

GODFREY ERMEN MEMORIAL CE PRIMARY SCHOOL: Pupil Premium Strategy Statement 2019-21

1. Summary Information			
Academic Year	2019-2020	Total PP budget	£167,507
Academic Year	2020-2021	Total PP budget	£188,898
Total number of pupils 20/21	420	Number of PP pupils 20/21	20 (EYFS) + 121 (Y1-6)
Date of most recent PP Review	15.10.20	Date for next Strategy Review	Jan 21

2. Barriers to Future Attainment	
Internal barriers - issues which require action by the school:	External barriers - issues which also require action outside school:
A. Poor oral language skills in EYFS	D. Parental Engagement
B. Gap between boys and girls in reading, writing and number in Reception and phonics Year 1	E. Limited broader experiences
C. Limited vocabulary and understanding of a broader range of words from Y1 to Y6	F. Increase in the number of children experiencing mental health issues
D. To secure pupils' mastery in Maths	

3. 2019-20 AND 2020-21 Plan including actions, expenditure and review dates						
A. Internal Barrier - Poor oral language skills on entry to Nursery & Reception						
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
Wellcomm screening for pupils in EYFS	Social disadvantage and Social mobility Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest	- Termly tracking and half-termly pupil progress meetings - Staff training x 5 hours	Head of EY CLLD Lead	£5,000	£2,500	October 2020 January 2021 May 2021

	<p>income group in language development at age three.</p> <p>Use the WellComm assessment tool:</p> <ul style="list-style-type: none"> Wellcomm is a complete speech and language toolkit which supports practitioners working with children up to the age of six. It enables teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed. Using Wellcomm resources, practitioners can also enhance the skills of those children whose speech is delayed 					
1 additional Teaching Assistant (ie, on top of the already class-based TA) deployed in Reception to ensure targeted support in S&L and phonics	Success in 2017-2018	Termly tracking and half-termly pupil progress meetings	Head of EY CLLD Lead	£20,000	N/A	Unable to fund additional TA 20/21.

IMPACT – July 21

2019 National Good Level Development (GLD): 72% 2019 School GLD: 66%	Starting Point 1 Oct 2020	Assessment Point 1 March 21	Assessment Point 2 July 21
Expected to achieve the GLD: Expected			52%
Expected to achieve Reading: Expected	40%	46%	59%
Expected to achieve Writing: Expected	34%		52%
Expected to achieve Number: Expected	53%	50%	61%

The table shows that, despite the disruption to learning caused by COVID restrictions, the children made good progress during 20/21. This will stand them in good stead as they start on the National Curriculum in Y1.

B. Internal Barrier - Gap between boys and girls in reading, writing and number in Reception

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
To close the gap between boys and girls in reading; writing and maths in Reception	<p>Analysis of data overtime indicate that girls out-perform boys in reading; writing and maths in Reception.</p> <ul style="list-style-type: none"> • Embed 'Helicopter Stories' as an approach to develop children's spoken vocabulary to support reading and writing. • Class teacher models weekly Story Scribe sessions to develop children's spoken sentence structure to support reading and writing. • Embed maths mastery approaches to makes links between mathematics; speaking and reasoning, • Learning Journey includes, tasks to support problem solving. 	Termly tracking and half-termly pupil progress meetings	Head of EY CLLD Lead Maths Lead	£5,000	£5,000	October 2020 January 2021 May 2021

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% of Boys and Girls at GLD July 2021					
Reading		Phonics		Maths	
Boys	Girls	Boys	Girls	Boys	Girls
50%	47%	44%	52%	56%	50%

The table shows that the gaps between boys and girls in July 21 are narrow, particularly in reading and maths.

Next Steps:

Targeted phonic activities to key pupils and groups to ensure that the gap does not widen.

