

# Gunthorpe Primary School

## Pupil Premium Long Term Strategy Plan 2019/2020- 2021/2022

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION [2019/2020]			
Total number of pupils:	394	Total pupil premium budget:	£208,560
Number of pupils eligible for pupil premium:	158 (128 children receiving FSM; children on the 27 Ever 6 list, 1 child whose parents are in the Services and 2 LAC)	Amount of pupil premium received per child:	£1,320

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	81	56%
Girls	77	44%
SEN support	38	24%
EHC plan	4	3%

## COHORT INFORMATION

EAL	17	11%
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## Priority 1. Quality of teaching and learning.

Objectives	Actions to be taken	Person Responsible	Timescale	Cost/resource implications	Success criteria
1. Improve language acquisition for all pupils.	Vocabulary to be a focus for 2019/2020.	SLT/CC	All Year	Word Aware training and resources. <b>£96.08</b>	Vocabulary policy is progressive and clearly outlines strategies for vocab development, long term memory and application of vocab.  Impact on progress and attainment.  Learning Walk and Pupil Voice- impact on learning.  Pupil Progress meetings x 3 a year.
	New vocabulary policy shared and modelled to all staff.		Autumn 2019		
	Word Aware training for key members of staff and then modelled to all staff.	CC/ES/staff	Autumn 2019		
	Vocabulary and language acquisition to be at the heart of all planning.	Teachers			
	Amend curriculum mind maps and an area in each classroom to specifically focus on vocabulary.	Staff			
	Pre teach and post teach groups to focus on vocab.	Teachers			
Geoff Hannan Training and coaching approach from subject leaders and phase leaders.	Staff				

<p>2. All pupils to have access to learning platforms, which support progress and attainment.</p>	<p>Order 180 iPads to enable children to have regular daily access to learning apps.</p> <p>Purchase of subscriptions and training for Ipads, Power Maths, Spelling Shed and Bug Club.</p>	<p>FH/HA</p> <p>EC/CC</p>	<p>Autumn Term 2019</p>	<ul style="list-style-type: none"> <li>• Ipads</li> <li>• <b>£47,099</b></li> <li>• Power Maths resources <b>£2,332.05</b></li> <li>• Bug Club <b>£1,141.45</b></li> </ul>	<p>Impact on progress and attainment.</p> <p>Learning Walk and Pupil Voice- impact on learning.</p> <p>Pupil Progress meetings x 3 a year.</p>
<p>3. All PP children to attend day trips and residential.</p>	<p>Teachers plan a range of educational visits, themed days in school and the opportunity to participate on a residential in KS2.</p> <p>Children participate in exciting first hand experiences and wow moments.</p> <p>Teachers plan units of work around these exciting first hand experiences.</p>	<p>Office and class teachers.</p> <p>Class teachers</p>	<p>Ongoing</p>	<p>Cost of transport, ticket or immersion activity. <b>£4,613</b></p> <p>Wow moments throughout the year. <b>£770</b></p>	<p>Liaise with office to ensure families know about their entitlements and that PP children are attending all opportunities available to them.</p> <p>Impact on progress and attainment.</p> <p>Learning Walk and Pupil Voice- impact on learning.</p>

## Priority 2. Targeted support (academically or pastorally)

Objectives	Actions to be taken	Person responsible	Timescale	Cost/resource implications	Success criteria
1. Pupils from disadvantaged backgrounds do well in comparison with their peers.	Ensure PP children are targeted for interventions that support their learning, ensuring they make good + progress ( <b>see intervention log</b> )	Class teachers.	On going	Specific staff wages. <b>£84,070.59</b>	Children feel more confident to join in lessons having pre acquired key vocab and learning.
	Key target children to have pre teaching vocab time.			PiXL teacher wage. <b>£12,045</b>	Recap of learning supports retaining of information and progress.
	Post teaching time in the afternoon, used to reinforce learning.				Children make good + progress.
	PiXL therapies used to support pre teaching and post teaching.	PiXL teacher		Learning mentor <b>£20,930.31</b>	Impact on progress and attainment.
	Each class teacher to upload a pre teaching video onto Dojo (by lunchtime on a Friday) to support children over the weekend ready for their next weeks learning.	Class teachers		Learning Walk and Pupil Voice- impact on learning.	
Conduct an independent Pupil Premium Review		CB/ES/FH	Autumn Term	Pupil Premium Review <b>£1,375</b>	Pupil Progress meetings x 3 a year.

