

Pupil premium strategy statement

Grampound with Creed C of E Primary School

School overview

Metric	Data
School name	Grampound with Creed C of E Primary School
Pupils in school	60 (YR – Y6) & 4 (Nursery)
Proportion of disadvantaged pupils	17/60 28% (currently)
Pupil premium allocation this academic year	£22,865
Academic year or years covered by statement	2021-22
Publish date	November 2021
Review date	October 2022
Statement authorised by	Caroline Jarrett
Pupil premium lead	Caroline Jarrett
Governor lead	Tracey George

Disadvantaged pupil attainment scores for last academic year (whole school)

Measure	Score – Exp above / below National
Reading	N/A – due to COVID 19 Previous year - Exp – 61% (64% Nat)
Writing	N/A – due to COVID 19 Previous year – Exp – 56% (67% Nat)
Maths	N/A – due to COVID 19 Previous year – Exp - 56% (64% Nat)
RWM combined	N/A – due to COVID 19 Previous year – Exp – 56% (51% Nat)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	NA – due to COVID 19 Previous year – 50% (out of 2 pupils)
Achieving high standard at KS2	NA – due to COVID 19 Previous year – 50% W & M. 0% R (out of 2 pupils)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Engage with Maths Hub to launch 'Mastering number' project. Embed the Mastery approach further across the whole school.
Priority 2	Use PM to launch research into making learning more memorable. Using the Curious Coaching approach.
Priority 3	Enhance and embed TIS approach with further development in extending creative learning outdoors and top up twilight training for all staff.
Barriers to learning these priorities address	Addressing maths / language / knowledge / skills / emotional resilience gap evident for our PP children.
Projected spending	£5,865

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 or better Reading (0)	Sept 21 (set in 19–20 statement)
Progress in Writing	Achieve national average progress scores in KS2 or better Writing (0)	Sept 21 (set in 19–20 statement)
Progress in Mathematics	Achieve national average progress scores in KS2 or better Mathematics (0)	Sept 21 (set in 19–20 statement)
Phonics	Achieve national average expected standard or above in Yr 1 phonics screening	Sept 21 (set in 19–20 statement)
Other	Improve attendance of disadvantaged pupils to National average or above.	Sept 21 (set in 19–20 statement)

Targeted academic support for current academic year

Measure	Activity
Priority 1	Providing a relevant and proactive intervention timetable to respond to needs of vulnerable children. Ensuring a breadth of provision through a range of appropriate and effective interventions.
Priority 2	Providing additional targeted support for spoken language, vocabulary and Oracy across the school, specifically in areas of deficit.
Barriers to learning these priorities address	Addressing equipment accessibility gaps. Addressing skills, knowledge and language gaps as they become apparent. Narrowing the effects of these gaps.
Projected spending	£8,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing wrap around care for children to include nutritious breakfast / afternoon snack. Homework and reading support with ICT facilities available.
Priority 2	Sharing a part-time parent support advisor with partner schools to support families / children.
Priority 3	Creating opportunities for children to grow emotionally through sessions such as TIS, Wild Tribe, enhanced activities eg: Lego Therapy.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£9,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, Twilight sessions and additional cover being provided to train / implement new initiatives.
Targeted support	Ensuring enough time for teachers / HLTA to respond to needs / gaps in knowledge etc.	Use of HLTA / cover staff to free up teachers and others to plan and deliver interventions and support.

	Planning and delivering interventions.	
Wider strategies	Engaging the families facing most challenges	Working closely with PSA to create outreach to families Ensure Dojo is used across the school to increase parental engagement