C. Internal Barrier - Limited vocabulary and understanding of a broader range of words from Y1 to Y6

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
Purchase of books to replenish reading scheme, including high interest/low ability	Additional resources needed to implement programme designed to target this key area	Pupil Questionnaires Termly tracking and half-termly pupil progress meetings	English Lead DHT	£5,000	£10,000	October 2020 January 2021 May 2021
Programme of events and activities to encourage children to read regularly	Success in 18/19	Pupil Questionnaires Termly tracking and half-termly pupil progress meetings	English Lead DHT	£5,000	£5,000	
Introduce RWI Spelling programme in Y2 & Y3 and use as intervention in Y4, Y5 & Y6	Need to bridge the gap between the teaching of phonics and spelling patterns	Termly tracking and half-termly pupil progress meetings Staff training	English Lead DHT	£5,000	£5,000	
Introduction and use of resources to develop vocabulary from Y1-Y6	Additional resources needed to implement programme designed to target this key area	Termly tracking and half-termly pupil progress meetings Staff training	English Lead DHT	N/A	£1,500	
Teaching Assistants deployed in Y1 – Y6 to ensure targeted support in English, maths and basic skills lessons	Additional staff needed to implement programme designed to target whole school priority areas	Termly tracking and half-termly pupil progress meetings	HT Phase 4 Lead	2x TA2 morning sessions = £20,000	6x TA2 morning sessions = £60,000	

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See Impact in section D

D. Internal Barrier – To secure pupils’ mastery in Maths

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
Introduce, embed and sustain teaching for mastery with fidelity and consistency, encouraging the effective use of high-quality resources	Additional resources needed to implement programme designed to target this key area	Termly tracking and half-termly pupil progress meetings Staff training	HT Maths Leads	N/A	£10,000	October 2020 January 2021 May 2021

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Expected Standard RWM		
	2019	2021
GEMS Disadvantaged Pupils	33%	50%
GEMS Non-disadvantaged Pupils	53%	69%
N/A Non-disadvantaged Pupils	71%	71% (2019)

From 2019-2021, the percentage of disadvantaged pupils attaining the Expected Standard in Reading, Writing and Maths increased from 33% to 50%, although there was a similar increase in non-disadvantaged pupils. However, the percentages of both groups are still below the National Average from 2019.

The disruption to learning caused by COVID restrictions has obviously presented a challenge in terms of carrying out actions and interventions, whilst also presenting new barriers to learning support.

Closing the gap for our disadvantaged pupils and increasing attainment for all remains the top priority as we emerge from this pandemic.

E. External Barrier – Parental Engagement						
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
1. Introduce LPPA (Leading Parent Partnership Award). 2. Home visits for all new pupils to the school. 3. Stay and Play sessions for all Nursery and New Reception Parents and pupils. 4. Parents to attend, at least, 2 'learner review' days of the 6 on offer over the year.	We believe that we can only achieve the best for our children through developing a close relationship between home and school. There are many opportunities for parents and carers to find out about and to share in the education of their children and we are always readily available to talk to parents about any aspect of their child's development. We aim to do this in the context of a warm, welcoming and respectful ethos so that our caring ways are apparent to all who stay with us and so that our children will develop strong and positive values.	Termly tracking and half-termly pupil progress meetings	Head of EY Family Officer	£7,000	£2,500	October 2020 Suspended due to COVID restrictions
Development of methods of communication with parents: Seesaw, Google Classroom, School Website, Parent Pay, Facebook		Parent Questionnaires & feedback	HT SBM ICT Lead Phase 2 Lead	N/A	£4,000	October 2020 January 2021 May 2021
IMPACT – July 21						
% Children accessing either digital or paper based learning			<ul style="list-style-type: none"> - During lockdowns, teachers kept a log of the weekly communication with all families and submissions of the core tasks. The Pastoral Team monitored vulnerable families, in response to need. - There was an increase of parental engagement in remote learning after the introduction of Google Classroom in January 21. However, as the year went on, this engagement reduced across the school with more 			
Class	June 2020	February 21 (Google Classroom)				
Nursery	50%	60%				

