation, language acquisition and confidence. Challenging behaviour posed by individual pupils is impacting less on the learning environments of others due to consistency amongst skilled staff; this was evidenced by Governor Summer term monitoring. | See red text in column to the left | 1400 |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |