Pupil premium strategy statement

School overview

Metric	Data
School name	Gillingham St Michael's Primary
Pupils in school	63
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£17,485
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Heather Brand
Pupil premium lead	Maria Adcock
Governor lead	J'Anne Robertson

Disadvantaged pupil progress scores for last academic year

Awaiting Government guidance on progress measures for 2020

Measure	Score
Reading	Click or tap here to enter text.
Writing	Click or tap here to enter text.
Maths	Click or tap here to enter text.

Strategy aims for disadvantaged pupils

Barriers Faced by some Disadvantaged Pupils

Academic barriers to attainment	Non-Academic barriers to attainment
Low English levels	Some poor behaviours for learning
Low Maths levels	Lack of confidence and self-esteem
Poor language and communication	Low aspirations
Poor working memory	Lack of engagement from families

Measure	Activity
To improve the percentage of children reaching expected standard at the end of Key Stage.	High quality teaching and learning and use of PIXL and phonics analysis to provide effective assessment for learning for all. Use of effective interventions
To improve the percentage of children reaching expected standard at the end of Key Stage.	Improve outcomes in maths with a particular focus on problem solving and reasoning. Use of interventions
Barriers to learning these priorities address	Low self-esteem and confidence. Some low levels of English and maths
Projected spending	7,740

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores	July 2021
Progress in Writing	Achieve national average progress scores	July 2021
Progress in Mathematics	Achieve national average progress scores	July 2021
Phonics	Achieve national expected standard for phonics screening check	July 2021

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

Targeted academic support for current academic year

Measure	Activity
To improve the percentage of children reaching expected standard in English at the end of Key Stage.	To use the QLA reports for year groups and individual children from Pixl and use the therapies to support the gaps in learning. Use of Dyslexia Gold, precision teaching, spelling shed.
To improve the percentage of children reaching expected standard in maths at the end of Key Stage.	To use the QLA reports for year groups and individual children from Pixl and use the therapies to support the gaps in learning.
Barriers to learning these priorities address	Staff navigating their way around new Pixl website Timetabling interventions
Projected spending	£7740

Wider strategies for current academic year

Measure	Activity
To ensure disadvantaged children can participate in any clubs, trips and residential	Ensure office know that we can charge 50% of trips and one club per half term.
Barriers to learning these priorities address	Ensuring office staff know how to set this up on parent mail.
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are fully aware of the resources on Pixl and how to use the QLA and therapies	Staff to speak to Pixl lead if they need additional support to use the Pixl website.
Targeted support	Ensure staff plan their timetable to use time effectively, to use maths meetings and guided reading slots to also support groups of children	Discussions with SLT on timetabling as needed. Ensure QLA happens after assessments to target the exact support to the right children.
Wider strategies	Ensure office staff know the disadvantaged children so they pay 50% of trips etc. To be able to engage the families in support where needed	Ensure we signpost parents to help and support as required.

Review: last year's aims and outcomes

Aim	Outcome
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Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.