



## Pupil Premium Strategy Statement : Gaddesden Row JMI School - 2020/2021



Summary Information					
School	Gaddesden Row JMI School				
Academic Year	2020/21	Total PPG budget	£13,200	Date of most recent PPG review	July, 2020
Total Number of pupils	52	Number of Pupils eligible for PPG	10 (£1320 per eligible pupil)	Date of next PPG review	March, 2021

Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers (issues to be addressed in school, such as poor language skills)	
A	Attainment in R, W and Maths below their peers, including children reaching greater depth
B	PPG pupils find picking up new skills more challenging than their peers
External barriers (issues which also require action outside of school, such as low attendance)	
D	Lack of routine <ul style="list-style-type: none"><li>~ Ensuring home learning is completed</li><li>~ Ensuring that regular opportunities for socialisation are provided</li><li>~ Inappropriate boundaries</li><li>~ Lack of educative conversations at home</li></ul>
E	Low Engagement with the school <ul style="list-style-type: none"><li>~ Raising aspirations for children</li><li>~ Negative attitudes towards education and school</li><li>~ Disruption to education and frequently absent</li></ul>

<b>F</b>	Gaps in Parenting Skills - Lack of boundaries at home - Lack of educative conversation at home - Parent(s) not acting as educators - Parent(s) not spending time with the child
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<b>Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A</b>	Children make rapid and sustained progress in reading, writing and mathematics	Gap between PPG and non PPG pupils is diminished across year groups
<b>B</b>	Children have more support when introducing new skills and progress quickly to ARE	Percentage of PPG pupils attaining ARE is increased from Sept to July
<b>C</b>	SEND needs are managed and supported well to enable access to curriculum	PPG/SEND pupils are aware of targets Interventions show good progress and impact
<b>D</b>	All PPG pupils have access to home learning support and clubs to support routine All parents have access to good quality parenting support	All pupils take part in school trips All pupils offered a place in after school clubs All families are offered good quality support.
<b>E</b>	PPG pupils are attending well	All PPG pupils attendance is above 95%
<b>F</b>	PPG Children achieve greater depth in reading, writing and maths	Gap between PPG and non PPG pupils achieving greater depth is closed.

<b>Planned Expenditure: £6,500</b>					
<b>Outcomes for Pupils</b>					
<b>Desired Outcome</b>	<b>Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>

Raise achievement and accelerate progress for children eligible for PPG funding.	<ul style="list-style-type: none"> <li>Maintain small class sizes.</li> <li>Teacher and TA led group work based on misconceptions made from children.</li> </ul>	Small group work is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis and recovering children's knowledge.	<p>Supported groups to be monitored by teachers and inclusion manager and PPM cycle.</p> <p>Entry and exit points to be carefully tracked</p> <p>Professional dialogue between staff delivering the intervention and class teachers.</p>	HT/DHT	Half Termly
Pupils achieve ARE at KS2 as gaps are identified and addressed	<ul style="list-style-type: none"> <li>Year 2 and 6 maths booster sessions from September 2020.</li> </ul>	Combined Quality First Teaching alongside personalised feedback is shown to have one of the very highest rates of improvement.	Data for attainment and progress to be considered as part of termly PPM's	HT when teaching whole class and boosters.	Termly
An increase in the number of PP pupils making at least expected progress	<ul style="list-style-type: none"> <li>1:1 tuition sessions offered for PPG children</li> </ul>	1:1 tuition has high impact in helping learners catch up.	Entry and exit assessment points to be established Observations to be made during sessions.	HT and teachers.	Termly
Accurate reflection and analysis of PPG pupils and decision making	<ul style="list-style-type: none"> <li>Case studies to be completed for target children.</li> </ul>	Reflection and analysis of previous intervention strengthens future strategic decisions.	<p>Snapshots shared with link governor.</p> <p>Governors/HT to oversee strategic conversations</p>	HT.	Termly
Raise attainment for targeted children who have potential to reach ARE and GD	<ul style="list-style-type: none"> <li>2 families to be identified for termly meetings with HT to discuss progress and strategies.</li> </ul>	The children identified have the potential to be age related or greater depth across all areas of the curriculum.	HT to organise meetings and set targets for children and spend PPG budget on items to support children and families both in and outside of school.	HT.	Termly
An increase of pupil premium children achieving greater depth.	<ul style="list-style-type: none"> <li>A higher percentage of children will reach greater depth</li> </ul>	To close the gap for pupil children achieving greater depth compared to their peers.	Children whom are at age related expectations and given the opportunities to reach greater depth through	Book scrutinies and data.	Half termly

	across reading, writing and maths.		first quality teaching and differentiation.		
<b>Total Expenditure :</b>					

