

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Sir Robert Geffery's School
Pupils in school	219
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£39000
Academic year or years covered by statement	September 2018-2020
Publish date	November 2019
Review date	October 2020
Statement authorised by	Julie Curtis
Pupil premium lead	Charlotte Clark
Governor lead	Rev Cathy Sigrist

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.05
Writing	2.52
Maths	1.03 prov will change

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83%
Achieving high standard at KS2	33.3%
Measure	Activity
Priority 1	Further development of children's vocabulary through improvement of staff understanding and extension of accelerated reader. Staff to provide one to one Better Reading targeted support
Priority 2	Further development of mastery in maths so that pupil's progress in learning is consistently good
Barriers to learning these priorities address	Staff involved in evidence based action research through EEF research school projects Involvement in oracy project and work with maths hub Access to resources and opportunities for targeted bespoke support
Projected spending	£9000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Reciprocal reading and teaching of comprehension further developed. Extend range of accelerated reader books available and ensure staff training so it is used as a tool for analysis resulting in all pupils making positive progress	Sept 2020
Progress in Writing	Positive progress through focussed teaching Writing linked to topic work and additional opportunities for independent writing First hand opportunities provided to enrich vocabulary and experiences	Sept 2020
Progress in Mathematics	Positive progress through mastery approach staff to work with maths hub. Increased availability and use of manipulatives	Sept 2020
Phonics	Children needed additional interventions so that they meet standard	June 2020
Other		

**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	Having analysed EYFS data current year one children to have specific additional phonic intervention as well as high quality session delivered by teacher
Priority 2	High quality teaching in maths and english for all and additional focus groups of year 6 pupils as required to ensure that they meet or exceed expectations and make good progress
Barriers to learning these priorities address	Use of research to ensure teaching strategies ensure good or better learning
Projected spending	£8000

## Wider strategies for current academic year

Measure	Activity
Priority 1	To extend TIS opportunities by training more staff and providing sessions to more children so they are able to learn and focus.
Priority 2	To provide first hand experiences to develop vocabulary and understanding of curriculum
Barriers to learning these priorities address	Low levels of oracy on entry Social and emotional needs are a real barrier to learning Some children with more limited first hand experiences
Projected spending	£10000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	INSET programme to enable time and non contact time	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

## Review: last year's aims and outcomes

Aim	Outcome
Thrive programme to meet needs of all children so they are ready to learn	The children's emotional health and readiness for learning has certainly been improved by the support they have received from the THRIVE programme. Many hours support has been given with PP children being prioritised. Families have appreciated it and also received support to access additional support when appropriate. More time still needed so second practitioner in training from Sep 2019.
All to make expected progress from KS1 to KS2 in maths	At the end of KS2 all PP children achieved at least expected levels in maths showing the positive impact of the interventions. Regular reviews and pupil conferencing enabled staff to provide specific support. Maths booster led by experienced

	teacher
To encourage enjoyment of books in order to develop vocabulary. Higher level comprehension skills taught	Accelerated reader data for KS 2 showed that encouraged engagement resulted in pupils making better than expected progress  Data reflected teaching the strategies and analysis of the barriers so targeted intervention was put in place was successful