

Pupil premium strategy statement (Primary), reviewed (interim) June 2021

Objectives

All disadvantaged students will make at least expected progress, in line with national averages for students who are not disadvantaged

All disadvantaged students will have good attendance and behaviour, in line with national averages for students who are not disadvantaged

All disadvantaged students will be successful learners, provided with timely and accurate feedback on their learning and given additional support where required, particularly to develop their English and maths skills

All disadvantaged students will have access to extra-curricular opportunities and be given the chance to develop their cultural capital

School Overview

Metric	Data
School name	Girton Glebe Primary School
Pupils in school	179
Proportion of disadvantaged pupils	9% (16)
Pupil premium allocation this academic year	£21,175
Academic year or years covered by statement	2020-21
Publish date	January 2020
Review date	September 2021
Statement authorised by	Andrew Spencer
Pupil premium lead	Tom Austin
Governor lead	Alexander Read

Disadvantaged pupil progress scores for 2018-19 (no data for 2019-20 due to school closure)

Measure	Score
Achieve phonics check expected standard	N/A (0 pupils)
Reading at KS1 meeting expected standard	100% (1 pupil)
Writing at KS1 meeting expected standard	100% (1 pupil)
Maths at KS1 meeting expected standard	100% (1 pupil)
Reading at KS2 meeting expected standard	75% (3 pupils)
Writing at KS2 meeting expected standard	75% (3 pupils)
Maths at KS2 meeting expected standard	75% (3 pupils)

Disadvantaged pupil performance overview for 2018-19 (no data for 2019-20 due to school closure)

Measure	Score
Meeting combined expected standard at KS1	100% (1 pupil)
Meeting combined expected standard at KS2	75% (3 pupils)

Strategy aims for disadvantaged pupils

Aim	Target	Target Date
High levels of progress evident for all students eligible for PP	Pupils eligible for PP in all years make accelerated progress, as evidenced through more than 6 steps of progress on school Target Tracker system	September 2021
Ensure phonics check data for disadvantaged students are at least as good as outcomes for non-disadvantaged pupils nationally	Phonics check data will confirm the pass scores for disadvantaged pupils at Girton Glebe Primary School are at least above the national pass mark	September 2021
Ensure Key Stage 1 outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged pupils nationally	Teacher assessment data for writing and SATs results for reading and maths will confirm the scores for disadvantaged pupils at Girton Glebe Primary School are at least above the Key Stage 1 national scores	September 2021
Ensure Key Stage 2 outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged pupils nationally	Teacher assessment data for writing and SATs results for reading and maths will confirm the scores for disadvantaged pupils at Girton Glebe Primary School are at least above the Key Stage 2 national scores	September 2021
Ensure attendance rates for pupils eligible for PP are at least as good as all pupils nationally	Attendance for disadvantaged students at Girton Glebe Primary School to be in line with school target for attendance of 96%	September 2021
Ensure development of wider curriculum meets the needs of pupils eligible for PP	Pupils eligible for PP in all years progress at least 6 Target Tracker steps in non-core subjects	September 2021

Teaching priorities for current academic year

Measure	Activity
<p>Progress for all pupils, including at least 6 Target Tracker steps across all areas of the curriculum in core and non-core areas</p>	<ul style="list-style-type: none"> • Continue to deliver Quality First Teaching, informed by the lesson studies and educational research • Redesign of Girton Glebe Primary School curriculum to be informed by the needs of its vulnerable pupils • Progress of PP pupils to be an appraisal objective of all teaching staff • Increased focus on individual pupil differences/barriers through the use of Pupil Premium Passports for each pupil • Feedback and assessment for PP pupils to be closely monitored (including as part of CPD reflection) to ensure increased focus has an impact • Support pupils whose engagement or behaviour is a barrier to learning
<p>Barriers to learning these priorities address</p>	<p>Gaps in attainment and progress; literacy and numeracy skills of pupils; engagement of pupils and parents; and specific individual/personal barriers as identified through work with families and highlighted on Pupil Premium Passports</p>

Total budgeted cost £2201

Targeted academic support for current academic year

Measure	Activity
<p>Progress for all pupils, including at least 6 Target Tracker steps across all areas of the curriculum in core and non-core areas</p> <p>Improving engagement among PP pupils</p>	<ul style="list-style-type: none"> • SENDCO to support student progress and ensure PP pupil booster programmes deliver best practice • Small group tuition in English (including Accelerated, Accelerate and spelling boosters) to continue • Small group boosters in maths (including 1st Class @ Number and Success @ Arithmetic) to continue • Continuation of lunchtime writing, reading and maths PP pupil engagement sessions, run by English Lead, Maths Lead and Assistant Heads (when Covid restrictions permit) • Continuation of maths mentoring of Year 6 pupils by IVC Year 11 students (when Covid restrictions permit)
<p>Barriers to learning these priorities address</p>	<p>Gaps in attainment and progress; literacy and numeracy skills of pupils; engagement of pupils and parents; and specific individual/personal barriers as identified through work with families and highlighted on Pupil Premium Passports</p>

Total budgeted cost £8963

Wider strategies for current academic year

Measure	Activity
<p>Protecting the social and emotional wellbeing of PP pupils</p> <p>Improving attendance among PP pupils</p> <p>Improving engagement among PP pupils and their parents</p>	<ul style="list-style-type: none"> • Continuation of counselling sessions, coordinated by SENDCO (Family Support Worker and other agency staff) • Mental health and social skills sessions for boys and girls • <i>Chimp Paradox</i> learning group sessions • Continued funding of educational trips and music lessons for PP pupils and provision of books and resources to encourage reading • Tailored resources provided to PP pupils, as necessary, to support home learning • Additional cultural capital opportunities provided through curriculum enrichment days and activities • English/maths learning mornings provided for parents • Sharing of Individual Learning Plans with PP parents and pupils
<p>Barriers to learning these priorities address</p>	<p>Emotional and social vulnerabilities; disengagement of parents/pupils; attendance and persistent absence</p>

Total budgeted cost £10011

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the impact of Quality First Teaching is closely evaluated	QA and monitoring in place, with specific focus on disadvantaged groups
Targeted support	Providing sufficient capacity for staff to deliver interventions	Careful timetabling and utilisation of additional tutors where necessary
Wider strategies	Engaging the families facing the most challenges to mitigate underachievement	Work closely with families and all agencies from entry in EYS, and using new Pupil Premium passports to ensure information is appropriately shared

Review of last year's aims and outcomes

See Pupil Premium Strategy Overview, 2019-20