



PUPIL PREMIUM IMPACT STATEMENT

Principles

The Staff and Governors of Bernard Gilpin Primary School have a shared vision, which outlines our commitment to ensuring that the needs of all our pupils are met to enable them to achieve the highest possible standards.

We recognise that the pupil premium funding is allocated to children who have been entitled to free school meals during the past 6 years, have been adopted or are in care or service children. It is a means of addressing some of the issues associated with social disadvantage and in particular, in closing any gaps in attainment and progress. In making appropriate provision for this we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.

We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors and Headteacher reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Provision

We are committed to maintaining the highest standards and ensuring that our pupils are able to dream, believe and achieve. We offer a wide range of provision aimed at enabling all pupils to enjoy and thrive in learning and therefore achieve their best. Our focus through the use of pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond. The focus for this will be in reading, writing and maths. This will be achieved through a child-centred, broad curriculum with significant emphasis on well-being and continuous professional development of staff.

Pupil premium strategy statement

School overview	
Metric	Data
School name	Bernard Gilpin Primary School
Pupils in school	406
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£155,231
Academic year or years covered by statement	2019-21
Publish date	April 2021
Review date	April 2022
Statement authorised by	Kay Jenkins
Pupil premium lead	Matthew Nichol
Governor lead	Nick Page

Disadvantaged pupil progress scores for last academic year (2019)	
Measure	Score
Reading	1.24
Writing	3.29
Maths	6.18

Disadvantaged pupil performance overview for last academic year (2019)	
Measure	Score
Meeting expected standard at KS2	79%
Achieving high standard at KS2	36%

Strategy aims for disadvantaged pupils	
Measure	Activity
Priority 1	<u>Click or tap here to enter text.</u> Ensure all teaching staff follow a collegial approach when teaching lessons, incorporating for example; prior learning, success criteria and future learning.
Priority 2	<u>Click or tap here to enter text.</u> To ensure the curriculum design is adopted fully by all year groups.
Priority 3	Enable teacher-led intervention
Barriers to learning these priorities address	<u>Click or tap here to enter text.</u> Ensuring staff used evidenced based whole-class teaching approaches and interventions.
Projected spending	£70,000 <u>Click or tap here to enter text.</u>

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<u>Achieve above national average scores in attainment and progress in KS2 Reading.</u> Click or tap here to enter text.	<u>September 2021</u> Click or tap here to enter text.
Progress in Writing	<u>Achieve above national average scores in attainment and progress in KS2 Writing.</u> Click or tap here to enter text.	<u>September 2021</u> Click or tap here to enter text.
Progress in Mathematics	<u>Achieve above national average scores in attainment and progress in KS2 Maths.</u> Click or tap here to enter text.	<u>September 2021</u> Click or tap here to enter text.
Phonics	<u>Achieve national average expected standard in PSC.</u> Click or tap here to enter text.	<u>September 2021</u> Click or tap here to enter text.
<u>Times tables</u> Other	<u>Achieve national average expected standard in Times table check.</u> Click or tap here to enter text.	<u>September 2021</u> Click or tap here to enter text.
<u>Well Being</u>	<u>Endeavour to ensure that children's well-being issues are being addressed.</u>	<u>September 2021.</u>

~~Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.~~

Formatted: Normal

Formatted: Default Paragraph Font

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all staff have received training for the main causes of reading difficulty.
Priority 2	English Leadership team audit all reading resources and purchase new resources where necessary.
Priority 3	Purchase effective hardware and software to support children's learning both at school and at home.
Barriers to learning these priorities address	Ensure all children have access to reading resources that enable progression across the school.
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring children have access to elements of therapeutic education that supports their well-being e.g. Yoga and Relax Kids.

Priority 2	Ensure all children have access to situational cognition learning opportunities e.g. Educational visits and Residentials.
Barriers to learning these priorities address	Improving children's readiness and opportunity to learn.
Projected spending	£30,231

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow staff the opportunity to address individual needs.	Use of cover is provided by a member of the teaching staff.
Targeted support	Ensure enough time is given to all class teachers to support their targeted intervention groups.	Use of cover is provided by a teacher.
Wider strategies	Ensure we endeavour to identify the correct cohort of children to be targeted.	Senior staff to work closely with all class teachers, parents/carers and outside agencies.

Review: last year's aims and outcomes	
Aim	Outcome
Difference between PP and National non PP pupils is narrowed for reading, writing and maths.	2019 data indicates that this was achieved.
A range of rewards to promote high attendance for all children.	Attendance was 97% (above national average)