

School	Thomas Gray Primary	School Strategy Leader	Rachael Rimmer/ SLT
No. of Eligible Pupils¹	252 (152 N to Y5) pupil premium including EYFS PP	Total Allocation: £9053 until March 2021; £6467 until July 2021	£12, 216 projected spend until December 20 review.

1 Teaching

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum and the new academic year – to ensure quality first teaching

Focus on curriculum essentials for Reading, Writing, Maths identified and taught across all subjects.

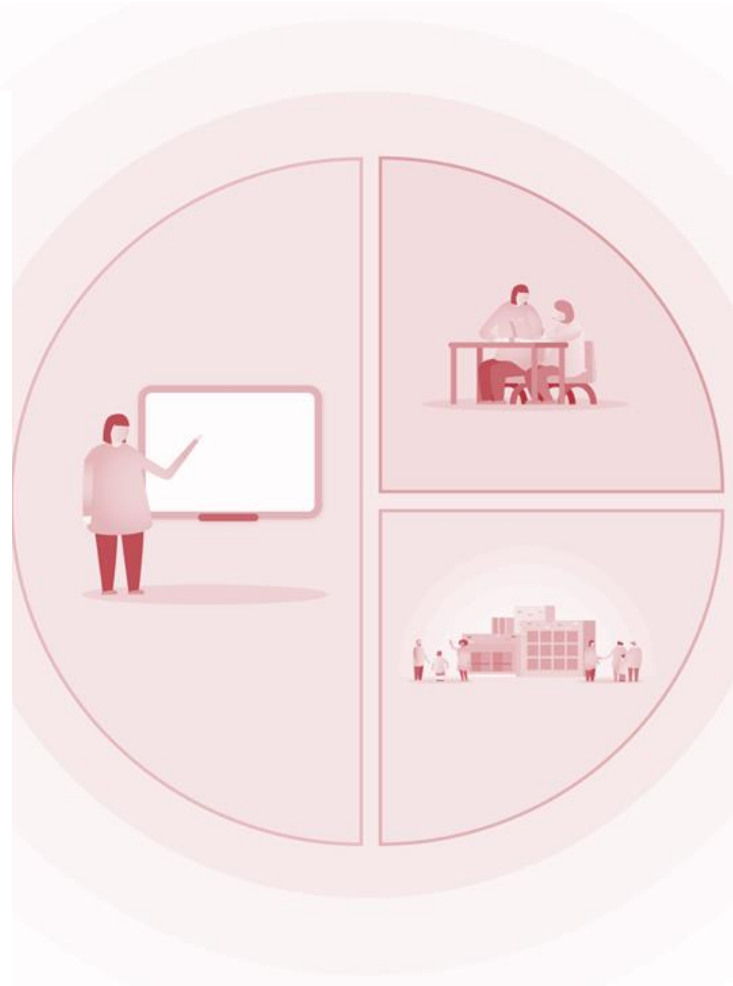
Development of Maths Mastery approach with support from - including implementation of Maths Meetings across the school.

Development of Talk for Writing approach through CPD including support from Holy Rosary Teaching School.

Embedding clear and consistent formative and summative pupil assessments as a central point for next steps in teaching and learning

Developing ‘Science of Learning approach to teaching and learning through Teach First Consultant support.

Develop remote learning through support from Kings Leadership College.



2 Targeted academic support

Key Stage 2 one to one and small group tuition after school in English/ Maths

Weekly access to school counsellor for targeted children to support emotional health and ensure they are ready to learn

Small group and additional intervention work in EYFS /KS1 through additional staffing

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

1. Teaching

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Year 2	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Time Phonic Champion) to support training and delivery. Professional collaboration – coaching and mentoring High Quality Inset by English Hub on high quality phonics delivery	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£2000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 2 target based on EYFS data exceeded 33%+ –(Data 33% of cohort attained GLD including reading end of Reception. On track March 2020 pre lock down anticipated to pass Phonic Screen – high lock down pupil mobility)	KG
All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area	High quality Inset delivered by MD St Helens Teaching school; SM – specialist Maths consultant via The Strand Network. and CPD aimed at supporting the recovery curriculum Refer SLT to the EEF teacher toolkit and cascade to staff Additional support for classes with identified weaknesses ; weaknesses identified from teacher assessments.	Prolonged time away from normal teaching routines Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready Evidence of need for retrieval of key knowledge.	£500 – additional CPD £500 Strand Funded Training £500 Maths Meeting Resources	Strong quality first teaching to ensure pupils have the best chance of making up for time missed Data evidence – Percentage of pupils working in line with ARE increases. The gap diminishes between December 2019 percentage of pupils working at ARE and post lockdown baseline percentages. The gap diminishes between start of Key Stage percentages of pupils working at ARE. And post lockdown percentages. Data evidence of ARE gaps December 2020 following pupil progress. Data evidence of accelerated progress from post lock down baseline.	CD/SB/LMC

