



Pupil premium strategy statement (Garfield Primary) 2020-21

1. Summary information					
School	Garfield PS				
Academic Year	2020-21	Total PP budget Confirmed Ever 6 (Apr 20)	£196,000	Date of most recent PP Review	Jan 2020
Total number of pupils Confirmed Ever 6	158/346 43% June 2020	133/348 38% September 2020	Date for next internal review of this strategy		Jan 2021

2. Current attainment and progress for school –

Summary End of Year Data 2020-21 (Based on Teacher Assessment July 2020 – no SATs because of COVID 19 Lockdown)

PP KS2 Attainment Outcomes 2019-20 (Four Year Trend) (G – Garfield other as National other as National other not available)

KS2 SATS ATTAINMENT %	READING								WRITING								MATHS							
	ARE+				WAGD				ARE+				WAGD				ARE+				WAGD			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Garfield ALL	62	77	63	71	13	34	17	25	74	78	70	68	6	18	19	14	75	88	87	75	13	29	23	22
National	71	75	73	NA	25	28	27	NA	66	79	78	na	18	20	14	NA	75	76	79	NA	23	24	27	NA
Garfield PP	56	70	58	76	16	33	16	18	60	74	72	73	4	15	19	9	72	81	80	73	8	19	13	18
National Other	68	80	78	65(G)	9	32	31	30(G)	73	83	83	65(G)	9	23	24	17(G)	77	80	83	76(G)	18	28	31	24(G)
GAP	-12	-10	-20	+11	+7	-1	-15	-12	-13	-9	-11	+8	-5	-8	-5	+5	+1	-10	-3	-3	-10	-9	-18	-6

KS2 SATS ATTAINMENT %	COMBINED RWM							
	ARE+				ARE+			
	2017	2018	2019	2020	2017	2018	2019	2020
Garfield ALL	60	73	58	60	4	7	5	10
National	61	64	65	NA	9	10	11	NA
Garfield PP	52	67	56	61	4	7	6	3
National Other	68	70	71	57(G)	4	12	13	15
GAP	-16	-3	-15	+4	0	-5	-7	-12

PP KS2 Progress Outcomes 2019-20 (Four Year Trend)								
KS2 SATS Progress	2017		2018		2019		2020	
	School	PP	School	PP	School	PP	School	PP
Reading	-1.62	-2.66	-0.2	+0.04	-1.83	-2.37	+1.9	+0.5
Writing	-2.95	-4.87	-0.4	-1.3	0.05	-0.14	+1.1	-0.05
Maths	+0.3	-1.24	+1.6	+0.65	2.82	1.61	+0.7	-1.0

PP KS1 Attainment Outcomes 2019-20 (Four Year Trend)

KS1 SATS ATTAINMENT %	READING								WRITING								MATHS							
	ARE+				WAGD				ARE+				WAGD				ARE+				WAGD			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Garfield ALL	69	61	63	73	22	9	20	23	64	61	60	67	6	5	5	13	64	79	60	73	0	9	10	23
National	76	75	75	NA	25	26		NA	68	70	69	NA	16	16	NA	NA	75	76	76	NA	21	22		NA
Garfield PP	76	50	70	83	19	13	11	21	67	50	65	83	10	13	0	17	71	63	53	83	0	13	6	25
National PP	61	60	NA	67(G)		TBC	NA	11(G)	52	53	NA	56(G)		TBC	NA	11(G)	60	61	NA	67(G)	NA	TBC	NA	22(G)
National Other	65	78		+16	24	TBC		+10	63	73		+27	4	TBC		+6	61	79		+16	0	TBC		+3

