

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Greyfriars Academy
Pupils in school	278
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£127,775
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	November 2021
Statement authorised by	Beverly Barrett
Pupil premium lead	Beverly Barrett
Governor lead	Heather Garrod

Disadvantaged pupil progress scores for last academic year

Measure	Score	2019
Reading	NA	1.1
Writing	NA	2.4
Maths	NA	2.4

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	NA 45%
Achieving high standard at KS2	NA

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 To improve pupil outcomes in Reading and Writing through the provision of QFT strategies and interventions that develop acquisition of language/vocabulary, phonics and reading fluency.	Provide CPD and resources to ensure good QFT and the effective use of evidence-based teaching interventions and strategies - including: <ul style="list-style-type: none">• NELI programme• Phonics Teaching• Reading Comprehension• PiXL therapies

	<ul style="list-style-type: none"> • Use of IRIS
<p>Priority 2</p> <p>To improve pupil outcomes in Mathematics through provision of QFT strategies and interventions that develop mastery.</p>	<p>Provide CPD and resources to ensure good QFT and the effective use of evidence-based teaching interventions and strategies - including:</p> <ul style="list-style-type: none"> • Maths Mastery • PiXL therapies • Use of IRIS <p>Purchase textbooks to embed Teaching for Mastery across all year groups.</p> <p>Organise groups and intervention to plug gaps and accelerate progress of disadvantaged pupils in every phase- deploy appropriate support staff.</p>
<p>Priority 3</p> <p>Develop emotional wellbeing, self-belief and positive behaviours for learning.</p>	<p>Purchase PSHE scheme and provide staff CPD. PSA to provide emotional support to children. Effective Risk reduction plans and IEPs in place. Further Behaviour CPD, based on Paul Dix</p>
<p>Priority 4</p> <p>Improve attendance of disadvantaged children</p>	<p>PSA employed to monitor, support and address attendance concerns.</p>
<p>Barriers to learning these priorities address</p>	<p>Low starting points on entry - poor language skills and limited vocabulary have hindered pupil progress in Literacy. Insecure mathematical understanding has restricted independent problem solving and application. Ensuring staff are able to use evidence-based teaching interventions (Priority 1) will address these barriers to learning.</p> <p>Continuing to embed Maths Mastery and Maths interventions (PiXL) will ensure that disadvantaged pupils make good progress form baselines and match outcomes of others (Priority 2)</p> <p>Our new PSHE scheme, alongside specific support for emotional needs, consistently applied behaviour policy and Risk Reduction Plans will address issues of low self-belief and poor behaviours for learning of some disadvantaged children (Priority 3)</p>
<p>Projected spending</p>	<p>£10,000 (PiXL,IRIS, PSHE – other expenditure detailed later in plan)</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (1+)	Sept 21
Progress in Writing	Achieve above national average progress scores in KS2 Writing (1+)	Sept 21

Progress in Mathematics	Achieve above national average progress scores in Mathematics (1+)	Sept 21
Phonics	Achieve national average expected standard in Y1 Phonics	Sept 21
Other	Improve attendance of disadvantaged pupils to 96.00%+	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff have received relevant CPD to ensure effective Phonics teaching. (Including use of IRIS and time for reflection/coaching)
Priority 2	Purchase Power Maths textbooks/workbooks and online resources to embed Teaching for Mastery across all year groups. Continue CPD opportunities for teachers and support staff in Teaching for Mastery (Including use of IRIS and time for reflection/coaching)
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions should overcome the low starting points in language and mathematical understanding of disadvantaged children.
Projected spending	£5,000 (Power Maths, Phonics Resources, Online teaching & Learning resources & cpd)

Targeted academic support for current academic year

Measure	Activity
Priority 1	Introduce and implement NELI in EYFS. (CPD & Resources) Assess pupils and establish small group intervention. Establish small group interventions for disadvantaged pupils falling behind age-related expectations in Phonics, Reading and Writing.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Disadvantaged pupils with low level language on entry. Mathematical vocabulary, concepts and skills insecure in disadvantaged pupils.
Projected spending	£50,000 (NELI resources and cpd, Maths resources, TA intervention hrs)

Wider strategies for current academic year

Measure	Activity
Priority 1	Provision of Before and After School Club- subsidised by pupil premium funding.
Priority 2	PSA to be employed full time – working with families and delivering EMH sessions with pupils
Barriers to learning these priorities address	Improving attendance, pupil well being and readiness to learn for the most disadvantaged pupils.
Projected spending	£22,300 (PSA, Before and After School provision, Attendance resources)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is provided for staff professional development (including use of IRIS)	Use of staff meetings/INSET time. Additional cover being provided by HLTAs/SLT.
Targeted support	Ensuring enough time for: <ul style="list-style-type: none"> Intervention CPD SENDCo, Maths Lead and Literacy Lead to oversee & support quality of intervention 	Use of 'staggered' support staff training. Use of INSET time. <i>TAs paid CPD sessions if needed.</i> HLTAs based in class with additional TA

	Maintaining regularity of intervention (previously teacher absence covered by HLTA has disrupted continuity of intervention)	Ensure every class has a full-time TA (not specific SEND TA) Employ an additional TA -Catch-Up funding?
Wider strategies	Engaging the families facing most challenges	Full-time employment of PSA-subsidised by PP funding

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	No statutory tests so unable to validate impact. Evidence of good progress measured through YARC tests and PiXL tests. Comparison of cold and hot tasks shows good progress in writing of pupils in school.
Progress in Mathematics	No statutory tests so unable to validate impact. Evidence of progress seen in PiXL tests and work in books.
Phonics	No statutory tests so unable to validate impact.
Other	Evidence of good attendance of key worker and vulnerable children. Case studies of PSA support this.