



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

All GEMS Learning Trust Schools are committed to our core remit of providing and outstanding educational experience. Raising attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their potential.

Summary information					
School	GEMS Didcot Primary Academy				
Academic Year	2019-20	Number of Pupils eligible	41	Percentage of pupils	13.6
Total number of pupils	332 (including nursery)	Amount of PPG due to be received	£54, 120	Date for next strategy review	Sept 20
Current Attainment (KS2- 2018-19)					
	Pupils eligible for PP		National Average other pupils		
% of pupils meeting expected standard in reading, writing, and mathematics	N/A no Year 6 pupils				
% making at least expected progress in reading	N/A no Year 6 pupils				
% making at least expected progress in writing	N/A no Year 6 pupils				
% making at least expected progress in mathematics	N/A no Year 6 pupils				
Current Attainment KS1 18-19					
% meeting expected standard in reading	50% (6/12)	76 (TBC)			
% meeting expected standard in writing	33.3% (4/12)	68 (TBC)			
% meeting expected standard in mathematics	50% (6/12)	75 (TBC)			



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

<b>Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)</b>		
A	High ability pupils who are eligible for PP or those we believe could attain higher academic results are not yet achieving highest level across the curriculum.	
B	Well being issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.	
<b>Desired Outcomes for next academic Year</b>		<b>Success criteria</b>
A	Higher rates of progress, across the school for high attaining pupils eligible for PP to enable them to attain the highest levels across the curriculum.	Pupils eligible for PP identified as high ability make at least progress equivalent to 'other' pupils identified as high ability across all year groups. High ability pupils targeted with additional challenge through quality first teaching. Measured by teacher assessments and successful moderation practices established across the Didcot Partnership.
B	Well being issues for pupils (mostly eligible for PP) and low aspirations are having a detrimental effect on their academic progress and that of their peers.	Children are better equipped to deal with day to day school and home life, children express higher aspirations when interviewed; children make equivalent or better progress than non PP peers and nationally.



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

Planned expenditure						
Quality of teaching for all						
Desired outcome	Chosen approach/action	What is the rationale and evidence for this choice?	How will you ensure it is implemented well?	Staff lead/cos	When will you review implementation?	Cost
Improved rates of progress for high attaining pupils. More PP pupils attaining GD across the curriculum.	<p>Dedicated Pupil Premium lead.</p> <p>Extra targeted TA support within classes.</p> <p>Maths tuition to target identified pupils.</p>	<p>We want to provide extra support to maintain high attainment and progress. Ensuring that pupils are supported in class and receive quality first teaching which has shown to be very effective.</p> <p>Use of additional maths tuition has shown positive impact.</p>	SLT will monitor effectiveness through observations and target tracker.	Assistant Principal	Termly	<p>Staffing 3x per half term <b>£3420</b></p> <p>Teaching assistants <b>£20000</b></p> <p><b>£5940</b></p> <p><b>£29,360</b></p>



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

	Audit of teaching across the school ensuring HA have aspirational success criteria.  Extra teaching	High ability pupils for PP are making good progress, but fewer disadvantaged pupils are attaining highest levels across the curriculum in comparison to their peers.	Children selected on assessment data and tracking.  Assessments scrutinised and moderated across the Didcot Partnership.	Assistant Principal	Termly	Teacher release £2160
<b>Planned expenditure</b>						
<b>B Social and emotional needs</b>						
Desired outcome	Chosen approach/action	What is the rationale and evidence for this choice?	How will you ensure it is implemented well?	Staff lead/ cos	When will you review implementation?	Cost
Children's well-being is appropriately supported and children's needs are met.	Children's behaviour is targeted through ELSA support  Nurture groups support the needs of identified pupils.  Home school link worker to continue to target behaviour and support families.	Eef toolkit suggests that targeted interventions matched to specific students with particularly needs or behavioural issues can be effective.	<ul style="list-style-type: none"> <li>Ensure that identification of target pupils is far, transparent and recorded on CPOMS.</li> </ul>	ELSA trained TA (Assistant Principal)	February 2020	ELSA days £8400  Nurture groups £3606  HSLW £4000  Staffing for conversations (SLT) £4000



