

Pupil premium strategy statement (primary)

1. Summary information					
School	Galley Common Infant School				
Academic Year	2019-20	Total PP budget	£19420	Date of most recent PP Review	July 2020
Total number of pupils	151	Number of pupils eligible for PP	12	Date for next internal review of this strategy	December 2020

2. Current attainment 2018-19		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least the expected standard in reading at the End of Key Stage 1	(4/6) 67% (Nat 60%)	74%
% achieving at least the expected standard in writing at the end of Key Stage 1	(3/6) 50% (Nat 53%)	74%
% achieving at least the expected standard in maths at the end of Key Stage 1	(3/6) 50% (Nat 61%)	76%
% passing the phonics screen check at the end of Year 1	(4/7) 57% (Nat 70%)	72%
% achieving a good level of development at the end of reception	(1/1) 100%	71.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Whilst there is a gap between Pupil Premium children in Writing and Maths by the end of Key stage 1 and all children made expected progress, the gap still needs to narrow in these areas.
B.	Phonics screen check was low in 2018-19 and there is a gap, however, this is a whole school focus.
C.	A groups of Pupil Premium children display social, emotional and behavioural challenges.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance is generally good; however 2/8 children have attendance which is below 90% (25%) compared to the whole school average attendance average of 96%

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	To ensure the gap in writing and maths closes in line with National by the end of Key Stage 1	The gap between school pupil premium and national pupil premium children by 3% in Writing ad 11% in Maths
B.	The percentage of Pupil Premium children passing the phonics screen check in Summer 2020 will increase.	At least 70% of Pupil Premium children will achieve the Phonics Screen check.
C.	Pupil Premium children will have access to nurture provision which will support their social and emotional well-being.	Following a period of time in nurture, pupil premium child will be better equipped socially, emotionally and behaviourally to meet the demands of everyday school life. By the end of Key Stage 1, Pupil Premium children will make the same amount of progress as non-Pupil Premium children.
D.	Attendance will improve for those children below 90%	Rates of attendance of Pupil Premium children will match those of non-Pupil Premium Children. Pupil Premium children with below 90% attendance will show an improvement in their attendance.

5. Planned expenditure

Academic year **2019-20**

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.

i. 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?
Improve behaviour for learning through consistent approaches to behaviour management.	Staff and children understand and can apply STAR so they are ready to learn. Routines are established for behaviour. Behaviour policy and procedures are updated and followed by all staff Reduction in low level behavioural incidents reported by staff Reduction in Behaviour book entries by the end of the year (expectation there may be an increase whilst routines are put in place initially)	A shared approach for children needing regulation in their learning routines and behaviours.	Whole staff training September 2019 Staff champion – L Gordon Regular staff meetings to review practice	K Middleton	Termly

<p>Ensure all children achieve their full potential through careful differentiation in all subject areas.</p>	<p>Differentiation for most able and least able learners are firmly embedded in planning. Children are supported in making the highest possible progress in all subjects. Differentiation in planning is reflected in children's output. Assessments are standardised for non-core subjects. Adults support children effectively in all subjects. Feedback from adults at the point of teaching impacts on children's learning.</p>	<p>Children to meet their end of year targets and make at least expected progress in core subjects. Targeted support for Pupil Premium Children.</p>	<p>BAD questioning and activities are in place and correlate with the planning. Evidenced in termly work trawl. Children are supported effectively by all adults this is evidenced in learning walks/observations termly. Non-teaching staff attend training throughout the year dependent on need and area of interest. Feedback given at the point of teaching is observed in teacher/Teaching Assistant Lesson observations termly. Assessment policy is shared with parents and other stakeholders on school website and signposted in school newsletter. Termly reviews Leadership work and planning scrutiny for core subjects and non-</p>	<p>K Middleton</p>	
Total budgeted cost					0

ii. 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?
<p>A The gap between school pupil premium and national pupil premium will be the same, and improved in Writing and Maths in Summer 2020</p>	<p>Timetabled additional support for targeted pupils to improved maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in maths and writing to intervene if necessary.</p>	<p>Whilst the gap between National and school for Pupil premium is usually low or out of balance ((e.g. 1 child is worth 17%) due to low pupil premium numbers at Galley Common School, it is important that school remains at least in line with National in all core areas consistently.</p>	<p>Regular checks on progress with intervention groups. Leadership work trawls/planning trawls termly. Pupil Progress meetings termly</p>	<p>K Middleton</p>	<p>Termly and full review in July 2020 (£10,479)</p>
<p>B Pupil Premium children will make improved progress in Phonics</p>	<p>Intervention groups to accelerate progress of children not making sufficient progress in phonics.</p>	<p>2019 data shows a gap of 13% between National and Galley Common Infant School in achieving the screen check</p>	<p>Analyse the phonics scores for Year 1 Phonics Screen Check 2019. Identify and target key phonemes that the children have struggled with – few, cute, vaw, stret, label Phonics to be the first session of each day in all KS1 classes. Phonics homework to include real and pseudo words to be sent home on a weekly basis. Teaching Assistant to pre/post teach those children struggling with particular phonemes. Phonics meeting for parents : Reception Induction meeting June 2019 Reception September 2019 Phonics Screen Check January 2020 Phonics tasks to be recorded in Phonics books as evidence of progress. Phonics Bug books to be completed weekly and children not engaging to be targeted in class and reminders to be sent home to parents. Phonics area for children to access throughout the day.</p>	<p>K Middleton</p>	<p>Termly Leadership work trawl and planning trawl Termly Pupil Progress meetings Analysis of Phonics scores June 2020</p>

C Pupil Premium children will have access to nurture provision which will support their social and emotional well-being.	Children to be identified by the class teacher, Boxall Profile to be completed and support provided three afternoons per week.	Pupil Premium children entering school with low self esteem and social skills, requiring early intervention.	Boxall Profile carried out Entry and exit data Weekly planning to address targets Monitored by SENDCo with regular meetings to discuss progress.	C Witts (SENDCo)	Termly Pupil Progress Meetings Boxall Data £8141
Total budgeted cost					18,620
iii. Other approaches					
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?
D Attendance will improve for those children below 90%	Termly updates from Administrator on attendance for Pupil Premium children (earlier if concerns) Daily contact with family if child is not in school. Support for family struggling with attendance. Attendance policy procedures	If a child is not in school regularly, they will begin to develop gaps in their learning which affects overall progress and attainment. Socially and emotionally children are also affected by absence.	Attendance is monitored closely for known absenteeism. Regular family meetings/phone calls which are minuted.	K Middleton Administrator	Termly or more regularly if necessary.
C Social and emotional skills supported through access to after school clubs and support for trips and visits.	Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)	Pupil Premium children do not always take up clubs and, cost, when canvased has been one of the key reasons. Giving the families to ability join a club and ensure their child attends trips	Administrator to keep a record of attendance and uptake. Sports Leader to monitor take up of clubs and contact parents to ensure their child has their entitlement. Questionnaire to parents re club take up	L Gordon Administrator	Termly – check attendance at clubs Canvas parents
Total budgeted cost					£1350
Overall Total					£19970