<p>2. Pupils have regular, informative feedback on how to improve their work.</p>	<p>CT/TA targeted support for PP children to ensure that the child knows their strengths and areas to improve on.</p> <p>Conferencing 1-1 with children, modeling how to make improvements and then allowing the child to improve their own work.</p>	<p>Class Teachers/TA's.</p>			<p>Children have confidence to edit and improve their own work.</p> <p>Children make good+ progress.</p> <p>Impact on progress and attainment.</p> <p>Learning Walk and Pupil Voice- impact on learning.</p> <p>Pupil Progress meetings x 3 a year.</p>
<p>3. Improve children's stamina and fluency in Reading.</p>	<p>Targeted reading 1-1 support for those children identified as target readers for the term.</p> <p>Sign up to School Readers</p> <p>Reading Buddies to be trained by PCC.</p>	<p>TA and Reading Buddies</p> <p>CB</p> <p>PCC.</p>	<p>On going</p>	<p>Book banded books EYFS and Key Stage 1 <b>£1,477.04</b></p>	<p>Children make good+ progress.</p> <p>Impact on progress and attainment.</p> <p>Learning Walk and Pupil Voice- impact on learning.</p> <p>Pupil Progress meetings x 3 a year.</p>

<p>4. Pupils and their parents feeling supported emotionally and socially as well as academically.</p>	<p>Specific pastoral support staff to engage parents that are struggling emotionally or socially.</p> <p>YMCA counselling x2 full days a week.</p> <p>Wolf Cubs x 2 a week.</p> <p>Key Stage 1 and Key Stage 2 Nurture group.</p> <p>Boxercise &amp; Music Therapy– Youth Dreams Project.</p> <p>New Ark Alternative provision</p> <p>Pupil voice interviews to ensure they feel happy and supported in school.</p> <p>SUMO for school project in school to work with Year 5 and 6. Whole School SUMO approach which links to LORIC.</p> <p>Uniform Vouchers given to PP families Sept 2019</p>	<p>CB/SH/ES/LA</p> <p>SH</p> <p>DA</p> <p>LA</p> <p>JP</p> <p>LA/SH</p> <p>ES</p> <p>FH/CB</p> <p>DW/CR</p>	<p>On going throughout the year.</p> <p>Sept 2019</p>	<p>Payment of YMCA counselling. <b>£8,970</b></p> <p>Payment of Boxercise /Youth Dreams Project. <b>£1,825</b></p> <p>New Ark Alternative Provision <b>£1,687.50</b></p> <p>Uniform Vouchers <b>£1,500</b></p> <p>SUMO for schools resources <b>£1,197</b></p>	<p>Children feeling emotionally and socially secure.</p> <p>Children knowing there is always someone there to listen to them and help/support them.</p> <p>Children feel happy at school and learning experiences are positive.</p> <p>Good parental attendance at learning workshops.</p>
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### Priority 3 Wider strategies

Objectives	Actions to be taken	Person responsible	Timescale	Cost/resource implications	Success criteria
1. Ensure that PP children have the opportunity to excel at their strengths and interests.	<p>Start of academic questionnaire for all PP children and discussion with their TA.</p> <p>Half termly extra curricular activities after school.</p> <ul style="list-style-type: none"> <li>• Future stars dance group.</li> <li>• Music lessons (in the school day)</li> <li>• Boxercise</li> <li>• Sports</li> <li>• Cooking club</li> </ul> <p>Contact feeder secondary schools and set up a range of afterschool clubs, whereby PP children have an opportunity to pursue an interest or strength.</p>	ES/CB	<p>Autumn 2019</p> <p>Ongoing</p>	<p>Future stars leader <b>£1,095</b></p> <p>Youth Dreams Project <b>£1,825</b></p> <p>Music Teacher <b>£,4,947.50</b></p> <p>After school sports <b>£1,370</b></p> <p>Cooking equipment <b>£240.99</b></p>	<p>Monitor club registers and ensure PP children have the opportunity to attend.</p> <p>Increased range of clubs and activities and participation of PP children.</p> <p>Pupil Voice- impact.</p>
2. To reduce the number of absences and/or repeated lates.	<p>Attendance Lead and Officer to identify which children are repeatedly absent or late. Arrange SAM meetings.</p> <p>Offer places at Breakfast Club to encourage a positive start to the day.</p> <p>Employ member of staff to manage breakfast club.</p>	<p>CB/DW</p> <p>CB/DW/JP/TS</p> <p>CB</p>	<p>Ongoing</p> <p>Autumn 2019</p>	<p>Breakfast club resources and food. <b>£85.41</b></p>	<p>Percentage of PP uptake to Breakfast club increased.</p> <p>Attendance figures show a reduction of lateness and improved attendance.</p>