

Pupil premium strategy statement

School overview

Metric	Data
School name	Gorringe Park Primary School
Pupils in school	446
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£156,020
Academic year or years covered by statement	2019-21
Publish date	1 st October 2020
Review date	30 th September 2021
Statement authorised by	Pearl Harris-Coke
Pupil premium lead	Lucy Gawthorp
Governor lead	James Whiting

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Strategy aims for disadvantaged pupil

Aim	Target	Target date
Progress in Reading	To achieve national average progress scores in KS2 Reading	September 21
Progress in Writing	To achieve national average progress scores in KS2 Writing	September 21

Progress in Mathematics	To achieve national average progress scores in KS2 Maths	September 21
Phonics	To achieve national average progress scores in Phonics Screening Check	September 21
Other	To provide targeted support for children with Social, Emotional and Mental Health needs to improve the engagement of disadvantaged pupils in their learning	September 21

Teaching priorities for current academic year

Priority	Activity
To ensure new staff have the necessary subject knowledge to deliver the Sounds Write phonics programme, effectively.	New staff to attend 4 day Sounds Write training course, delivered by an accredited Sounds Write trainer.
To develop class teachers' teaching methods and skills and classroom management strategies, through peer observation opportunities.	Teachers to observe peers both in school and across other settings. Observations will enable teachers to learn from skilled practitioners, and observations will be arranged with clear targeted objectives. Supply cover will be used to release teachers to observe others and for peers to meet to discuss new learning.
Barriers to learning these priorities address	Low entry point into school in comparison to national and Local Authority standards Children often have limited access to texts in the home Many of our cohort have English as an Additional Language
Projected spending	£25000

Targeted academic support for current academic year

Priority	Activity
To deliver an individualised recovery curriculum to enable children to catch up on learning missed due to the	Implement small group catch-up interventions for pupil premium children in all year groups for reading, writing and maths. The sessions will be delivered by tutors, during the school day and by experienced

Covid-19 lockdown	members of staff, after school.
To develop the use of technology to support learning across the curriculum	Purchase sets of tablets, kindles and laptops to support children's learning. Kindles will be purchased to engage some of our more reluctant readers.
Barriers to learning these priorities address	Many of our pupil premium children also have Special Educational needs and/or English as an Additional Language Many of our parents find it challenging to support their children with home learning due to English not being their first language.
Projected spending	£70000

Wider strategies for current academic year

Priority	Activity
To ensure children have access to tiered social, emotional and mental health support from both external agencies and school-trained staff	Provide a range of levels of emotional wellbeing support, including TaMHS, Jigsaw4U, Nurture, Learning Mentor and ELSA. Referrals can be made by teachers, parents and young people and the SEN Team allocate appropriate levels of support to individual children.
To enable Pupil Premium children to access cultural enrichment experiences	Engage an Artist-in-Residence to work with pupil premium pupils to create a piece of artwork for display in school.
Barriers to learning these priorities address	For some children, their emotional health impacts on their readiness to learn. Many of our pupil premium pupils do not have access to a wide range of life experiences beyond school.
Projected spending	£60000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are given time to attend the necessary professional development to develop their teaching.	Supply teachers employed to cover teachers, to enable them to attend training. All support staff covered to attend training. INSET day planned to effectively

		deliver key training.
Targeted support	Ensuring consistency of approach between class teaching and tutoring	Time given for regular planned meetings between class teachers and tutors to ensure content of catch up sessions is planned to plug identified gaps in children's learning.
Wider strategies	Ensuring that the parents of children with the most need engage with and understand available services	Inclusion Manager, ELSAs and/or Nurture Lead to meet with parents who have reservations regarding SEMH support

Review: last year's (2019-2020) aims and outcomes

Aim	Outcome
To provide targeted support for children with Social, Emotional and Mental Health needs to improve the engagement of disadvantaged pupils in their learning	The Nurture Room opened in October 2019 and over 50 children (including 32 PP children) completed a targeted Nurture programme. Progress was monitored using the Boxall profile and all children made improvements against their identified areas to develop. Due to lockdown, impact on learning was not measurable.
To ensure children have access to tiered social, emotional and mental health support from both external agencies and school-trained staff	TaMHS, Jigsaw4U/ Learning Mentor and ELSA provisions were provided in addition to Nurture. TaMHS and Jigsaw4U continued remote provision throughout the lockdown period and also undertook weekly welfare phone calls for a number of our vulnerable pupils.
To achieve national average progress scores in KS2 Reading To achieve national average progress scores in KS2 Writing To achieve national average progress scores in KS2 Maths	Outcome could not be measured due to SATs not taking place in Summer 2020. All children to be assessed during October 2020.
To achieve national average progress scores in Phonics Screening Check	The Phonics Screening Check did not take place due to Covid-19, but the children are due to take the test in Autumn 2 2020. Year 1 are due to take the test in June 2021.