

Pupil premium strategy statement Goring C of E Primary 2021/2022



1. Summary information					
School	Goring Church of England Primary School				
Academic Year	2021/22	Total PP budget	£10760 (estimated funding for 8 pupils)	Date of most recent PP Review	June 2021
Total number of pupils	166	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Dec 2022

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Some pupils enter the school and are behind their peers in terms of language and number acquisition.
B.	Some pupil premium children in key stage 2 have low aspirations and self-esteem. This prevents sustained high achievement in Key Stage 2.
C.	Emotional and Behavioural difficulties impact on learning for some pupil premium children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of opportunity for some children to engage with the wider community.

3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve self-esteem and reading, writing and maths skills through a variety of activities including online individual tuition	Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.

B.	Additional teacher employed to assess and identify gaps in children’s learning and to then plan and implement specific interventions to address these gaps.	Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.
C.	Additional TA support to provide intervention groups as identified on the provision map. Individual TA classroom support for Pupil Premium children.	Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.
D.	Wellbeing and emotional support provided for children so that they have more opportunities to access the curriculum.	Children are confident to speak openly about their emotions and have resources and strategies in place to help with the processing of these.

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2021/22				
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?
Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	Third Space Learning for maths tuition Phonics intervention and new resources	We want to give PP children the opportunity to have individual specialist teaching to fill gaps in mathematical and phonological knowledge. We also want to encourage and engage children with reading. All children will receive their own copy of key texts used in English.	Maths tuition is timetabled, and a TA has their hours dedicated to this intervention. Teachers will receive a weekly update which identifies the children's strengths and areas for developments. These will then be incorporated into future planning. Teachers will receive a termly report on progress. DHT will then run an analysis of the data received. Reading and phonics support is timetabled. Children eligible for pupil premium, will be timetabled for daily weekly reading sessions, depending on their need. SENCO will monitor provision. SNAST will carry out assessments to show progress has been made.	Teacher Deputy Head SENCO	Dec 2021 Mar 2022 Jul 2022
Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	Additional teacher employed to assess and identify gaps in children's learning and to then plan and implement specific interventions to address these gaps. School to develop links with local secondary schools	Targeted and specific interventions delivered on a 1:1 basis by qualified teacher We believe that exposing UKS2 children to a variety of secondary schools will help to raise aspirations and confidence.	Every child will have a pupil premium profile. The 1:1 teacher and class teacher will collaborate with the planning. The Deputy Head will oversee the implementation of the planning. PP children are selected to take part in extracurricular events at local secondary schools.	1:1 teacher Deputy Head	Dec 2021 Mar 2022 Jul 2022
Total budgeted cost					£11532

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?
Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year.	TA support to provide intervention groups as identified on the provision map. TA classroom support for Pupil Premium children.	All pupils need targeted support to catch up. The provision map will identify programmes which have been independently evaluated and shown to be effective in other schools.	Pupil profiles and provision map will correspond. TA timetable will be structured and implemented by the SENCO and Pupil Premium teacher	SENCO Pupil Premium Teacher	Dec 2021 Mar 2022 Jul 2022
Total budgeted cost					£8360
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?
Children are confident to speak openly about their emotions and have resources and strategies in place to help with the processing of these.	Wellbeing and emotional support will be provided for individual children	We believe all children should have the skills and resources needed to help them to express their emotions. We know that this sometimes requires additional support. We want children to be fully prepared for their lives ahead and that they may require additional strategies to help with this.	SENCO to create and implement a timetable of support.	SENCO	Dec 2021 Mar 2022 Jul 2022
Total budgeted cost					£2880