

Pupil premium strategy statement (Garfield Primary) – Review July 2020 – based on Teacher Assessment and because of COVID 19 the majority of the children were not in school from March – July 2020



1. Summary information					
School	Garfield PS				
Academic Year	2019-20	Total PP budget Confirmed Ever 6 (Apr 19)	£219,760	Date of most recent PP Review	Jan 2020
Total number of pupils Confirmed Ever 6 July 19	165/369 45%		£211,840 (7,920 taken back by LA)	Date for next internal review of this strategy	July 2020

PP KS2 Attainment Outcomes 2019-20 (Four Year Trend) (G – Garfield 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		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

Key Headlines from Teacher Assessment

- KS2
 - Reading -significant increase in % of pupils getting ARE+ from previous year (58 to 76%) and best result over 4 years. Gap between Garfield PP and Garfield other (+11%). PP progress also showed an improvement from previous year (+0.5)
 - Writing- in line with previous year at 73% for ARE+ better than Garfield Other (Gap +8%). Slight improvement on previous year progress (-0.05)
 - Maths -PP pupils did less well that previous year (80 to 73%) with a gap of (-3%) with Garfield other. Progress was lower than previous year
 - Combined – Improvement on previous year (61%) and better than Garfield other (+4%)
 - GD - PP pupils did better than Garfield other in writing and less well in the other areas.
- KS1
 - PP pupils did better in all are than Garfield other in all areas both at ARE+ and GD

Review of Expenditure 2019-20				
Quality of Teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure pupils have access to an engaging, rich and creative curriculum	Continued improvement of quality first teaching through cross curricular links planned in teaching and learning and a wider range of activities to engage pupils.	<ul style="list-style-type: none"> • Planning for the year has shown a range of activities and trips/experiences for the pupils have happened or were planned for (Pre COVID 19 lockdown) • Observations, learning walks and book scrutinies show majority of lessons at least good with some outstanding • Progress meetings taken place during autumn 2. Interventions set up in different year groups – partially implemented 	<ul style="list-style-type: none"> • Covid 19 has restricted future planning of trips and events for 2020-21. We will review and continue when possible. Websites for museums etc used to support class and homework or remote learning. • Planning collaboratively with support from AL to continue and to include remote learning. Close monitoring and support for those who are having difficulty accessing it. 	£41,987
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 resits 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)	<ul style="list-style-type: none"> • CPD programme was in place through staff meetings and individual personalised support (aut and spring 1) • Phonics Assessment postponed to autumn 2020 • SATs did not take place but we used Teacher Assessment. • KS1 PP pupils did better in all areas than Garfield other pupils both at ARE+ and GD • KS2 improvements in reading from previous years 	Continue to use strategies to improve teaching and learning so that we further increase % of good and outstanding teaching. Which will improve the outcomes for pupils.	
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.	<ul style="list-style-type: none"> • Homework club took place autumn and spring 1 for up to 17 children in KS2. • Working parties for research project set up to trial a range of strategies for use of collaborative learning during spring1- not completed 	Continue developing a range of strategies in the classroom as we were not able to complete research projects due to lockdown.	

Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>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 To provide additional learning opportunities and help develop study skills for identified pupils.</p>	<p>Downsizing of targeted year groups using Booster teachers in Y6 and Y2</p> <p>Interventions for groups or individual pupils by GTA Homework - weekly Reading/writing Intervention Groups</p> <p>SEN assessments and intervention strategies outlined to support pupils. 1:1 support for pupils with SEN and support for staff</p>	<ul style="list-style-type: none"> • Booster classes autumn and spring1 only - Lockdown • Study Booster Clubs took place in Spring 1 • Feedback given to pupils to support next steps in learning through lessons and additional time from teachers • KS2 Reading -significant increase in % of pupils getting ARE+ from previous year (58 to 76%) and best result over 4 years. Gap between Garfield PP and Garfield other (+11%). PP progress also showed an improvement from previous year (+0.5) • Writing- Slight improvement on previous year progress (-0.05) • Combined – Improvement on previous year (61%) and better than Garfield other (+4%) • KS1 pupils did better in all areas • Learning Walk to look at identified SEND pupils /PP took place autumn term and key areas for development identified and strategies put in place. • Pupil Progress Meetings autumn term– All PP pupils discussed, and strategies put in place • SEN Teacher supported staff and pupils both in school and remotely during lockdown 	<ul style="list-style-type: none"> • Covid restrictions -Booster classes suspended • Tuition individually or in small groups to be used as an alternative to booster classes • Clubs to be reviewed if possible to continue when COVID19 situation improves • Additional feedback release time not continuing at present but staff will continue to use through written and verbal comments in class. 	<p>£ 65,321</p>

Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	<ul style="list-style-type: none"> During the autumn and spring1 terms 12 PP pupils had been received 1:1 support and the number of children who attended P2Talk was 82 The Learning mentors have been supporting pupils individually, in groups and in whole class settings during the autumn and spring 1 terms. This has included support with transitions, mindfulness, BESD clubs, individual support and drop-ins. Staff have also had regular support in helping pupils integrate into classes. During lockdown there were weekly calls by P2b project manager to 10 key families and LMs wrote regularly to key children. 	<ul style="list-style-type: none"> P2B continues to support the most vulnerable pupils in school, many who are PP. The impact is sometimes difficult to fully measure but improvements in behaviour especially with attitudes to learning have been observed. The high take up by pupils also demonstrates the need for it to continue. During this COVID pandemic their services are very much needed by many of the children The learning mentors have successfully provided a wide range of support for pupils and strategies for staff including transition during lockdown. They have supported pupils on a daily basis to engage better with their learning. During this COVID pandemic they have been helping pupils settle back into school after long periods of isolation 	£98,755
Improved participation in arts and sports of all PP pupils	Pupils targeted to take part in extracurricular clubs and competitions (identified talent)	<ul style="list-style-type: none"> Pupils have continued to be targeted to take up a club during the autumn and spring 1 term– (numbers tbc) Some pupils attended gymnastics tournament and football matches. Individual or small group music lessons for PP during autumn and spring 1 terms took place for 6 pupils- piano, 6 violin and 9 steel pan. Others were participating in ukulele, recorder and choirs clubs 	<ul style="list-style-type: none"> When possible, continue with the strategies to offer wider opportunities for the pupils. Target PP pupils who show talent in specific areas. Attendance at clubs will continue to be regularly monitored to ensure all PP are offered and take up a place over the year and follow up non-attendance at clubs and targeted offers given to pupils were possible when COVID situation improves Continue to identify PP pupils who are willing to learn a musical instrument – violin, piano, steel pan, recorder, ukulele and choir and offer lessons.- gradually return to classes as COVID situation improves 	
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.	<ul style="list-style-type: none"> Attendance figures have shown a similar % to last year. For autumn term - All: 95.81% PP: 94.75% (2018-19 figures 96.14 % (all) and 94.76 % (PP) – spring and summer not available as lockdown came when COVID pandemic started. 	<ul style="list-style-type: none"> In order to further improve attendance, more direct work will need to be done by the Attendance Officer. Referrals will continue to be made where necessary. Close monitoring of attendance will be needed during current pandemic situation so that individual pupils attendance can be tracked and concerns followed up. 	

