

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	2017/18	Total PP budget	£114,840	Date of most recent PP Review	n/a
Total number of pupils	414	Number of pupils eligible for PP	87	Date for next internal review of this strategy	01/18

2. Current attainment

2016/17 End of year data	KS1		KS2	
	PP	PP National	PP	PP National
% of children making expected attainment in reading	42	79	44	77
% of children making expected attainment in writing	67	72	75	81
% of children making expected attainment in maths	50	79	50	80

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

Attainment of Pupil Premium children in reading, writing and maths is significantly below 2017 national standards.

A small minority of Pupil Premium children have other issues that make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.

The attendance of Pupil Premium children is below that of all children in the school and 2017 national data.

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

2017/2018

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 skills and knowledge – improved skills to support Pupil Premium children.	Support and CPD from Inclusion Lead for individual pupils.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - ‘Focus on improving the quality of classroom teaching’	Scrutiny of MP3’s by the Inclusion Lead. Differentiation on weekly plans monitored by subject leaders.	Inclusion Lead	£18,000 <i>(87 PP children = £207 per child)</i>
Improved attainment in reading comprehension.	Accelerated Reader	Sutton Trust - Education Endowment Foundation (EEF) research states - ‘On average, reading comprehension approaches improve learning by an additional five months’ progress.’	Monitoring of guided reading sessions, planning and books by the subject leader. Data analysis and pupil progress meetings.	English Subject Lead	£3,000 <i>(55 PP children in KS2 = £55 per child)</i>

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>	Regular pupil progress meetings and feedback to the SLT regarding specific support requested and outcomes.	Inclusion Lead	£5,000 <i>(87 PP children = £57 per child)</i>
Total budgeted cost					£26,000

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
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>	Thrive screening of children to take place. Regular monitoring of sessions and outcomes by the Inclusion Lead.	Inclusion Lead	£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>	Monitoring of sessions by the subject leader and Inclusion Lead. Pupil progress meetings and data analysis.	Deputy Head	£8,500 <i>(16 PP children in Y6 = £531 per child)</i>

Y6 children to have targeted support to close gaps in English and Maths.	Pixl	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>	Half-termly meetings between Deputy Head and Pixl representative. Termly pupil progress meetings.	Deputy Head	£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' progress.'</i>	Monitoring of sessions by Inclusion Lead Pupil progress meetings and data analysis.	Inclusion Lead	£50,000 <i>(87 PP children = £575 per child)</i>
For children to have the experience of learning to play a musical instrument.	Weekly <i>'Widening Opportunity'</i> 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>	Regular feedback from the music teacher and subject lead. Monitoring of the sessions. Feedback from the children.	Music Subject Lead	£1,400 <i>(17 PP children in Y5 = £82 per child)</i>
Total budgeted cost					£66,400
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 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 will feedback regularly to the inclusion lead and Headteacher.	Inclusion Lead	£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> '	Attendance of clubs to be monitored termly by club co-ordinator.	Head Teacher	£3,000 <i>(87 PP children = £34 per child)</i>
Total budgeted cost					£20,000

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		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
To improve concentration and focus.	Yoga	Some children within the FSM band have been identified as having wider needs, especially around concentration and focus. As a result, group Yoga sessions have been implemented and a Yoga and relaxation professional visits 10 - 15 children each week to support with this area. This action supports disadvantaged children from across all key stages.	This has had limited impact to children's concentration and outcomes and is something that will not continue.	£1,500

To reduce the amount of negative playground incidents.	Lunchtime activity support	From the analysis of behaviour undertaken in school, it was noted that many of the issues that occurred at lunchtime involved a large proportion of our disadvantaged children. In order to support the improvement in behaviour and reduce the number of incidents needed to be dealt with after lunch, we employ an activity lead to run sports and activities during lunchtimes.	The amount of incidents on the playground have decreased.	£3,000
To close the gaps in children's knowledge.	Direct in-class/withdrawal support	Direct TA support in the classroom or on a 1:1/small group basis to support the progress of disadvantaged children. Where teachers identify gaps in knowledge or slow progress these are then addressed through targeted programmes of support.	This strategy continues to support individuals and groups of children and is something that we will continue into the next academic year.	£40,000

ii. Targeted support

Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
To improve outcomes at the end of KS2	Additional teacher to support KS2 English and Maths at Y6	Baseline assessments indicate that Pupil Premium children in KS2 are closing the gap to non-PP children. This funding is used to support this progress and ensure that by the end of KS2 the proportion of pupils achieving the expected and higher standards is in-line with non-disadvantaged pupils. This action has been implemented for 2 years now and has had good impact on outcomes.	Limited impact on KS2 results. More focused and detailed support needed – suggest using Pixl to structure support.	£45,171
To close the gap in attainment and progress of Pupil Premium children.	1:1/Small group intervention	This supports those disadvantaged pupils who may have fallen behind their peers or who are slower closing the gap. Sessions are delivered either 1:1 or in small groups by TAs or a Teacher.	Limited impact.	£10,000

To support the mental wellbeing of individual children.	Benjamin Foundation Counselling	Targeted children receive in school counselling support from the Benjamin Foundation. This counselling is designed to help children talk about any issues that they may have and to support them to manage these in order to be able to make better progress in school.	This targeted support has helped individual children manage their feelings and improve their mental wellbeing.	£4,200
To equip children with the social and emotional skills to positively engage in class.	Nurture group	The nurture group supports children with social and emotional needs and focuses on positive interactions and managing feelings. This in turn supports children to focus better in the classroom and supports their academic progress.	Although this group has improved mental wellbeing of children the impact on outcomes for children has been limited.	£4,000
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.	Child and Family support worker	FSW provides advice and support for all families across the school but also has a specific role in supporting disadvantaged children and their parents. Support is in the form of direct advice, help with learning or referral to other support agencies.	Lots of families have used, and continue to use this service. It's impact can be measured by the amount of families who are engaging with school using this service.	£25,000
To ensure all Pupil Premium children are able to access trips and residential.	Year group curricular budget support (including trip subsidies)	To allow all children to benefit from experiences in school and to take part in all trips, each year group is allocated a significant termly budget that must be used to subsidise or pay for all school trips.	All children, regardless of their backgrounds, have attended trips – for Y6 this includes residential.	£4,000