			<p>Refresher part on line talk for writing training Provided by Talk for writing Pie Corbet and English Hub via Holy Rosary Teaching school</p> <p>Maths and English lead allowed time to complete 1:1 Curriculum CPD with teachers who request it – Support covered by additional teacher capacity that we have taken on</p> <p>Implementation of Maths meetings/Grammar meetings</p> <p>Development of Maths meetings as part of the NW3 Maths Hub Mastery project.</p>			<p>Evidence of high quality first teaching through work scrutiny/ professional discussions by subject leaders with teachers and when possible learning walks.</p> <p>Reports from professional discussion/work scrutiny EYFS/Maths/English by SLT January 2021/</p>	
Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time and for high percentage of children who were working below age ARE.	<p>Baseline assessment End of year assessments</p> <p>Professional dialogue around transition needs.</p> <p>Gap analysis of the foundation stage curriculum</p>	<p>A continuum of reception created for first term with more formal learning being merged in for a strong transition. Money to be spent on resources and intervention-(</p> <p>Agency TA additional in class until Christmas and then review,)</p> <p>Remodelling of teaching environment</p>	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	TA costs £3000 – estimate of agency costs until December from Catch up funding .	<p>For teacher to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning.</p> <p>For pupils predicted to reach ELG Summer 2020 to be in line with ARE expectation Summer 2021.</p> <p>For all pupils to make expected progress and a high percentage</p>	MW/KG/OB

			– extra resources purchased			to make expected progress 60%+ Rapid catchup	
Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	Baselines and general visual assessments Parent voice	High staff child ratios Nursery 1.6 teachers, 2 TAs to 35 pupils autumn term. Development of forest school provision to enhance learning. Reception 0.6 extra additional teacher and 10 hours TA time for Autumn term to be reviewed. Assistant Headteacher providing extra teaching support but coaching and mentoring to ensure quality and consistency throughout the early years Small groups for teaching to overcome lack of transition time etc. Additional hours for welfare for additional toileting support	(EEF- Guidance) Smaller numbers in each group to allow more capacity to support learners needs. Smaller groups ensure that a talk a lot approach can further enhance and develop progress from individual starting points.	0.6 NQT salary – Reception class – from Pupil Premium 10 hour additional TA Reception from Pupil Premium 6 hours Welfare Nursery – linked to Health and self care – funded via pupil premium 12 hours TA – Forest Nursery funded via pupil premium, Additional staffing until December 2020 and review impact.	Children are well supported to be school ready and catch up on vital stages of early childhood development. Children's language gap will close. Welcom to be used to track progress. Children readiness for mainstream school will improve. Children's fine motor development will improve.	MW
Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis Professional dialogue	English and Maths Lead given time to analyse curriculums All staff to receive one day of inset training Maths and English lead given time to complete 1:1	(EEF- Support for teachers) Teachers need to be fully equipped to ensure QFT in every classroom	Cover within class for main scale teachers SLT member coaching time funded via Teach First supply costs £165 x 5	All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.	SLT

			Curriculum CPD with identified teachers.				
All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	<p>Baseline assessments</p> <p>Assessment tracking analysis</p> <p>Flexible assessment for learning</p>	<p>All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school</p> <p>Teachers will have the opportunity to conduct learning walks, professional discussions; book reviews and progress analysis.</p> <p>Teachers will have the opportunity to complete subject action plans alongside CPD opportunities</p> <p>All teachers/subject leaders will have good subject knowledge – RQTs to attend subject leader training.</p>	<p>Teachers will have the opportunity to improve subject knowledge.</p> <p>Improved teacher knowledge the whole school Spiralling curriculum showing an deeper understanding of progress.</p>	<p>Cost for subject leader training to be funded via Teach first project</p>	<p>Teacher will have greater subject knowledge across all key stages.</p> <p>Teachers to have a deeper understanding of the expectations of progressive skills.</p> <p>Children will experience the restorative curriculum</p> <p>Deeper understanding of a knowledge based curriculum and Science for learning.</p>	

