Sir Robert Geffery's Pupil Premium Strategy Statement 2020-2022

School overview

Metric	Data
School name	Sir Robert Geffery's School
Pupils in school	220
Proportion of disadvantaged pupils	8% Disadvantaged Ever 6 / FSM
Pupil premium allocation this academic year	£38,432.
Academic year or years covered by statement	September 2020-September 2022
Publish date	January 2021
Review date	July 2022
Statement authorised by	Julie Curtis
Pupil premium lead	Julie Curtis
Governor lead	Kathy Jones

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2019 3.06
Writing	2019 2.52
Maths	2019 1.21
Measure	**Score**
Meeting expected standard at KS2	2019 84%
Achieving high standard at KS2	2019 22%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To make sure all have emotional support through TIS so that they are in a position to learn.
Priority 2	High quality teaching from strong, well-trained classroom practitioners and then support to address any gaps that are identified.
Priority 3	Children know how to access learning through Google classroom if working remotely and have access to a Chromebook.
Priority 4	To make sure any SEND needs are identified, interventions put in place and monitored, so best progress can be achieved.
Barriers to learning these priorities address	Social and emotional needs of children and their families.
Projected spending	£38,432

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children well engaged and tracked through accelerated reader. More books purchased and used well to support the teaching of the phonics scheme used.	June 2021
Progress in Writing	School priority from January non-negotiable expectations. Story mapping and model writing embedded through school. Development of oracy skills.	July 2021
Progress in Mathematics	Continued involvement in maths hub activities extending mastery and reasoning. Further development of mathematical vocabulary. Use of maths transition EEF course ideas so good transition made to KS3.	July 2021
Phonics	High quality phonics programme delivered daily, so over 90% year 1 attain check levels.	June 2021
PHSME programme so children ready to learn	Jigsaw PHSME embedded. Additional TIS practitioner to extended sessions available across the school.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	High quality teaching by all staff through updated training, to deliver remote learning to promote high quality learning for all.
Priority 2	Additional pre-teaching or precision teaching sessions led by teachers or specifically trained support staff.
Priority 3	Additional support for PP children in classrooms throughout school who are off track due to lockdown. Targeted teaching intervention (including precision teaching) group with appropriate staff.
Priority 4	Due to previous success, targeted phonic intervention for Year 1 phonics. High quality teaching followed by additional structured quality intervention, to boost if required.
Priority 5	Reading - increased usage of Accelerated Reader from Year 2 and purchase of phonics reading books that match the scheme used for home and school use.
Priority 6	To ensure that all children have the skills to use Google classroom and have the use of the right technology at home to support their learning.
Barriers to learning these priorities address	Lack of attendance due to lockdown.
Projected spending	£28,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Further development of TIS sessions embedding programme following the success to date. Enable all new practitioners to embed skills. Roll out more sessions needed since lockdown and new circumstances.
Priority 2	To make sure that an Educational Psychologist sees children, so can advise staff in order to meet identified needs. Staff training as required APDR focus.
Barriers to learning these priorities address	Emotional needs and home issues experienced by children and families.
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Balancing needs of all children and the impact of lockdown. Variety of gaps assessed.	More staff to target specific needs. Regular reviews with staff to discuss needs.
Targeted support	Ensure that all who need it are given the right level of support at the right time.	Additional staff in the building, use of ITT students and apprentices to support children and group activities.
Wider strategies	Provide information and reassurance for parents to support their children well at home and also so that their school attendance is high.	Sharing of information - risk assessments. TIS trained staff working with families. Liaison with outside agencies.

Review: last year's aims and outcomes

Aim	Outcome
Year 1 - good phonic outcomes following EYFS data.	All tested in October with 97% success.
Year 6 focus groups	The progress that was tracked through the year was good and data would have been high. No KS2 SATS data to confirm. However, evidence in books and internal assessment scores support teacher assessment.
Although not planned for, remote learning and support for children during first lockdown was prioritised.	Many had fewer gaps due to loan of Chromebooks, targeted support and earlier return to school. TIS remote sessions and regular phone calls. Offer evaluated and children given support in case of future incidents.
TIS sessions and development of programme as a whole school approach.	This was very successful, and more practitioners have been appointed going forward. Developing relationships with trusted adults and support given with friendship.
Teaching developed through maths hub involvement.	Training undertaken and the development of reasoning and problem solving evident across the school. Teachers also participated in action based EEF courses to share best practice and pedagogy.
Involvement in Oracy project	This will be completed in 2020-2021 due to cancellations, but all staff fully engaged and using the skills to support language development across school. Will continue to develop further.