

Pupil premium strategy statement

School overview

Metric	Data
School name	Gorrington Park Primary School
Pupils in school	490
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£150,440
Academic year or years covered by statement	2018-20
Publish date	11 th November 2019
Review date	1 st October 2020
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	3.7
Writing	0.6
Maths	0.9

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	26%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Purchase and embed the use of a range of new texts (Oxford Owl, Sounds Write, high quality texts for book corners) to both give children access to texts which support reading progress but also encourage reading for pleasure.
Priority 2	Embed the Maths Mastery approach, working with the local TCG. Purchase concrete maths resources for all classrooms.

Barriers to learning these priorities address	Ensuring all staff use a consistent approach to delivering the curriculum, which is evidence-based. Ensure all classrooms are well-resourced.
Projected spending	£25000

Teaching priorities for current academic year

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce and embed new phonics scheme, Sounds Write. Purchase reading books and phonics teaching materials and provide training for all relevant staff.
Priority 2	Implement small group interventions for all year groups for reading, with a focus on inference, and maths, focusing on the four operations, number facts and reasoning. These interventions will be targeted at pupil premium pupils at risk of falling below or below age-related expectations.
Barriers to learning these priorities address	Providing catch-up support in maths and reading.
Projected spending	£45000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure children have access to tiered social, emotional and mental health support from both external agencies and school-trained staff

Priority 2	Develop Nurture provision, by furnishing and resourcing a new Nurture Room and developing a nurture curriculum.
Barriers to learning these priorities address	Supporting children with SEMH by developing children's social skills and behaviour to improve readiness to learn.
Projected spending	£80000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff given time to attend the necessary professional development.	Supply teachers used to cover teachers, to enable them to attend training. All support staff covered to attend training.
Targeted support	Ensuring all staff, both teaching and support, trained to same standard to enable consistent support to children in all year groups.	Time on INSET day and staff meetings/teaching assistant meetings allocated for intensive training sessions for all staff.
Wider strategies	Ensuring that the parents of children with the most need engage with and understand available services	Inclusion Manager and/or Nurture Lead to meet with parents who have reservations regarding SEMH support

Review: last year's aims and outcomes

Aim	Outcome
Increased provision for social and emotional needs resulting in pupils having improved behaviour for learning	The number of yellow behaviour forms received by disadvantaged pupils has decreased in comparison to the previous year; however the number is still high so provision for SEMH needs to continue.
More able pupil premium pupils achieve above expectations for their age, working at greater depth	Pupil premium pupils identified as more able in individual subjects, achieved the higher standard and one pupil
Early identification of additional needs for pupil premium pupils enables effective planning, provision and support	Identification of need in the EYFS has ensured that support has been provided for children and more referrals to outside agencies have been made. EHCPs have been obtained for 4 disadvantaged children.
Persistent absenteeism for pupil premium pupils to be eliminated.	Attendance has improved over the past year for disadvantaged pupils and the EWO has also been successful in

	improving the levels of persistent absenteeism, from 5 pupils to 2 pupils.
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