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

	Provide breakfast club membership for free of charge for PP pupils.	Attendance at breakfast club has improved punctuality and attendance, allowing for a smooth start to the day after a healthy meal.	Already implemented with success – on going review.		On going	£6000
	Trip payments	To support trips going ahead so that PP pupils experienced an enriched curriculum.				£2000
<b>Total proposed cost</b>					<b>£59, 526</b>	
<b>Review of expenditure 2018-19</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>		<b>Lessons learned</b>	<b>Cost</b>	
Improved oral language skills in nursery, reception and KS1.	Staff training on communication and language. Read Write Inc skilled staff. CLPE training – use of high quality text.	Increased confidence for staff delivering both RWI and CLPE-based English lessons across the school.  Pupils in EYFS made accelerated progress in communication – 5 pts expected progress as measuring from Aut 1 to Sum 2) Nursery All pupils: 5.2		Continue to train new staff members on RWI and CLPE.	Total £4600	



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## Academic Year 2019-20

		Reception PP: 6.5 All pupils: 5.6		
Improved progress for high attaining pupils	<p>Audit teaching of writing across the school ensuring that HA have aspirational success criteria.</p> <p>Extra teaching for those who could achieve higher results.</p>	<p>Increase in pupils achieving GD across the curriculum.</p> <p>2018-19 Progress</p> <p>Year 1 Reading PP: 5.3. All pupils: 5.8            Year 1 Writing PP: 5.5. All pupils: 5.6            Year 1 Maths PP: 5.8. All pupils: 5.8</p> <p>Year 2 Reading PP: 5.5. All pupils: 6.1            Year 2 Writing PP: 5.9. All pupils: 6.1            Year 2 Maths PP: 6.1. All pupils: 6.3</p> <p>Year 3 Reading PP: 5.4. All pupils: 5.7            Year 3 Writing PP: 5.9. All pupils: 6            Year 3 Maths PP: 6.1. All pupils: 6</p> <p>Year 4 Reading PP: 5.6. All pupils: 5.8            Year 4 Writing PP: 6.8. All pupils: 6.2            Year 4 Maths PP: 6.1. All pupils: 6</p>	Progress rates similar. Largest gap in Year 1 Reading. Engagement of reading will continue to be a focus in 2019-20.	Total £2280
Improved progress for all PP pupils	Extra targeted TA support within class	Extra TA support in class has allowed greater amount of interventions to happen, including 1:1 phonics in Year 1 and 2, maths mop-up sessions as well as lunch time nurture groups and Drawing & Talking.	Successful strategy – to continue.	Total £23, 420



# Disadvantaged Pupil Premium Strategy Statement

## Academic Year 2019-20

	Small group interventions for maths	Maths tuition targeted at key pupils according to latest assessment data. Significant impact on the attainment of those working alongside tutor.	To continue.	
<b>Planned expenditure</b>				
<b>Social and emotional needs</b>				
Children's social and emotional needs are met	Significant staff training to support social, emotional and mental health of pupils. Behaviour intervention for identified students.  Pupil's well being supported.  Increased home school link worked time to target behaviour and support families.	ELSA training, Lego therapy as well as a whole school INSET on children's mental health has led to increased staff understanding of the well-being needs of pupils.  A number of behaviour interventions in place and reduction incidents recorded on CPOMS for targeted pupils.  Play therapy ceased at Christmas 2018.  Home school link worker has had a positive impact when working with individuals and families. 45% of families supported were PP.	Continue to develop staff understanding and opportunities to implement these.  Continue with SLT mentoring meetings.  Continue with HSLW support	Total £16700
	Breakfast club provision free of charge for PP pupils	29% take up breakfast club offer. Smooth start to the day for children, improved punctuality and attendance. 94.6% attendance for PP, 96.1% attendance for all pupils.	To continue next year.	£6000
	Cover the cost of trip payments to ensure that PP experience an enriched curriculum.	Curriculum enrichment opportunities throughout the school, trips and visits able to go ahead.	On going to ensure that rich curriculum	£2000



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## Academic Year 2019-20

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