Internal Data will be updated during the autumn term 2020

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	At end of KS2, PP did less well in maths than other pupils. They also did less well in GD in reading and maths than other pupils.	
B.	During lockdown the % of pupils engaging with home learning varied greatly between year groups. Teacher assessments during the summer term will help identify gaps within year groups so that targeted support can be put in place.	
B.	The self-esteem, confidence, emotional well-being and willingness to persevere is often a barrier to learning for a large number of pupil premium pupils	
C.	Some pupil premium pupils join during the year, with gaps in their learning and have experienced disruption and/ or trauma in their lives and a number of families are living in temporary accommodation and with this comes constant movement of homes and schools	
D.	Pupils have limited opportunities to get involved in extracurricular activities such as sport, music and art	
E.	Some pupils have limited opportunities to extend their spoken language because the family may have English as an additional language	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Some pupil premium pupils have lower attendance including some SEN pupils	
G.	Some pupils have limited space, support and facilities for home study including access to ICT technology	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap in attainment will continue to diminish for all pupil groups as they progress through the school including for pupils working at greater depth	Quality first teaching and learning will be rigorously monitored to ensure pupils are receiving good and outstanding provision. Senior Leadership Team will monitor the data of pupil premium children termly and staff will discuss pupils at progress meeting. Attainment gaps will continue to reduce or disappear as the pupil's progress throughout the school so that attainment and progress of pupil premium children is at least in line with that of non-pupil premium pupils. End of KS2 combined RWM in line or above in national
B.	All PP pupils are consistently engaged with learning and achieving best outcomes	Identified pupils show evidence of gaps closed in all areas after interventions and quality first teaching.
C.	New PP quickly identified and any gaps in learning identified and interventions put in place to close gap	Identified pupils show evidence of gaps closed in all areas after interventions and more pupils at age related expectations. Reading and writing interventions in place for identified pupils.
D.	All PP pupils have had the opportunity to engage in a wider range of experiences (trips, competitions, specialist lessons, outdoor pursuits and clubs) (post covid)	All PP pupils attend at least one club during the year and key identified pp pupils have participated in a competition, event or specialist lessons. (Covid is currently restricting the running of clubs and events)
E.	Attendance for PP pupils will be in line with national	PP pupils including those with SEND's attendance improves so that it is in line with national expectations.

5. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen 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?
To continue to ensure gaps in attainment for pupils achieving ARE+ combined in reading writing and maths by the end of Key Stage 2, ARE for KS1, Y1 and 2 results in phonics	CPD and observed modelling by staff for colleagues to ensure best quality feedback and strategies to accelerate learning and close gaps. Provide high quality teaching of phonics in KS1 and EYFS (Also KS2 where necessary)	Ensure teachers have excellent subject knowledge to deliver the rich curriculum required as outlined in 'What Makes great Teaching?' 2014 which states 'The most effective teachers have deep knowledge of the subjects they teach'. Feedback should be specific, accurate and clear to have best impact on pupils' progress (Education Endowment Foundation) (+8 months).	DHT and ALs to oversee CPD for staff which will lead to outstanding teaching and learning. Regular Learning walks, data reviews and book scrutinies to evaluate outcomes.	ALs DHT	January 2021
To further develop pupil engagement and independence skills	Embed metacognition, self-regulation and collaborative learning in classrooms Extend opportunities for peer tutoring. Homework club to support pupils in developing independence and improved study skills.	Research shows that there has been high impact on outcomes where there has been direct teaching of these skills (+9 months) taught higher levels of independent learning has taken place. Homework club supports and teaches pupils the necessary skills to complete homework and become independent learners. Also provides resources to complete homework.	CPD and modelling for staff continued especially for new staff Weekly Homework Club or tuition groups set up <i>Some elements might not be possible because of COVID19 restrictions and will need to be reviewed</i>	ALs DHT	January 2021
Total budgeted cost				Achievement Leaders	£ 66,491`

