

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	2019/2020	Total PP budget	£99,040	Date of most recent PP Review	n/a
Total number of pupils	414	Number of pupils eligible for PP	77	Date for next internal review of this strategy	01/20

2. Current attainment

<i>2018/19 End of year data</i>	KS1		KS2	
	PP	National	PP	National
% of children making expected attainment in reading	50		43	
% of children making expected attainment in writing	42		36	
% of children making expected attainment in maths	67		57	

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.

Teaching and learning across the school lacks consistency and quality.

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

2019-2020

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	Review
Teachers to have the skills, knowledge and improved understanding to support Pupil Premium pupils.	Support and CPD from Subject leads and SENCO for individual pupils. CPD in all staff meetings in order to improve the skills of teaching staff.	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>	All staff meetings will be focused on CPD. Half termly PP specific progress meetings will focus teachers on those attracting PPG. Links to outstanding schools from outside the county. Visits to these schools developed for teaching staff. Staff given specific training to develop Step for Depth	AHT’s and SENCO	£13800 (77 PP per child - £179)	Autumn – Spring – Summer –

<p>Teachers become fully inclusive having the skills to target children who attract Pupil Premium.</p>	<p>The use of a knowledge rich curriculum with raised expectations for all.</p> <p>Give live marking and feedback to the children.</p>	<p><i>“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.”</i></p> <p>www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff</p> <p><i>“In using feedback ... provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.” (EEF 2018 – improves learning by 8 months)</i></p>	<p>Monitoring and further CPD will develop these approaches.</p> <p>Modelling and monitoring of live-marking – a feedback technique that can be used to focus on PP children.</p> <p>Pupil progress meetings will highlight specific children.</p>	<p>AHT’s and subject leads</p> <p>AHT – PP lead</p>	<p>£2800 (77 PP per child - £36)</p>	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>
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Improved attainment in reading.	<p>All KS2 classes to use Accelerated Reader using this to target the children that need greatest support.</p> <p>Development of Destination Reader in KS2</p> <p>Introduction of Read Write Inc. in EYFS and KS1</p> <p>A greater range of books and new library resource.</p>	<p>Sutton Trust – EEF research states that “<i>On average, reading comprehension approaches improves learning by an additional six months progress ... particularly for middle to upper key stage 2</i>” (EEF – 2018)</p> <p>“...<i>phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i>” They state this adds 4 months progress (EEF – 2018) And “... <i>early years interventions increase progress by up to 5 months.</i>” (EEF – 2018)</p>	<p>Comprehensive training for all staff in these techniques.</p> <p>Continuous professional development in these early phases to create a cohesive way of teaching phonics and early comprehension.</p> <p>Books purchased for Read Write Inc.</p>	<p>Reading Lead AHT's</p> <p>KS1 lead</p>	<p>£3400 (50 PP per child - £68)</p> <p>£2400 (19 PP per child £126)</p> <p>£2000 (19 PP per child £105)</p>	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>
A greater desire to learn and attend school to increase aspirations	<p>Develop and embed a knowledge rich curriculum</p> <p>Provide high aspirations through the curriculum and challenge elements including step for depth.</p>	<p>The knowledge rich curriculum allows the children to gain wider knowledge</p> <p>Sutton Trust – EEF research states that “<i>On average, reading comprehension approaches improves learning by an additional six months progress</i>” (EEF – 2018)</p>	<p>Monitoring of planning and book scrutiny plus the use of pupil voice</p> <p>Resource a knowledge rich curriculum so that staff can teach the lessons effectively.</p> <p>Staff training on effective challenge elements in the curriculum.</p>	AHT	£1800 (77 PP per child - £23)	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>
Total budgeted cost					£26,200	

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	Review
Children in year 2 and 6 will meet expected standard and greater depth in all areas	Use of PiXL key marginal identification in year 2 and year 6 to target the most vulnerable children with PP	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>	Pupil progress meetings and PiXL meetings with AHT Consistent use of QLA to identify the gaps in learning and understanding.	AHT/ SLT	£7200 (23 PP per child - £313)	Autumn – Spring – Summer –
Children to be emotionally ready for learning	1 to 1 use of social and emotional support with identified children	Sutton Trust – EEF research states – <i>“...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” (EEF – 2019)</i>	Monitored sessions and the related outcomes. Monitoring of the children’s progress in learning to make sure that the programme is having an effect.	SENCO/ Social and emotional practitioners	£5000 (77 PP per child - £69)	Autumn – Spring – Summer –

