

Pupil premium strategy statement

School overview

Metric	Data
School name	Griffe Field Primary School
Pupils in school	439 excluding Nursery (475 total including Nursery)
Proportion of disadvantaged pupils	5.24%
Pupil premium allocation academic year 2019-20	£39,645
Pupil premium allocation academic year 2020-21	£40,243
Academic year or years covered by statement	2019-2021
Publish date	February 2020
Review date	November 2021
Statement authorised by	Chair of Governors
Pupil premium lead	Emma Mitchell
Governor lead	Inderjeet Kudhail

Disadvantaged pupil progress scores for last academic year (scaled score)

Measure	Score
Reading	+4.7
Writing	+5.5
Maths	-7.8

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 60 % Writing 60 % Maths 40 %
Achieving high standard at KS2	Reading 40% Writing 20 % Maths 20 %

Targeted academic support for current academic year

Measure	Activity
Priority A	Improved core skills including reading fluency and comprehension; maths fluency and application; writing.

Priority B	Pupils will be equipped with social, emotional skills and positive mental health and well-being to be able to reach their full potential.
Priority C	Ensure all pupils have equal access to all aspects of the wider curriculum.
Priority D	To provide expert SEND and Mental Health training for all staff to enable quality support for pupils.
Priority E	To provide quality 'catch-up' to address the impact of COVID-19.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1&2 Reading National average GLD in EY	Sept 21
Progress in Writing	Achieve national average progress scores in KS1&2 Writing National average GLD in EY	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS1&2 Maths National average GLD in EY National average MTC pass in Y4	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority A	To provide additional staffing for 1:1 and group learning in all areas of English and Maths. To identify pupils for targeted interventions recorded and tracked on provision maps. To develop 'The Learning Pod'.
Priority B	To use well-being Wednesdays and Feel Good Fridays to support emotional well-being Learning Mentor to support vulnerable pupils 1;1 and pupils with social well-being needs.
Priority C	Develop cultural capital and breadth of experiences for pupils.

Priority D	To access high quality training and support for staff including CAHMs, Mermaids, STEPs., Carnegie Centre of Excellence
Priority E	To assess COVID impact. To provide quality 1:1 and group intervention. To provide after school catch up teaching and learning. (See catch-up funding plan for spending.)
Projected spending	£27, 117

Wider strategies for current academic year

Measure	Activity
Priority A	To continue to develop a love of reading via different initiatives in school and in the wider community. Introduce a new home learning maths initiative.
Priority B	Parents' meeting linked to mental health and well-being to enable them to further support their children Open session at school to share ideas and techniques in school.
Priority C	Residential trips subsidised. Pupils invited to clubs to develop resilience and independence. Rainbow Club developed to support identified pupils at lunchtime.
Priority D	Access to sport to develop well-being and positive mental health.
Projected spending	£12, 528

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided.
Targeted support	Ensuring enough time & resources for evidence-based intervention	Use of quality intervention teaching which is varied in time so children are not missing key skills and knowledge in the wider curriculum.
Wider strategies	Engaging the families facing most challenges	Inclusion Team to work closely in order to prioritise the right support including when necessary Early Help actions.

Review: last year's aims and outcomes

Aim	Outcome
<p>Children will be socially emotionally ready for learning through the use of positive mental attitudes and extra-curricular club provision. Children who are of high ability aspire to do the best they can. All children should be able to access all trips and residential.</p>	<p>Support accessed by disadvantaged children when a need has been identified via Learning Mentor. Records show the positive impact on social skills and attitudes towards learning.</p> <p>100% of Pupil Premium children were offered access to extra-curricular clubs. Not all Pupil Premium children wanted to attend the clubs on offer. 72% of Pupil Premium children attended one or more extra-curricular club.</p> <p>100% of Pupil Premium children were offered subsidised residential places in Year 4, 5 and 6. Not all pupils wanted to join residential, 50% of Pupil Premium children attended a residential.</p>
<p>For SEN PP children – appropriate intervention so their emotional & academic needs are being met.</p>	<p>A good percentage of children made expected yearly progress with some making accelerated progress (Closing the gap in attainment with non-disadvantaged peers)</p>
<p>Parents are encouraged to support their children in their learning</p>	<p>Parental engagement and attendance at parents evening was 97% for Pupil Premium children.</p>