ii. Targeted support					
Desired outcome	Chosen 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?
The gap in attainment will continue to diminish for all pupil groups as they progress through the school including for pupils working at greater depth.	Downsizing of targeted year groups using Booster teachers in Y6 and Y2 Interventions for groups or individual pupils by GTA	Pupils make better progress in smaller groups as they can also receive a more tailored learning experience to close individual gaps and consolidate learning. They also receive 1:1 feedback on a more regular basis in their work and verbally in lessons. Research Education Endowment Foundation shows that downsizing can accelerate learning if it is done differently and it has previously worked in school. 1:1 Feedback also has been proven to accelerate learning (+8 months). Intervention work to pre-teach skills to pupils where gaps exist prior to whole class teaching. Reinforce new concepts for identified pupils where gaps exist.	<ul style="list-style-type: none"> • Timetable staff so that they can provide the necessary support. • Ensure high quality planning and regular assessment are in place to target specific pupils' learning including pre-teaching and interventions. • Learning walk and book scrutinies to monitor pupil progress. 	ALs DHT AHT/SENDCO	January 2021
To provide additional learning opportunities and help develop study skills for identified pupils	Reading/writing/maths Intervention Groups both small group and individual tuition SEN assessments and intervention strategies outlined to support pupils. 1:1 support for pupils with SEN and support for staff (summer term 2020 assessments from SEND teacher)	EEF research indicates that tuition accelerated pupil progress. 25% of Pupil Premium pupils have SEND and the majority of these pupils are BYG	<ul style="list-style-type: none"> • Identify pupils who have gaps in learning • Monitor progress of pupils attending. • Ensure high quality planning is in place for tuition classes and supports individuals' needs to close gaps. • SENDCO to monitor progress of SEND pupils and evaluate success of strategies used. 	Intervention staff Y6 AL Deputy Head teacher	January 2021
Total budgeted cost				Interventions teachers SEND Teacher (Summer 2020) TAs for Interventions TOTAL	£ 31, 695 £ 2, 140 £ 13, 776 £ 47, 611

iii. Other approaches

Desired outcome	Chosen 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?
All PP pupils are consistently engaged with learning and achieving best outcomes	Therapeutic support for identified pupils by P2B. Learning mentors available to support individual pupils and/or groups of pupils to help them engage with their learning and develop resilience. Support for key transitions and preparation for exams	Improved pupil engagement with learning leads to improved outcomes. Many PP pupils have emotional difficulties and they need support to help them to access learning before they can and fully access their learning and develop study skills A greater percentage of pupils have been affected COVID 19 which has impacted on their mental well-being.	Identified pupils needing support monitored and progress tracked. Clear strategies agreed to support groups and individual pupils.	AHT Inclusion P2B Project Manager Lead Learning Mentor	January 2021
Improved participation in arts and sports of all PP pupils	Pupils targeted to take part in extracurricular clubs and competitions (identified talent)	Many PP pupils do not have the opportunity to take part in events outside of school. We need to provide these pupils with a wider range of experience eg music, sports, art or outdoor pursuits.	Pupil with talents identified and directed to clubs and competitions/events. Attendance at clubs regularly monitored to ensure all PP are offered and take up a place over the year (when Covid 19 restrictions are relaxed) Identify pupils who will benefit from clubs or specialist provision. - COVID19 restrictions might delay this	DHT PE Leader Music Leader	January 2021
Improved attendance of identified pupil premium pupils	Learning mentors to help settle identified pupils and work with parents to ensure regular attendance. Attendance Officer to monitor attendance and provide early intervention work to help improve individual PP pupils' attendance.	Attendance and outcomes of key pupils – some PP pupils with lower attendance have made less progress.	Monitor attendance and pupil progress.	AHT Inclusion Lead Learning Mentor Attendance Officer DHT	January 2021
Total budgeted cost				P2Bx 2 days Learning Mentorsx2 Attendance Officer PE Teach x ½ day Music Teach x ½day TOTAL	£ 21,420 £ 65,364 £ 5,520 £ 5,526 £ 5,241 £103,071

Summary of Planned Expenditure	Amount
i. Quality of teaching for all	£ 66,491`
ii. Targeted support	£47, 611
iii. Other approaches	£103,071
TOTAL	£214,173

Additional government funds for ICT and tuition to be confirmed during autumn term 2020