

Pupil Premium Strategy Statement – Gaywood Primary School

Context

Gaywood is a larger than average primary school, serving an area of mixed housing to the east of King's Lynn. Pupils come from a wide range of socio-economic backgrounds and most live within one mile of the school. The proportion with learning difficulties or disabilities is broadly average, though the proportion with statements of special educational need is above average. A small number of pupils are from minority ethnic backgrounds and even fewer do not have English as their first language. When children enter the school their attainment is below that typically found nationally.

1. Summary information

Academic Year	2018/19	Total PP budget	£114,840	Date of most recent PP Review	n/a
Total number of pupils	411	Number of pupils eligible for PP	73	Date for next internal review of this strategy	01/19

2. Current attainment

<i>2017/18 End of year data</i>	KS1		KS2	
	PP	PP National	PP	PP National
% of children making expected attainment in reading	44	79	56	77
% of children making expected attainment in writing	44	72	50	81
% of children making expected attainment in maths	78	79	50	80

3. Barriers to future attainment (for pupils eligible for PP)

Teaching does not always specifically target the children eligible for PP including the higher ability

Children come to school unprepared for learning and therefore make lower than expected progress and attainment in comparison to their peers

Children are not motivated to learn and therefore are not as punctual as they should be

Desired outcomes

Pupil Premium children to achieve national expectations in attainment and to achieve at least good progress across the key stage.

All children will have their social and emotional needs met so they are ready for learning and active participants in their education.

The attendance and punctuality of Pupil Premium children will improve and be in line, or above, national data.

4. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Teachers to have the skill, knowledge and improved understanding to support Pupil premium pupils.	Support and CPD from Subject leads and SENCO for individual pupils	DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “ <i>Focus on improving the quality of classroom teaching</i> ”	Class teachers to set targets and differentiate effectively Children targeted and identified through pupil progress meetings	AHT’s and SENCO	£15000 (73 PP per child - £205 per child)
Teachers become fully inclusive having the skills to target PP children	Cooperative learning to be fully embedded within the whole curriculum and growth mindset to be a part of this approach	“The crucial point for individuals is that these mindsets have a large impact upon our understanding of success and failure... this idea of mindsets has significant implications for education ... in order to build self-esteem and encourage students.” www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff	Monitoring and further CPD will develop this approach	AHT	£3000 (73 PP per child - £41 per child)

Improved attainment in reading	Further use of accelerated reader and fully embedded whole school guided reading/ comprehension A greater range of books and new library resource	Sutton Trust – EEF research states that “ <i>On average, reading comprehension approaches improves learning by an additional five months progress</i> ” Both lower ability and higher ability PP need to be catered for as greater depth children under perform	Guided reading monitored by English leads and assistant heads in phases.	English Lead Assistant heads	£3000 (73 PP per child - £41 per child) £5000 (73 PP per child - £68 per child)
A greater desire to learn and attend school to increase aspirations	Develop a truly broad and balanced curriculum through the introduction of the Literary Curriculum.	The literary curriculum gives the teachers and children a book led approach to planning so that the children are inspired by high quality literature. Sutton Trust – EEF research states that “ <i>On average, reading comprehension approaches improves learning by an additional five months progress</i> ”	Monitoring of planning and book scrutiny plus the use of pupil voice	AHT	£2000 (73 PP per child - £27 per child)
Total budgeted cost					£28000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
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<p>Children in year 2 and 6 will meet expected standard and greater depth in all areas</p>	<p>Use of PiXL key marginal identification in year 2 and year 6 to target the most vulnerable children with PP</p>	<p>DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – <i>“Meeting individuals learning needs; differentiated responses for individuals versus ‘one size fits all”</i></p>	<p>Pupil progress meetings and PiXL meetings with AHT</p>	<p>AHT/ SLT</p>	<p>£8500 (27 PP per child - £315 per child)</p>
<p>Children to be emotionally ready for learning</p>	<p>1 to 1 use of thrive with identified children</p>	<p>Sutton Trust – EEF research states – <i>“Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average)”</i></p>	<p>Thrive screening of children to take place</p> <p>Thrive monitored in sessions and the related outcomes</p>	<p>SENCO/ Thrive practitioners</p>	<p>£5000 (73 PP per child - £68 per child)</p>

