Pupil Premium Strategy:

1. Summary Information					
School	Gillingham Primary				
Academic Year	2019-2020	**Total PP Budget**	£17160	**Date of most recent PP Review**	
Total Number of Pupils	64	**Number of pupils eligible for PP** *(Including Ever6, Ever6 service child, LAC, Post-LAC/special guardianship and adopted)*	14	**Date for next internal review of this strategy**	

2. Current Attainment

	Pupils eligible for PP (your school)			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
Pupils currently achieving expected attainment *or above* for their Year Group	75%	75%	69%	87%	83%	90%
Pupils currently achieving above expected attainment for their Year Group	6%	0%	0%	28%	16%	26%
Pupils currently achieving expected progress *or above* for their Year Group	100%	100%	81%	83%	72%	95%
Pupils currently achieving above expected progress for their Year Group	6%	0%	0%	0%	0%	0%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills, etc.)

A	*Low attainment in reading and greater depth*
B	*Low attainment in writing and greater depth*
C	*Low attainment in maths and greater depth*
D	
E	

	External Barriers (issues which also require action outside school, such as low attendance rates, home learning environment)	
F		
4.	**Desired Outcomes** (Desired outcomes and how they will be measured)	**Success Criteria**
A	*To diminish the difference between PP reading attainment and Non-PP*	*Children will improve their reading attainment and continue to make progress.*
B	*To diminish the difference between PP writing attainment and Non-PP*	*Children will improve their writing attainment and continue to make progress.*
C	*To diminish the difference between PP maths attainment and Non-PP*	*Children will improve their maths attainment and continue to make progress.*
D		
E		

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5. Planned Expenditure

Academic Year	

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired Outcomes	**Chosen Approach**	**What is the evidence and rationale for this choice?** (T and L toolkit, EEF, NFER report, Ofsted 2014 report on progress)	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
For children to be more confident at comprehension.	*Subscribe to Busters Book club for all children*	*Ofsted said we need to build on recent work to increase pupils' enjoyment of reading*	Monitoring by English Lead and SLT.	*SLT* *English Lead* *All staff*	*Final review July 2020*

For children to have a greater stamina when reading and to read for pleasure.	*First News subscription to increase access to non-fiction.* *Literacy Shed subscription to support guided reading and comprehension* *Daily reading slot* *Subscription to classroom secrets to support comprehension*	*by combining it with a clear focus on teaching the skills of reading* *EEF states that collaborative approaches on learning is positive.* *EEF says* successful reading *comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.*	CPD – Jon Nice and In-school Monitoring of data Pupil Progress Meetings Pupil Voice		
For children to become confident writers with a focus on spelling and handwriting.	*Use letter join to support handwriting* *Use spelling shed to support spelling* *Clicker 7 used with children that have difficulties with any aspect of writing* *Ensure we cover all genres of writing and these are progressive, teach in attainment groups where appropriate.*	*Ofsted said we need to improve writing in KS2.* *EEF says* within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress	*Writing moderation* *Staff meetings* *Monitoring of data* *Pupil Progress meetings*	*English Lead* *SLT* *All staff*	*Final review July 2020*
For children to become confident at problem	*Maths meetings every morning, children*	*Ofsted said to improve maths by ensuring that teachers*	*Staff meetings* *Monitoring by maths lead*	*Maths lead* *SLT*	*Final review July 2020*

solving and reasoning in maths.	*supported through an additional 20 minutes of maths a day* *Subscription to classroom secrets to support problem solving and reasoning.*	*develop pupils' reasoning skills well and give them a secure understanding of how to solve mathematical problems* *EEF says evidence shows that small group tuition is effective. This arrangement enables the teacher to focus exclusively on a small number of learners*	*Monitoring of data* *Pupil Progress Meetings*	*All staff*	
For children to have rich experiences with a broad and balanced curriculum and activities to enhance their learning. For children to understand about the world we live in and respect others.	*Visitors to school to support learning and engage the children more with first-hand experiences.*	*EEF states for social and emotional learning that there needs to be a positive ethos, and this will help support greater engagement in learning,*	*Organise visitors to help enrich and engage our children with learning. Pupils talk positively of their curriculum.*	*All staff*	*Final review July 2020*
				Total Budgeted cost: First News = £60 Literacy Shed = £105 Clicker 7 = £600 Letterjoin = £296 Visitors = £1000 PSHE Curriculum = £500 TA Time = £2500 Teacher Time = £ 3000 Breakfast Club = £500 Classroom secrets = £126	
ii. **Targeted support**					

Desired Outcomes	Chosen 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?
For children to be more confident at comprehension. *For children to have a greater stamina when reading and to read for pleasure.*	*Subscribe to Busters Book club for all children* *First News subscription to increase access to non-fiction.* *Literacy Shed subscription to support guided reading and comprehension* *Daily reading slot with focussed groups working with teacher and TA* *Subscription to classroom secrets to support comprehension* *Lexia* *Dyslexia Gold*	*Ofsted said we need to build on recent work to increase pupils' enjoyment of reading by combining it with a clear focus on teaching the skills of reading* *EEF states that collaborative approaches on learning is positive.* *EEF says* successful reading *comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.*	Monitoring by English Lead and SLT. CPD – Jon Nice and In-school Monitoring of data Pupil Progress Meetings Pupil Voice		
For children to become confident writers with a focus on spelling and handwriting.	*Use letter join to support handwriting* *Use spelling shed to support spelling*	*Ofsted said we need to improve writing in KS2.* *EEF says* within-class attainment grouping indicates that it is likely to be beneficial	*Writing moderation* *Staff meetings* *Monitoring of*	*English Lead* *SLT* *All staff*	*Final review July 2020*

	Clicker 7 used with children that have difficulties with any aspect of writing	for all learners, providing an average benefit of three months' additional progress	*data*		
			Pupil Progress meetings		
	Ensure we cover all genres of writing and these are progressive, teach in attainment groups where appropriate.				
	Lexia				
For children to be able to participate in extracurricular activities to enhance their experiences.	*School to contribute to a club and trips/residentials*	*EEF says there is evidence of an impact on non-cognitive outcomes such as self-confidence.*	*Parents are aware and the office staff*	*Finance office Head of School Executive Head*	*Final review July 2020*
				Total Budgeted cost: Dyslexia Gold = £350 TA Time = £2500 Teacher Time = £3000 Residentials/Trips = £2000	

Academic Year			
Desired Outcomes	**Chosen Approach**	**Estimated impact: Did you meet the success criteria?** Include impact on pupils not eligible for PP, if appropriate. *(Evidence to refer to: attainment data, progress data, case studies.)*	**Lessons learned** (and whether you will continue this approach) *(This may be about impact or implementation)*
Desired Outcomes	**Chosen 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 this approach)