<p>Y6 Children to have targeted support to close the gap in English and Maths</p>	<p>Weekly small group sessions</p>	<p>“...small group tuition is effective and, as a rule of thumb, the smaller the group the better.” (EEF – 2018) improves learning by 4 months but is reliant on high quality teachers to deliver this.</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>Sessions monitored by subject lead and AHT</p> <p>Pupil Progress meetings and PiXL review meetings to make sure that the children are specifically targeted</p> <p>All staff meetings will be focused on CPD. Half termly PP specific progress meetings will focus teachers on those attracting PPG.</p> <p>Links to outstanding schools from outside the county. Visits to these schools developed for teaching staff.</p> <p>Staff given specific training to develop Step for Depth</p>	<p>SENCO SLT</p>	<p>£3000 (15 PP per child - £200)</p>	<p>Autumn – Spring – Summer –</p>
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Higher ability PP children to achieve at least in line with non-PP children	Teachers to extend / stretch children through the use of stretch for depth activities within the knowledge rich curriculum.	Children did not reach the greater depth standard in year 6 SATs (2018/2019) 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> ” (EEF – 2018)	Pupil progress meetings to ensure that the PP children are making at least expected progress Stretch for depth responses and challenges evident in learning walks/ monitoring activities	SLT	£3000 (18* PP per child - £167)	Autumn – Spring – Summer –
To close the gaps in reading writing and maths	TA support to implement targeted interventions including pre-teaching and overlearning	Sutton Trust – EEF states – “ <i>small group teaching can be more effective than either one to one or paired tuition.</i> ” (EEF – 2018)	Talk for Writing introduced and embedded Read Write Inc. introduced in KS1 and EYFS. CPD for all staff; Monitoring of intervention by SENCO Regular pupil progress meetings led by SLT	SENCO SLT	£41790 (77 PP per child - £542)	Autumn – Spring – Summer –
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	£4800 (77 PP per child - £62)	Autumn – Spring – Summer –
Total budgeted cost					£64790	

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 in line with the knowledge rich curriculum	EVC lead	£3500 (£500 per year group) (77 PP per child - £45)	Autumn – Spring – Summer –
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 and work with DSL's to identify children that would benefit from this support	PP Lead	£1170 (£3 per child per session)	Autumn – Spring – Summer –

To ensure that all PP children have the opportunity for enrichment activities	Funding for after school clubs, trips and residential trips	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>	Clubs monitored and PP children encouraged to take part in after school clubs. PP children specifically picked to represent the school in sporting and performance activities	PP Lead	£1000 (77 PP per child - £13)	Autumn – Spring – Summer –
		The EEF states that – <i>'On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.'</i>	Residential trip in year 6 part funded to allow PP access	PP Lead/ PE Lead	£880 (11 PP per child - £80)	
			Hold enrichment activities half termly using the DfE "My Activity Passport" as a template.		£1500 (£250 per half term) (77 PP per child - £19)	
Total budgeted cost					£8050	

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		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	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 – “Focus on improving the quality of classroom teaching”	Focused training across the year developed the skills and knowledge for staff to improve their pedagogy. Development and use of PP specific progress meetings so that bespoke one to one CPD can be developed with individual teachers in providing for the PP children in their class.	£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	Staff inset highlighted strategies to include PP children. This was followed up with the development of PP specific progress meetings. These highlighted the children and specifically monitored their attainment and progress. Learning walks and monitoring showed that staff were consistently aware of the PP children in their class. This was particularly effective in the Summer term and sets the foundation for this to continue with new teachers in the new academic year. Training for new members of staff will be included in the Autumn term.	£3000 (73 PP per child - £41 per child)

	<i>A greater range of books and new library resource</i>	<i>Both lower ability and higher ability PP need to be catered for as greater depth children under perform</i>	<i>planning incorporated the destination reader process in with Talk for Writing which has been developed for the new academic year.</i>	<i>child - £68 per child)</i>
<i>Improved attainment in reading</i>	<i>Further use of accelerated reader and fully embedded whole school guided reading/ comprehension</i>	<i>Sutton Trust – EEF research states that “On average, reading comprehension approaches improves learning by an additional five months progress”</i>	<i>During the Spring term all children accessed destination reader in KS2 (55/87 Children) KS1 children exposed to elements of the training consolidated the skills of the teaching staff. The development of medium term</i>	<i>£3000 (73 PP per child - £41 per child) £5000 (73 PP per</i>
<i>A greater desire to learn and attend school to increase aspirations</i>	<i>Develop a truly broad and balanced curriculum through the introduction of the Literary Curriculum.</i>	<i>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 “On average, reading comprehension approaches improves learning by an additional five months progress”</i>	<i>In the Autumn term the Literary curriculum was introduced (83 children accessed) however it was not as effective as expected. Work was then concentrated on the development of a knowledge rich curriculum. Work with the West London Free school resulted in the development of a knowledge rich curriculum that starts in September 2019. This curriculum will focus on increasing vocabulary and knowledge and will create an exciting curriculum offer for the children</i>	<i>£2000 (73 PP per child - £27 per child)</i>