2. Targeted Academic Support

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Year 2	Additional phonics teaching and catch up. Target Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£1500 – funded pupil premium – initial cost Autumn term	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	KG
Children in year 6 significantly behind age related	Additional spelling catchup teaching and catch up. Extra spelling and reading teaching time Additional small group Maths time Use	Baseline assessments Last year's ass Baseline assessment End of year assessments Gap analysis of the previous year group curriculum Assessments	1:1 Tuition	(EEF- 1:1 group tuition effective approach) Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school EEF- Small group tuition effective approach	National tutoring programme – 20 x £60 – to be commissioned £1200– from catch up funding	Year 6 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Year 6 will close the reading attainment gaps.	LMC
Key Stage 2 Pupils not on track to be age related at the end of Year 6	Extra teaching and learning opportunities	Analysis of comparative data Last year's assessments December 2019/ March 2020 EYFS Data on Exit KS1 Data on exit TA assessment baseline data Sept 2020/ Baseline formal data October 2020	Small Group Tuition and 1 to 1 tuition after school.	EEF- Small group tuition effective approach Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	£27 per hour teacher/ £12 per hour TA Costs for Autumn 2 8 hours Teacher and 8 hours TA year 3 and Year 4 £624 8 hours teacher Year 5 £216 16 hours teacher Y6	Key Stage 2 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	PS

					<p>£432 £1272 To be reviewed at December with plan to review targeted pupils and carry on tuition for Spring 1 £2544 funded via catch up funding</p>		
<p>Pupils in all year groups with social emotional needs brought about by lack of routine</p>	<p>Small group support, counselling, pastoral care. One to one support in transition back to school. .</p>	<p>By class teachers, SENCO, pastoral manager, and SLT</p>	<p>Small group intervention by family Early Help team or specialist support school counsellor.</p> <p>Telephone out of school hours support by counsellor</p> <p>Family sessions by counsellor</p> <p>School pick up bus</p>	<p>EEF- Small group tuition effective approach</p> <p>To ensure pupils are confident and mental ready to learn with strong learning behaviours</p>	<p>£40 per session with counsellor - 7 children/families identified Autumn 1 and 2</p> <p>£2800</p> <p>Out of school weekly phone support to one family – 30 minute sessions £20 x10 £200 funded via catch up funding</p>	<p>Pupils are able to quickly adapt back into routines and access full learning opportunities.</p> <p>Pupils have greater resilience skills and strategies</p>	<p>HM/DSL TEAM</p>
<p>EYFS and KS1 pupils have returned to school with a significant communication barrier.</p>	<p>Additional staff support to improve expressive and receptive language skills.</p>	<p>EYFS lead, baseline data and class teachers.</p>	<p>supplement in school activities</p> <p>Use qualified teacher and TA to deliver 1-1 and small group intervention</p>	<p>EEF - supporting Early Language skills.</p>	<p>£1700 Autumn term,- staffing detailed above</p> <p>Finded from pupil premium</p>	<p>Pupils will close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self esteem.</p>	<p>MW</p>

3. Wider Strategies

Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through the pastoral and SLT	Individual intervention support from JW- private outreach service e	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support- EEF)	£40 per session	Additional support available to break down anxiety and ensure pupil attendance	HM/SLT
Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Pastoral team through conversations and ongoing support	Continue to provide parents with food and uniform from the schools self-managed food/uniform bank organised by Liaise with Everton Community for nominations for blues families and additional food support for all.	(DFE guidance/ Schools experiences and prior work and pupil premium research)Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£1000 – costs until December 2020	Pupils are ready to learn, concentration is increased and pupils have good self esteem	CDC/HM/CD
Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	Pastoral through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating including devices and internet access when required. Additional Chrome books purchased.	(DFE guidance/ Schools experiences and prior work and pupil premium research) 70% of pupils at the school are PP. The area is in 23 rd most deprived ward in the country. Families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take place.	£249 per chrome book 4 issued to date November 2020 - £1000 Catch up funding Additional resources £400	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	CD/HM
Family groups including suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support	Pastoral team through conversations and ongoing support	Counsellor family support for anxiety and /or grief support 1:1 Venus referrals Relax Kids referrals	(1:1 support- EEF)Some individual cases of parents and carers reporting to have Anxiety issues.	£40 per sessions – 2 families to September - £400 to date	Additional support available to break down anxiety and ensure pupil attendance	HM/DSL TEAM

			Minibus pick up support to help child attend school.				
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