



Pupil Premium Strategy Statement

1. School overview

Metric	Data
School name	Great Horwood Church of England School
Pupils in school	70 (Reception to Year 6)
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£20,913 (£22,865 x 17 pupils)
Academic year or years covered by statement	2020-2021
Publish date	29 th September 2020
Review date	24 th July 2021
Statement authorised by	Mrs Sarah Biswell Chair of Governors
Pupil premium lead	Mrs Paula Shaw
Governor lead	Mrs Sue Telling

2. Disadvantaged pupil progress & attainment scores for last academic year

Measure	Score
Reading	Primary assessments, including SATs, did not take place in 2020. As a consequence no outcomes were verified and the progress of pupils was not recorded or reported publicly.
Writing	
Maths	
Measure	Score
Meeting expected standard at KS2	Primary assessments, including SATs, did not take place in 2020. As a consequence no outcomes were verified and the attainment of pupils was not recorded or reported publicly.
Achieving high standard at KS2	

3. Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all disadvantaged pupils receive small group and paired LSA support weekly in reading, writing and maths. £7625
Priority 2	To support disadvantaged families to engage with school and improve their attendance, through focussed individual communication. 5 hours a week @ £15 = £2,925
Priority 3	£10,550



Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£0

4. Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	80% of pupils will make good progress with 13% making better than expected progress in reading.	September 21
Progress in Writing	78% of pupils will make good progress with 13% making better than expected progress in writing.	September 21
Progress in Mathematics	85% of pupils will make good progress with 13% making better than expected progress in maths.	September 21
Phonics	In year 2 the cumulative attainment in phonics will be 83% with 100% of disadvantaged pupils attaining at the expected level.	July 21
Other	87.5% of EYFS to attain a Good Level of Development consistent with expected in the Early Adopter Scheme.	June 21

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

5. Targeted academic support for current academic year

Measure	Activity
Priority 1	To use language link and speech link for small group interventions to develop the language for disadvantaged pupils to support reading and writing targets. 2 hours a week - £1170
Priority 2	Establish small group phonics interventions for disadvantaged pupils to ensure they attain the Phonics screening check. (3 groups - 5 hours a week @ £15 per hour) - £2925
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in writing - typically an area of weakness
Projected spending	£4,095

6. Wider strategies for current academic year

Measure	Activity
Priority 1	To improve mental health and wellbeing for pupil premium and vulnerable pupils by offering regular pastoral learning mentor support. 36 weeks @ £70 = £2,520



Priority 2	<p>To offer all pupil premium free enrichment clubs after school to support wellbeing, opportunities to socialise with friends and participate in a range of sports and activities that they wouldn't otherwise have access to.</p> <p>38 weeks @ £75 = £2,850</p> <p>To ensure disadvantaged pupils are able to take part in trips, visits and music lessons (including residential visits)</p> <p>£500</p>
Priority 3	<p>To offer a discount on new uniform to enable all pupils to have appropriate school uniform and take pride in themselves, therefore raising self-esteem and confidence in learning.</p> <p>£400</p>
Barriers to learning these priorities address	Improving mental health, wellbeing, attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£6,270

7. Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by Headteacher to attend virtual CPD hosted by ODBST
Targeted support	Ensuring enough time for school maths-lead to support small groups	Headteacher to cover maths leader to support small groups
Wider strategies	Engaging the families and children facing the most challenges	<p>Working closely with the pastoral learning mentor to ensure sessions are focussed on need.</p> <p>Monitor the uptake of disadvantaged pupils at after school clubs and assess impact of attendance.</p>

8. Review: Last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	No progress data in reading and Writing in 2020
Progress in Mathematics	No Maths progress data in 2020
Phonics	No phonics tests were taken in 2020