Y6 Children to have targeted support to close the gap in English and Maths	Weekly small group sessions Outside support specifically for writing	DfE- 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – <i>“Meeting individuals learning needs; differentiated responses for individuals versus ‘one size fits all”</i> Children did not reach the greater depth standard in year 6 SATs (2017/2018)	Sessions monitored by subject lead and AHT Pupil Progress meetings and PiXL review meetings to make sure that the children are specifically targeted	SENCO	£1500 (15 PP per child - £100 per child)
Higher ability PP children to achieve at least in line with non-PP children	Teachers to extend / stretch children through a mastery approach.	Children did not reach the greater depth standard in year 6 SATs (2017/2018) Greater depth is a priority for the school EEF states that – <i>“mastery learning approaches are effective, leading to an additional five months’ progress”</i>	Pupil progress meetings to ensure that the PP children are making at least expected progress	SLT	£3000 (18* PP per child - £167 per child) *based on target of 25% of PP gaining greater depth in one subject
To close the gaps in reading writing and maths	TA support to implement targeted interventions	Sutton Trust – EEF states – <i>“small group teaching can be more effective than either one to one or paired tuition.”</i>	Monitoring of intervention by SENCO Regular pupil progress meetings led by SLT	SENCO SLT	£50000 (73 PP per child - £685 per child)

For children to have the experience of learning a musical instrument	Peripatetic music teacher employed 2 days a week	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science</i>	Monitoring of the attendance and PP children accessing this provision.	Music subject lead/ PP lead	£3000 (73 PP per child - £41 per child)
Total budgeted cost					£71,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To broaden the experience of the PP children	Curriculum visits	In order to bring the curriculum alive and create a balanced and broad experience for the children educational visits are needed	All year groups will organise trips that will broaden the experiences of the PP children	EVC lead	£3500 (£500 per year group) (73 PP per child - £48 per child)
To give children the best start to the day and be fully prepared for learning	Breakfast club	A number of pupils within the school regularly start the day with either a poor diet or no breakfast.	Monitor the uptake of this	PP Lead	£500 (73 PP per child - £7 per child)

To ensure that all PP children have the opportunity for enrichment activities	Funding for after school clubs, trips and residential trips	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'evidence suggests that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers'</i></p> <p>The EEF states that - "On average, pupils who participate in adventure learning interventions make approximately four additional months' progress."</p>	<p>Clubs monitored and PP children encouraged to take part in after school clubs.</p> <p>PP children specifically picked to represent the school in sporting and performance activities</p> <p>Residential trip in year 6 part funded to allow PP access</p>	<p>PP Lead</p> <p>PP Lead/ PE Lead</p>	<p>£3000 (73 PP per child - £41 per child)</p> <p>£1200 (15 PP per child - £80 per child)</p>
Total budgeted cost					£8,200

Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

We will keep a contingency to support pupil premium children that may join us within the academic year.

5. Review of expenditure

Previous Academic Year	2017/2018			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost

