



## Gorton Primary School Pupil Premium Strategy Statement 2020-23

School Overview	
Metric	Data
School Name	Gorton Primary School
Number of pupils in school	128
Proportion of disadvantaged pupils	Allocation: 13 pupils 10.2% Actual: 63 pupils 49.2% (funding will be received academic year 2021-2022)
Pupil premium allocation this academic year	£18,830.00
Academic year/ years covered by statement	2020-2023
Publish date	November 2020
Review date	September 2021
Statement authorised by	Rhian Williams
Pupil premium lead	Dawn Spink
Governor lead	Maureen Kennedy

Pupil Performance for last academic year (2019-20)			
Measure	Disadvantaged Pupils	Other Pupils	All pupils
KS2 Reading Progress Score	N/A	N/A	N/A
KS2 Writing Progress Scores	N/A	N/A	N/A
KS2 Maths progress Score	N/A	N/A	N/A
Meeting expected standard at KS2 in RWM combined	N/A	N/A	N/A
Achieving high standard at KS2 in RWM combined	N/A	N/A	N/A
Phonics	N/A	N/A	N/A
Attendance up to 20/03/2020	88.0%		88.9%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date	RAG 2021	RAG 2022	RAG 2023
Attainment in Early Years	To increase the % of disadvantaged pupils achieving GLD	July 2023			
Attainment in Phonics	To increase the % of disadvantaged pupils passing the phonics test	July 2023			
Attainment in Reading	To increase the % of disadvantaged pupils achieving Expected Standard in Reading in KS1	July 2023			
Attainment in Writing	To increase the % of disadvantaged pupils achieving Expected Standard in Writing in KS1	July 2023			
Attainment in Maths	To increase the % of disadvantaged pupils achieving Expected Standard in Maths in KS1	July 2023			

### Tier 1- Teaching priorities for current academic year

Measure	Activity
Reading attainment	<ul style="list-style-type: none"> <li>Revised KS1 Guided Reading curriculum developed to focus on 8 active reading skills required for competent readers</li> <li>Training for all teaching assistants in supporting the development of fluency in reading skills bridging the gap between phonics and comprehension</li> <li>Development of benchmarking to support struggling readers to further pinpoint areas of development for children below ARE</li> <li>Training for benchmarking for TAs</li> <li>Training in vocabulary teaching for all teachers to implement within Guided Reading sessions</li> <li>Training in importance of class readers and text selection to ensure children exposed to wide variety of texts throughout time at school</li> </ul>
Maths attainment	<ul style="list-style-type: none"> <li>All staff to be trained in Power Maths</li> <li>Teachers trained in MARK assessment system</li> <li>Purchase resources for maths teaching; text books, workbooks, concrete resources</li> <li>Update the maths and calculations policies</li> <li>Adapt timetables to allow for catch up maths time</li> </ul>
Remote Learning	<ul style="list-style-type: none"> <li>Identify Remote Learning Lead</li> <li>Develop remote learning policy and plan</li> <li>Train teachers on the use of on-line learning platforms</li> <li>Agree timetables for each year group and share these with families</li> <li>Monitor engagement of pupils home learning and support pupils/parents where engagement is low</li> <li>Provide devices to families that need them</li> </ul>
Phonics attainment	<ul style="list-style-type: none"> <li>Implement new phonics system across school to ensure consistency</li> <li>Ensure all staff are trained in phonics</li> <li>Monitor phonics teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase new resources for phonics teaching</li> <li>• Identify gaps in phonics knowledge and plan interventions accordingly</li> </ul>
Speech and language	<ul style="list-style-type: none"> <li>• All children are screened using Wellcomm screening process and children identified for further support</li> <li>• Speech and Language Therapist employed to work with vulnerable children identified through screening</li> <li>• All EYFS staff to receive specialist training from Speech and Language (NELI)</li> <li>• External Eklan leads to provide review and school specific development plan for 3 year development of language across the EYFS and KS1 settings</li> <li>• Talk Boost Intervention for children in KS1 who require additional language development</li> <li>• Talk Boost Training for 2 members of staff in KS1 to ensure high quality support is delivered in all phases</li> </ul>
Emotional Support	<ul style="list-style-type: none"> <li>• Implement the Rainbow Recovery Curriculum for pupils returning in September 2020 with a strong focus on PSHE</li> <li>• Identify Mental health and well being leads in each Key Stage</li> <li>• Write an action plan to promote and support the health and well-being of pupils</li> <li>• Key staff to attend mental health first aid training</li> <li>• Introduce a new PSHE curriculum and develop strategies to support pupils with additional needs</li> <li>• Start the wellbeing award for schools</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• High levels of transience</li> <li>• Low overall attendance</li> <li>• Gaps in learning due to partial school closure in 2019-2020</li> <li>• Bubble closures and absences due to positive Covid tests results and self isolation</li> <li>• Lack of engagement in home learning</li> <li>• Speech and language barriers due to gaps in vocabulary and/or language barrier</li> </ul>
Projected spend	£6,700.00