Reception	61%	70%		<p>parents requesting paper-packs rather than use the digital platform. This resulted in a mixed offer of digital and paper based learning.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Google Classroom should feature less in remote learning tasks going forwards.
Y1B	52%	62%		
Y1E	66%	70%		
Y2L	75%	77%		
Y2B	70%	75%		
Y3B	69%	72%		
Y3H	86%	85%		
Y4E	83%	86%		
Y4A	72%	75%		
Y5N	81%	85%		
Y5P	75%- 96%	80%		
Y6T	75%	86%		
Y6S	80%	83%		

E. External Barrier - Limited broader experiences

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
Subsidy for trips and experiential learning both within and beyond the school day i.e. Wow Experiences, programme of School Trips, Extra Curricular activities, Residential	Success in 2017/18	Monthly monitoring of progress in books. Termly tracking and half-termly pupil progress meetings.	DHT SLT	£10,000	£5,000	October 2020 Suspended due to COVID restrictions
Use of specialist performing arts staff	Success in 2017/18	Pupil Questionnaires Termly tracking and half-termly pupil progress meetings	HT Music SL	£9,000	N/A	October 2020 Suspended due to COVID restrictions

To ensure that the children received quality music education and experiences.	Development of music teaching in view of COVID-19 restrictions	Pupil Questionnaires Termly tracking and half-termly pupil progress meetings	HT Music SL	N/A	£2,000	October 2020 January 2021 May 2021
To ensure all children experience Forest School.	Success in 2019/20	Pupil Questionnaires Termly tracking and half-termly pupil progress meetings	DHT	N/A	£3,000	October 2020 January 2021 May 2021

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- Each year group had a 'virtual visit' ie, farm, museum, art gallery, zoo, author & poet
- Key experiences resumed at the earliest opportunity ie, swimming & forest school

Next steps:

This is a key priority in 21/22

F. External Barrier - Increase in the number of children experiencing mental health issues

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost 2019/2020	Cost 2020/2021	Termly review
Family Officer to support vulnerable children and families	Dedicated member of staff needed to target whole school Priority area of Safeguarding, attendance and inclusion	Weekly pastoral meetings Behaviour Monitoring Attendance Monitoring Safeguarding Monitoring	DHT	£34,500	£35,500	October 2020 January 2021 May 2021
HLTA (Thrive Practitioner) to work with individuals and groups.	Dedicated member of staff needed to target whole school Priority area of Social,	Weekly pastoral meetings Behaviour Monitoring	DHT	£34,500	£35,500	October 2020 January 2021 May 2021

	Emotional & Mental Health (SEMH) and Emotional Well-being	Attendance Monitoring Safeguarding Monitoring				
Embed 'Family Thrive' approaches	Dedicated member of staff needed to target whole school Priority area of Emotional Well-being	Weekly pastoral meetings Behaviour Monitoring Attendance Monitoring Safeguarding Monitoring	DHT Family Officer	£8,000	£3,000	October 2020 Suspended due to COVID restrictions

IMPACT – July 21

	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2019/20</th> <th colspan="2">2020/21</th> </tr> <tr> <th>GEMS</th> <th>National 2019</th> <th>GEMS</th> <th>National 2019</th> </tr> </thead> <tbody> <tr> <td>Pupils with 1 or more fixed period exclusions</td> <td>1.3%</td> <td>0.63%</td> <td>0.5%</td> <td>0.63</td> </tr> <tr> <td>Pupils with 2 or more fixed period exclusions</td> <td>0.8%</td> <td>0.29%</td> <td>0.25%</td> <td>0.29</td> </tr> </tbody> </table>					2019/20		2020/21		GEMS	National 2019	GEMS	National 2019	Pupils with 1 or more fixed period exclusions	1.3%	0.63%	0.5%	0.63	Pupils with 2 or more fixed period exclusions	0.8%	0.29%	0.25%	0.29	<p>There was a reduction in the number of fixed-term exclusions in 20/21 when compared to the last national averages that are available in 2019. The trend appears to be continuing in 21/21.</p>
	2019/20		2020/21																					
	GEMS	National 2019	GEMS	National 2019																				
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Total Funding:					£167,507	£188,898																		