Pupil premium strategy statement

School overview

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| Metric | Data |
| School name | Gosden House School |
| Pupils in school | 121 |
| Proportion of disadvantaged pupils | 40% |
| Pupil premium allocation this academic year | £52,500 |
| Academic year or years covered by statement | 2020-2021 |
| Review date | December 2021 |
| Statement authorised by | Cindy O’Sullivan |
| Pupil premium lead | Fiona Williams |
| Governor lead | David Osen |

Disadvantaged pupil barriers to success

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| Preservation of learning due to covid |
| Preservation of relationships/keeping connected. |
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Strategy aims for disadvantaged pupils - academic achievement

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| Aim | Evidence of impact | Target date |
| Improve Reading performance  of PP Pupils | Mid-Year Data  Teacher evaluation | July 2021 |
| Improve emotional and social support for pupils and families,  improving academic achievement through blended learning. | Surveys to parents  Surveys to pupils Pupils transition successfully into new class  Whole school engagement inn reconnection | July 2021 |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| Measure | Activity |
| To improve engagement in learning by pupils attracting PP | Therapies in place.  Pupils supported through Passports to Learning. Pupils involved in nurturing activities supporting their confidence to engage in learning opportunities.  Intervention Programme |
| To support pupils who may require breakfast due to long journey/parental/pupil request due to organisational issues | Breakfast club |
| Investment in online resources, physical resources where online not appropriate. | Setting up of resources to meet disadvantaged pupils’ needs.  Pastoral telephone line set up.  Additional hours required from HSLSW.  Hard copy work to be provided.  Providing face to face support. |
| Projected spending | Spending:  Part of Home School Link Social Worker £24,450  Recruitment for Thrive practitioner £750  Thrive resource £1,500  Thrive room refurbishment £800  Breakfast club £1,000  Additional staffing hours to support additional groups for vulnerable children. £15,500 Art Venture Sessions tutor £3,120  Art resources £500  Gardening sessions tutor £3,120  Play equipment £1,500  Nurture for KS4 £163.50  Uniform £63.50 |

Teaching priorities for current academic year

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| Aim | Activity | Target date |
| Priority 1 | Engagement and ReConnection | July 2021 |
| Priority 2 | Intervention including individual/small group | July 2021 |
| Barriers to learning these priorities address. | Development of communication with parents supporting engagement due to the challenge of covid-19 Further development of relationship based approach supporting pupils with trauma background and supporting emotional literacy |  |

Targeted academic support for current academic year

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| Measure | Activity |
| For pupils to develop strategies to enable them to focus on their learning | Use of strategies developed alongside Zones of Regulation, discussed with pupil and teacher |
| For pupils to be able to comment on their learning. | For pupils to engage further in Evisense For pupils to track their Toolkit awards |
| Barriers to learning these priorities address | Learning potential |
| Projected spending | To be confirmed:  Appointment of Thrive practitioner - 3 DAYS Training for Thrive Practitioner and HSLSW |

Wider strategies for current academic year

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| Measure | Activity |
| Develop creative skills through a range of activities | Pupils to enjoy taking part in workshops/performances around Centenary celebrations. |
| Develop collaborative work, Taking positives from new way of working. | New sharing opportunities within bubble, working towards wider community impact. |
| Barriers to learning these priorities address | Development of understanding of learning journey and extension of toolbox. |
| Projected spending | Centenary budget. |

Monitoring and implementation

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| Area | Challenge | Mitigating action |
| Teaching implementing TA standards | Ensuring enough time is given for staff professional development and use of new probationary system. | Use of INSET days and staff meeting time for all teaching staff |
| Targeted support  Including therapies | Ensure enough time for is allocated for intervention groups Those pupils requiring support through Thrive/small group or 1-1 sessions needs are met. | School interventions in place to enable pupils to progress further. Identified by parents/through class team/ePEP/CLA meetings, on- going data, assessments by teachers. |
| Wider strategies | Enough time to develop Thrive through the school | Thrive programme due to start awaiting confirmed appointment after considerable difficulties. |

Review: last year’s aims and outcomes

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| Aim | Outcome |
| Improvement of PP attainment in Number | 2021 mid- year data: 65% achieved expected or above (changes in data collection, EOY will give better accuracy)  2019: 92% achieved Expected or Above progress  2018: 70% achieved Expected or Above progress |
| Improvement of PP attainment in Literacy | 2021 mid-year data : (looking at the gap between PP and non-PP achieving expected or above expected.  Writing 45% PP, 46%in Non PP (gap of 1%)  Reading 72% PP, 69% Non- PP 69% ( gap is 3% in advance of)  This shows an improvement from last year and the previous year for the attainment of the PP group, compared to Non PP group.  2019 – 4% gap between the two cohorts  2018 – 11.5% gap between the two cohorts |