<b>Planned Expenditure: £4,000</b>					
<b>Quality of Teaching and Learning</b>					
Desired Outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Pupils make sustained progress and attain ARE	<ul style="list-style-type: none"> <li>Focussed CPD for all staff on considering specific needs of PPG pupils and support required.</li> </ul>	Combined Quality First Teaching alongside personalised feedback is shown to have one of the very highest rates of improvement.	Data for attainment and progress to be considered as part of termly PPM's and fortnightly meetings involving senior staff and PPG lead.	SLT.	Termly
All pupils learn a musical instrument	<ul style="list-style-type: none"> <li>Individual lessons signposted for PPG pupils most able and showing promise.</li> </ul>	Music participation is seen to have a positive effect on achievement.	Attendance reports and feedback from peripatetic teacher	School office to collate	Termly
Specific individual targets are met by children.	<ul style="list-style-type: none"> <li>HT to work 1:1 and set targets for each PPG child across the school.</li> </ul>	Raising aspirations and improving motivation to celebrate the joy of success.	HT to record all of the children's targets and re-visit classes monthly to check for impact and percentages in the data during pupil progress meetings.	HT	Monthly
Pupils make progress in all subjects.	<ul style="list-style-type: none"> <li>Books to be purchased for children to use and read at home.</li> </ul>	Research shows that engagement with learning at home can be low.	<p>Science, maths and English books to be purchased and children bring in evidence of what they have done to receive rewards.</p> <p>Reading/Audio books also to be purchased for children to read for pleasure.</p>	HT	Half Termly.

Increase the amount of PPG children attended after school clubs. (After Covid-19 transmission levels drop and new guidance given).	<ul style="list-style-type: none"> <li>Liase parents and children as to what clubs they would like their child to attend.</li> </ul>	To raise aspirations and motivation for for children.	HT to organise the money to spent on after clubs targeted at specific children.	HT	Termly
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### Total Expenditure

### Planned Expenditure: £2,500

#### Parents, Families, Personal Development and Welfare

Desired Outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
PPG pupils are settled in school and prepared to learn	<ul style="list-style-type: none"> <li>HT and SENCO roles provides support for pupils and their families with social and emotional needs</li> </ul>	Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well.	Contracts Minutes form TAF and CAF Fortnightly meetings with SENCO.	HT and SENCO	Termly
PPG to value education and learning as a family and view male role models positively.	<ul style="list-style-type: none"> <li>Parent workshops to be organised to encourage parental participation.</li> </ul>	Research shows that increasing parental involvement in primary school has a significant effect on a child.	Monitor the attendance at sessions and HT to monitor turnout and make contacts with parents to improve for future events.	HT and SENCO	Termly
PPG have aspirations for the future that outweigh their experience	<ul style="list-style-type: none"> <li>Carfeully selected enrichment trips for PPG children to attend. (After Covid-19 guidance when safe to do so).</li> </ul>	Children who have high aspirations will aim higher in their everyday learning.	Notes and feedback form sessions.  Pupil and parent voice.	HT and class teachers	Spring and Summer Term

Pupils to attend school trips and residentials	<ul style="list-style-type: none"> <li>School to subsidise 50% of school trips/residentials to eligible families.</li> </ul>	Children who have high aspirations will aim higher in their everyday learning.	Contact eligible families when letters are sent out for trips and residentials.	HT	When trips are planned and organised.
Pupil attendance is above 95% for PPG pupils	<ul style="list-style-type: none"> <li>Early engagement with parents</li> <li>Attendance postcards sent home</li> </ul>	A small number of PPG pupils have persistent absence from school	Attendance monitored on a weekly basis for the PPG cohort	HT	Weekly
PPG children are settled and ready to learn.	<ul style="list-style-type: none"> <li>HT to organise half termly breakfast mornings for all PPG children. Parents also to be invited to look through books and share progress.</li> </ul>	Children who are having breakfast and a settled routine are more likely to be settled for learning and be more motivated to achieve.	Invites and registers of attendance	HT	Termly and after the events have taken place.
Clear information available on website for parents and carers to view.	<ul style="list-style-type: none"> <li>The school website to be updated with pupil premium action plan and mission statement.</li> </ul>	Parents and carers can view where money is being spent and what impact this will have for disadvantaged learners.	Website and action plan updated with relevant information.	HT	Termly

**Total Expenditure:**