# Pupil premium strategy statement

## School overview 2021-2022

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| **Metric** | **Data** |
|  School name | Gerrans  |
| Number on roll | 48 ( +12 Nursery)  |
| Proportion of disadvantaged pupils | 31.25% |
| Pupil premium allocation this academic year | ££16,340 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | 18th August 2021 |
| Review date | July 2022 |
| Statement authorised by |  |
| Pupil premium lead | Julie Elvy  |
| Trustee lead |  |

##  Percentage of disadvantaged pupils making progress for last academic year throughout the school during 2020/2021 (Based on internal data)

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| **Measure** | **Score** |
| Reading | 92.3% |
| Writing | 92.3% |
| Maths | 92.3% |

## Strategy aims for disadvantaged pupils 2021/22 ( 25% of cohort)

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 100% |
| Achieving high standard at KS2 | 0% in R, W, M. 25% reading  |

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| **Measure** | **Activity** |
| To ensure that phonics provision is in line with the new framework and equips all pupils with the skills to ensure they become confident readers and writers. | Pupils who are falling behind are identified quickly and intervention is timelyPupils books are closely matched to phase allowing learned phonics to be appliedPupils apply phonics knowledge and view themselves as readers and writers Parents are confident to support their pupils with phonics and reading at home |
| Attendance is 97% with no pupils below 90%  | Engagement with EWOAttendance rigorously monitored through SIMs Establish positive relationships with parents to ensure attendance issues are resolved positively and collaboratively Parent Support Advisor involvement to establish positive home/school links |
| Quality first teaching throughout the school | Support teachers professional development in increasing research based knowledge regarding PP pupilsIdentify training needs through monitoring Ensure that staff are supported to ensure that professional development is focused on areas of development  |
| Positive parental engagement  | Growth mindset workshops for pupil, staff and parentsFamily learning opportunities across both MAT primaries.  |
| Projected spending  |  |

## Teaching priorities for current academic year 2021-2022

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | All pupils matched to a phonic decodable text . In addition KS2 pupils have access to text for pleasureAll pupils have adults role modelling quality reading.Phonic CPD for all staff to ensure quality and consistency. | ongoing and reviewed termly |
| Progress in Writing |  Pupils become independent and enthusiastic writers applying phonic knowledge and taught self help strategies. Pupils who struggle with the mechanics of writing are supported by technology to become successful writers.  | ongoing and reviewed termly  |
| Progress in Mathematics | Ensuring the key skills and concepts are embedded and rehearsed at Key Stage 1 so that pupils are prepared for the transition to Key Stage 2 where these skills are fluently applied. Engage with Maths Hub support | ongoing and reviewed termly  |
| Phonics | Pupils in Y1 achieve phonic screening scorePhonics is taught progressively throughout the school.Pupils apply phonic skills to writing. Family learning sessions  | ongoing and reviewed termly |
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## 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 2021-2022

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| **Measure** | **Activity** |
| Phonic intervention for identified KS2 pupils  | Daily progressive, structured phonic session |
| Targeted numeracy and literacy skills for identified pupils  | daily/weekly intervention tailored to individual need during registration.  |
| fundamentals of basic skills needing reteaching of embedding  | identification/delivery/assessment of key basic skills |
| Projected spending | Click or tap here to enter text. |

## Wider strategies for current academic year 2021-2022

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| **Measure** | **Activity** |
| PSA deployment to work with identified families | Supporting families with routines and learning.  |
| Pupils able to increasingly manage feelings in an appropriate manner and demonstrate resilience when faced with challenge and in so doing, learn to their greatest potential  | PSA deployment CPD (Andy Brumby)Resilience based family learning |
| Identifying and exercising positive learning behaviours and shared high expectations | classroom expectations |
| Projected spending | Click or tap here to enter text. |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Inconsistency of practice staff absence Covid  | classroom monitoringlearning walksMIP days SIPeffective remote learning |
| Targeted support | staff absence progression within delivery  | Subject leadsClassroom monitoring subject lead |
| Wider strategies | consistency in expectation | clear framework and agreed expectation |

## Review: last year’s aims and outcomes 2020-2021

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| **Aim** | **Outcome** |
| **75% achieved expected standard or above in reading, writing & maths (or equivalent)** | Teacher assessment only. 75% expected standard in R,W, M  |
| Pupil voice is heard and listened  | Established and active School Council, however, due to Covid not as active with Tregony as anticipated.  |
| Articulate and confident learners  | Proved through Google meetings, both internal class and external Trustee monitoring. All pupils confidently performed in both Nativity and A Midsummer Night’s Dream both open air productions.  |