

Greatworth Primary School Strategy Statement 2019-2020

School Overview

Pupils in school	65
Proportion of disadvantages pupils	1
PP Allocation this year	£1320 Total Spend £1350
Academic year or years covered in this statement	2019-20
Publish date	July 2019
Review date	July 2020
PP lead	Lesley Lutas-Brown
Governor Lead	

Disadvantaged pupil performance for last academic year

Measure	Score
Reading	SUPP
Writing	SUPP
Meeting expected standards at KS2	SUPP
Achieving high standard at KS2	SUPP

*Suppressed: in certain circumstances, the government will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy.

Due to coronavirus there is no assessment for the 2019/20 academic year, and won't be able to benchmark progress against other schools.

Strategy statement	Barriers to learning
Priority 1 – Narrow the gap in progress and attainment for disadvantaged pupils and their peers by QFT and other academic support	Ensuring that staff prioritise the progress and attainment of disadvantaged children, both in class and catch-ups Parental engagement Overcoming gaps in learning
Priority 2- Raise the engagement and wellbeing of disadvantaged pupils by increasing their cultural capital.	Increasing the wellbeing and engagement of disadvantaged children to support a state of happiness and readiness to learn Reduced opportunity and experiences is a barrier to their progress
Projected spending	Grant £1320 Budget Spending

Aim	Target	Target date
Progress in reading	Achieve national average progress scores in KS2 Reading (1)	July 2020
Progress in writing	Achieve national average progress scores in KS2 Writing (1)	
Progress in mathematics	Achieve national average progress scores in KS2 mathematics (1)	
Phonics	Achieve national average expected score in Phonics screening (0)	

Quality First & Whole School Teaching Strategies for 2019-20

(impact on disadvantaged pupils)

Measures	Activity
Priority 1 : Narrow the gap in progress and attainment for disadvantaged pupils and their peers by QFT and other academic support	
Training in Book Talk, Vocabulary Ninja and reasoning and problem solving (teaching and learning budget)	
Embed PIRA and PUMA assessment for targets and tracking (teaching and learning budget)	
Head teacher to monitor the SDP and Pupil Premium strategy, including via regular SL monitoring, Pupil Progress Meetings, Intervention monitoring and tracking of attendance at clubs and events.	
Gaps that develop over time during learning , which result in reduced progress and attainment for disadvantaged children	
Priority 2 : Raise the engagement and wellbeing of disadvantaged pupils by improving their cultural capital.	
Increased opportunities in the arts and PE School achieves Mark Gold Artist in Residence (printing) and trip to Upton House- Take on Picture; Arts Mark Award and school Arts Mark Gold Award Performing Arts Evening	
Artist in Residence (printing) <u>£450</u>	

Targeted Support for 2019-20

Measures	Activity
Priority 1 : Narrow the gap in progress and attainment for disadvantaged pupils and their peers by QFT and other academic support	Before-school booster lessons for children to catch-up on learning following misconceptions or to provide consolidation of key learning and concepts in maths and English. This should reduce the gaps that could otherwise develop between children. Arch Reading Support for children who require 1:1 support on reading Tapestry and tracking fully embedded to support under achievement <u>Arch Reader £450 (3 children)</u>
Priority 2 : Raise the engagement and wellbeing of disadvantaged pupils by increasing their cultural capital.	Sports Kit, transport and participation in sports competitions and inclusion in school sports sessions including karate, Bike-ability and football. Proactively encourage engagement and participation Use pupil voice to increase personalised learning and engagement in learning.

Wider strategies for 2019-20

Measures	Activity
Priority 1 : Narrow the gap in progress and attainment for disadvantaged pupils and their peers by QFT and other academic support	Assessment and tracking systems support responsive teaching (PIRA/ PUMA tests) <u>Assessment Budget</u>
Priority 2: Raise the engagement and wellbeing of disadvantaged pupils by increasing their cultural capital.	Bikeability, drama club and performing arts used to support disadvantaged children Swimming lessons (4 terms out of 6) <u>Parental Contribution</u> School council and pupil voice Vocabulary Ninja supports vocabulary <u>Teacher Created</u> acquisition and children use in their own talk and writing <u>Life Bus £450</u>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and is well-timed to allow for staff professional development	Use of INSET days and staff meeting time additional cover provided by HT where needed meetings with staff to discuss provision
Targeted support	Ensuring catch-up time is well-planned Assessment system does not increase teacher workload	Slots made available around the school day in order that learning in lessons (QFT) is not misses Effective use of assessment targets key learning objectives and gaps.
Wider Strategy	Including parents in the evaluation and celebration of the arts and PE by making these subjects visible in their success and in the school ethos – achieving Arts Mark Gold	Parental voice sought and they are invited in at every stage to share in their children’s success via face to face assemblies, the website and in parental review showcases.

Review: End of Year aims and outcomes

Aim	Outcomes
Priority 1 : Narrow the gap in progress and attainment for disadvantaged pupils and their peers by QFT and other academic support	Disadvantaged child made accelerated progress to reach expected standards in Reading and Maths. This was from below Expected at KS1 starting point. Only teacher assessment due to COVID 19. Training fully implemented for Writing, Vocabulary and Reading (VIPERS) Effective use of time and resources to ensure disadvantage and all children do not miss

	<p>important whole class teaching to attend intervention. Resourcing and timing affectively used to achieve targets. Virtual learning data shows over 90% attendance daily throughout lockdown via virtual register.</p> <p>Assessment used effectively to track and ensure children catch up in their learning.</p>
<p>Priority 2 : Raise the engagement and wellbeing of disadvantaged pupils by increasing their cultural capital.</p>	<p>Parents very well engaged during lockdown particularly in the online gallery and challenges. Arts Mark Gold achieved July 2020</p> <p>Whole class assemblies and events well attended by children via zoom and teams</p> <p>Art displayed in Upton house following take one picture project.</p> <p>Until March 2020 Chenderit sports were well attended across KS2 with disadvantaged students being fully included and attending.</p> <p>Pupil questionnaires for Arts Award and full parental engagement with targeted parents.</p>