## Tier 2- Targeted academic support for current academic year

Measure	Activity
Speech and language	<ul style="list-style-type: none"> <li>• Eklan training for staff to review language and communication environment within early years settings</li> <li>• Early Years staff trained in Welcomm and intervention groups set up to support speech and language each term</li> <li>• Reception and Y1 teachers and TAs trained in Nuffield Early Language Intervention for all Reception pupils and future Y1 pupils that require support</li> </ul>
Maths attainment	<ul style="list-style-type: none"> <li>• Purchase licences for Times tables Rock stars for KS1</li> <li>• Review timetable to allow for maths interventions</li> </ul>

Early Years attainment	<ul style="list-style-type: none"> <li>• Assess pupils on entry and throughout the year</li> <li>• Deliver interventions that closely match the needs of pupils</li> <li>• Review the resources of the Early Years environment to ensure it meets the needs of the pupils</li> </ul>
Phonics attainment	<ul style="list-style-type: none"> <li>• Target pupils for phonics interventions to ensure they reach the age-related expectations</li> <li>• Ensure staff have the necessary resources to teach effective phonics lessons</li> <li>• Regularly assess pupils so that gaps in learning are identified early</li> </ul>
Reading attainment	<ul style="list-style-type: none"> <li>• Subject knowledge training for all KS1 teachers in active reading skills.</li> <li>• Training in revised curriculum for all KS1 teachers</li> <li>• Revised KS1 Reading curriculum</li> <li>• Training in revised KS1 curriculum for all KS1 teachers</li> <li>• Purchase of fully decodable phonics books for KS1 Guided Reading Group sessions</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Staff not trained in various speech and language strategies and new reading curriculum.</li> <li>• Pupils with limited vocabulary and delayed language acquisition.</li> <li>• Gaps in learning due to covid restrictions.</li> </ul>
Projected spend	<b>£3,321.59</b>

### Tier 3- Wider strategies for current academic year

Measure	Activity
<b>Speech and Language development</b>	<ul style="list-style-type: none"> <li>• Speech and language Therapist audit of school environment to identify areas to develop and further broaden vocabulary</li> <li>• Parent workshops to support language acquisition at home</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Continue to employ pastoral support worker to monitor pupil attendance and follow up quickly on absences and provide additional family/pupil intervention when required</li> <li>• Share expectations linked to attendance with parents</li> <li>• Implement whole school attendance policy</li> <li>• Provide breakfast club provision for key workers and vulnerable pupils</li> </ul>
<b>Remote learning</b>	<ul style="list-style-type: none"> <li>• Teaching Assistants to support remote learning and maintain regular contact with families</li> <li>• Provision of technology</li> <li>• Learning mentor to maintain contact and support for vulnerable pupils working at home</li> <li>• Provision of alternative learning media to those pupils that do not want to complete learning on-line</li> <li>• Provide free 90 day internet access to disadvantaged families</li> </ul>
<b>Barriers to learning these</b>	<ul style="list-style-type: none"> <li>• Lack of engagement in remote learning</li> <li>• Poor attendance and engagement with school</li> <li>• Lack of ICT in homes/school</li> </ul>

<b>priorities address</b>	<ul style="list-style-type: none"> <li>Limited vocabulary acquisition</li> </ul>
<b>Projected spend</b>	<b>£9,352.00</b>

<b>Monitoring and implementation</b>		
<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
<b>Teaching</b>	Ensuring staff are given suitable training and development opportunities	Training planned in line with need and dedicated time given to complete training
<b>Targeted support</b>	Ensure that interventions and the resources needed to deliver them are available. Ensuring that the interventions are effective.	Allow time for interventions to take place. Target pupils effectively through rigorous monitoring. Monitor the delivery and impact of the interventions. Ensuring all staff are trained and CPD/INSET time used appropriately
<b>Wider strategies</b>	Engaging with families	Increase Learning Mentor time to be able to engage with families Use Class Dojo and Seesaw to further develop working relationships during lockdown/self isolation