

School overview

Metric	Data
School name	Two Gates Primary School
Pupils in school	332
Proportion of disadvantaged pupils	29% (2020-21)
Pupil premium allocation this academic year	£114,325
Academic year or years covered by statement	2020-2021
Publish date	27-07-20
Review date	October 2021
Statement authorised by	Nêst Llewelyn-Cook
Pupil premium lead	Nêst Llewelyn-Cook
Governor lead	Mrs Julie Nicholls

Disadvantaged pupil progress scores for last academic year 19-20 -up to Spring 2020 (just prior to National lockdown)

Year	No.of PP	% making expected progress- reading	% making expected progress- writing	% making expected progress- maths
1	6	86%	86%	100%
2	4	100%	83%	100%
3	16	63%	75%	69%
4	11	100%	91%	82%
5	11	92%	92%	92%
6	18	89%	94%	89%

There was no validated KS2 data for the academic year 19-20; assessments were cancelled due to the lockdown

Two Gates strategy aims for disadvantaged pupils 20-21

Measure	Activity
Priority 1	Ensure all children read regularly, developing skills and increased vocabulary so that they can read with increasing fluency and improved comprehension across the full curriculum.
Priority 2	Increase children's fluency in basic mathematical skills and operations e.g. number bonds, times tables, subtraction. (Mastery TRG)

Priority 3	Promote children’s oracy skills by teaching them to communicate effectively with others, develop their ideas and express themselves freely.(Voice 21)
Priority 4	Pupils participate in a programme of age appropriate and progressive experiences and opportunities throughout school –forest school, music, sport, culture
Priority 5	Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure and stable home life. Parents are welcomed into school and supported to improve their skills so they can support their children’s learning confidently
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Limited experiences beyond pupils’ immediate surroundings. • The impact of lost learning due to the Covid-19 lockdown • Low levels of development in communication, language and literacy skills on entry to reception impacting on learning capacity in reception and subsequent years • Low levels of resilience as a result of poor social and emotional skills, impacting on motivation and learning behaviour • Low parental engagement for some pupils – particularly with learning support. • Complex family issues impacting on pupils learning and wellbeing e.g. mental health, housing, and debt.
Projected spending	£114,325

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	October 2021
Progress in Writing	Achieve national average progress scores in KS2	October 2021
Progress in Mathematics	Achieve national average progress scores in KS2	October 2021
Phonics	Achieve expected standard	October 2021

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Use Reading Rubric and Instructional Coaching model to train, support and challenge all teachers to teach reading effectively every day.</p> <p>Support and challenge all EY and KS1 practitioners to deliver phonic teaching in accordance with the RWI model.</p> <p>Maintain small focused teaching groups</p>
Priority 2	<p>Maths Mastery teachers provide planned CPD and monitor practice regularly to ensure teachers' maths subject knowledge and mastery teaching pedagogy is consistent.</p> <p>Enhance the pupil to adult ratio in UKS2 & KS1 to enable four smaller classes every morning</p>
Priority 3	<p>Equip teachers and support staff with the expertise, tools and resources to provide a high-quality oracy education in every classroom</p> <p>Become a Voice 21 Oracy School- this is a 3 Year Programme which we have committed to.</p> <p>20-21 will be Stage 1.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> The impact of lost learning due to the Covid-19 lockdown Low levels of development in communication, language and literacy skills on entry to reception impacting on learning capacity in reception and subsequent years
Projected spending	£57,500

Wider strategies for current academic year

Measure	Activity
Priority 4	Implement our Activity Passport and ensure enhance opportunities and prioritisation for PP participants in extra-curricular activities
Priority 5	<p>Pupils' reintegration into school is well managed and they are able to express their emotions safely.</p> <p>Pupils' self- confidence and aspiration is raised so they participate fully in lessons, experience success and become resilient to challenge.</p> <p>Encourage engagement with school and learning through Family Learning and parent workshops.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Limited experiences beyond pupils' immediate surroundings. • The impact of lost learning due to the Covid-19 lockdown • Low levels of development in communication, language and literacy skills on entry to reception impacting on learning capacity in reception and subsequent years • Low levels of resilience as a result of poor social and emotional skills, impacting on motivation and learning behaviour • Low parental engagement for some pupils – particularly with learning support. • Complex family issues impacting on pupils learning and wellbeing e.g. mental health, housing, and debt.
Projected spending	£48,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring CPD in key areas takes place as planned for leaders and teaching staff</p> <p>Potential impact of ongoing disruption to school CPD activities through Covid-19</p>	<p>Plan CPD strategically on the CPD planner</p> <p>Set up remote capacity to deliver CPD with in school and across network/ with external providers</p>
Targeted support	<p>Ensuring time for leaders in key areas to deliver CPD and monitor outcomes regularly during year</p> <p>Ensure timetabling and staffing is prioritised towards key focus areas</p>	<p>Plan CPD and monitoring strategically on the CPD planner.</p> <p>Reactive and responsive timetabling, to meet the changing needs arising from monitoring and analysis</p>
Wider strategies	Increased in the number of pupils and families requiring additional support; time for school staff to	Prioritise weekly supervision meetings between Early Help/DSL staff to ensure efficient

	<p>asses needs and implement support</p> <p>Potential impact of ongoing disruption to school activities through Covid-19</p>	<p>communication regarding case management.</p> <p>Plan back-up enrichment programme which can be delivered within school</p> <p>Set up remote capacity to deliver family learning</p>
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Review: last year's aims and outcomes.

Refer to the 2019-2020 Pupil Premium Mid-Year Evaluation Document.