<p>Teachers to have the skills and knowledge – improved skills to support Pupil Premium children.</p>	<p>Support and CPD from Inclusion Lead for individual pupils.</p>	<p>DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i></p>	<p>The inclusion lead scrutinised and streamlined MP3’s to make them more effective. These were changed to ITP’s to allow small step targets to be developed and easily monitored</p>	<p>£18,000 <i>(87 PP children = £207 per child)</i></p>
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<p>Improved attainment in reading comprehension.</p>	<p>Accelerated Reader</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'On average, reading comprehension approaches improve learning by an additional five months' progress.'</i></p>	<p>Guided reading became a focus for an 8-week project that revamped the process of guided reading making it more effective. Whole class guided reading has become established with the development of active reading however this area needs further work to embed it further.</p> <p>The English lead was involved in pupil progress meetings and also focused on the more effective use of QLA from reading assessments across the school. This has been used by some year groups but needs to be embedded in order to be fully effective.</p> <p>There has been monitoring of Guided reading plans and pupil interviews have taken place to monitor the new guided reading. As a part of the 8 week project guided reading has been further monitored and improved.</p>	<p>£3,000 <i>(55 PP children in KS2 = £55 per child)</i></p>
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To work towards the educational needs of all children are met.	Specialist consultancy support – Roseberry Centre Short Stay School; Churchill Park Outreach.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – <i>‘Meeting individual learning needs; Differentiated responses for individuals versus ‘one size fits all’</i> ”	Pupil progress meetings were held with all year groups to identify the children that were not making progress – intervention packages were then established to target these groups.	£5,000 <i>(87 PP children = £57 per child)</i>
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ii. Targeted Support

Improved attainment in	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Sutton Trust - Education Endowment Foundation (EEF) research states – <i>‘SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).’</i>	The Inclusion lead and FSW attended training sessions for the delivery of Thrive (6 out of 10 completed) 10 children identified for this intervention. Due to a large scale restructure the Inclusion lead did not complete the training.	£5,000 <i>(87 PP children = £57 per child)</i>
Y6 children to have targeted support to close gaps in English and Maths.	Weekly small group sessions	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’</i>	Early morning booster sessions were completed for year 6 lead by SLT. Small group interventions in addition to first wave teaching were carried out weekly. A package of targeted intervention was established that was informed by regular testing and teacher assessment incorporating PiXL interventions. Pupil progress meetings completed	£8,500 <i>(16 PP children in Y6 = £531 per child)</i>

			and highlighted PP children.	
Y6 children to have targeted support to close gaps in English and Maths.	PiXI	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</i>	<p>PiXL conferences attended by DH and then follow up meetings with the PiXL associate identified resources/ strategies that were then be applied to PP children.</p> <p>Fortnightly PiXL meetings with DH were timetabled to keep a lazar focus on the PP and vulnerable children which has resulted in year 6 progress being made. This process was hampered by year 6 teacher absence</p>	£1,500 <i>(16 PP children in Y6 = £94 per child)</i>
To close the gaps in reading, writing and maths.	121 TA support to implement intervention, <i>'Power of 2'</i> for maths and <i>'Toe by Toe'</i> for reading.	Sutton Trust - Education Endowment Foundation (EEF) research states <i>'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months'</i>	<p>The Inclusion lead monitored interventions across the whole school identifying areas of strengths and then implementing changes where successful interventions were being carried out. This had a limited success which has been remedied by large scale restructuring and new staff appointments</p> <p>Whole school pupil progress meetings identified the children not making progress and class based interventions were identified to diminish the difference</p>	£50,000 <i>(87 PP children = £575 per child)</i>

For children to have the experience of learning to play a musical instrument.	Weekly 'Widening Opportunity' sessions provided by Norfolk Music Service.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'</i>	PP children received the widening opportunities sessions delivered weekly in year 5.	£1,400 <i>(17 PP children in Y5 = £82 per child)</i>
iii. Other approaches				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
To support the emotional wellbeing of children and their parents.	Family Support Worker	Some parents need support in the form of direct advice, help with learning or referral to other support agencies.	FSW working with 38 children specifically.	£17,000 <i>(87 PP children = £195 per child)</i>
To ensure all pupil premium children have access to enrichment activities.	Funding after school clubs, trips and residential.	Sutton Trust - Education Endowment Foundation (EEF) research states <i>'Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'</i>	The number of children who accessed enrichment activities was limited by the small variety of clubs on offer.	£3,000 <i>(87 PP children = £34 per child)</i>