ii. Targeted Support				
<i>Improved attainment in</i>	<i>Chosen action / approach</i>	<i>Rationale and strategy:</i>	<i>Impact and lessons learned:</i>	<i>Cost</i>
<i>Children in year 2 and 6 will meet expected standard and greater depth in all areas</i>	<i>Use of PiXL key marginal identification in year 2 and year 6 to target the most vulnerable children with PP</i>	<i>DfE- ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – “Meeting individuals learning needs; differentiated responses for individuals versus ‘one size fits all”’</i>	<i>In year 2 9 out of 11 took part in early morning and lunch time boosters and clubs to raise attainment STATS In year 6 six out of 15 attended SLT targeted booster early morning or lunch time sessions. Children highlighted on pupil progress proformas and through the use of live marking these children were further supported in lessons. Year 6 were also targeted through morning, lunch time boosters from SLT. Pupil Progress meetings and PP specific pupil progress meetings held to continually refocus teaching staff on the PP children. For these boosters PiXL resources were used to identify gaps in understanding and develop the children’s learning.</i>	<i>£8500 (27 PP per child - £315 per child)</i>
<i>Children to be emotionally ready for learning</i>	<i>1 to 1 use of thrive with identified children</i>	<i>Sutton Trust – EEF research states – “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>	<i>During the Autumn term Thrive screenings took place of 13 PP children. Then as a result 10 children received regular Thrive sessions. Breakfast club used by 4 children through the year.</i>	<i>£5000 (73 PP per child - £68 per child)</i>
<i>Y6 Children to have targeted support to close</i>	<i>Weekly small group sessions</i>	<i>DfE- ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – “Meeting individuals learning needs;</i>	<i>A responsive variety of support activities were carried out during the year. During the Spring term</i>	<i>£1500</i>

<p><i>the gap in English and Maths</i></p>	<p><i>Outside support specifically for writing</i></p>	<p><i>differentiated responses for individuals versus ‘one size fits all’”</i></p> <p><i>Children did not reach the greater depth standard in year 6 SATs (2017/2018)</i></p>	<p><i>targeted support from SLT through afternoon small group sessions was completed.</i></p> <p><i>Early morning boosters for targeted year 6 pupils was then developed through PiXL key marginal identification. In addition outside support for writing at greater depth was introduced.</i></p> <p><i>During the Summer term fortnightly PiXL meetings with Year 6 Teachers were carried out and early morning and lunch time targeted sessions were carried out.</i></p> <p><i>Despite an increase in attainment PP children still lag behind those that are non-PP. A more focused approach had begun during the year – this approach needs to be maintained through all years so that PP children make better than expected progress to close the attainment gap.</i></p>	<p><i>(15 PP per child - £100 per child)</i></p>
<p><i>Higher ability PP children to achieve at least in line with non-PP children</i></p>	<p><i>Teachers to extend / stretch children through a mastery approach.</i></p>	<p><i>Children did not reach the greater depth standard in year 6 SATs (2017/2018)</i></p> <p><i>Greater depth is a priority for the school</i></p> <p><i>EEF states that – “mastery learning approaches are effective, leading to an additional five months’ progress”</i></p>	<p><i>Higher ability key marginal were identified through PiXL testing. Targeted high ability children were identified and joined a focused group with a specialist teacher. This was not as effective as booster and small group work led by SLT.</i></p> <p><i>PP specific Pupil progress meetings were held with all teachers to identify higher ability PP so that they are focused on by the adults in their class. The second round of PP specific Pupil</i></p>	<p><i>£3000</i></p> <p><i>(18* PP per child - £167 per child)</i></p> <p><i>*based on target of 25% of PP gaining greater depth in one subject</i></p>

			<p><i>progress meetings focused on progress of those that are higher ability.</i></p> <p><i>The introduction of live marking facilitated staff being able to effectively give PP children more consistent specific support in lessons.</i></p>	
<p><i>To close the gaps in reading writing and maths</i></p>	<p><i>TA support to implement targeted interventions</i></p>	<p><i>Sutton Trust – EEF states – “small group teaching can be more effective than either one to one or paired tuition.”</i></p>	<p><i>In the summer term half termly meeting with SENCO to talk through the bookmarks were established and these will continue as they focus the support that these vulnerable groups receive, increasing their priority further.</i></p> <p><i>TA’s used by the Teaching staff to target PP children in their classes.</i></p> <p><i>The use of PP bookmarks highlighted these children to all staff working in the classrooms.</i></p>	<p><i>£50000</i></p> <p><i>(73 PP per child - £685 per child)</i></p>
<p><i>For children to have the experience of learning a musical instrument</i></p>	<p><i>Peripatetic music teacher employed 2 days a week</i></p>	<p><i>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’</i></p>	<p><i>26 pupils given access to recorder lessons</i></p> <p><i>7 pupils involved in choir and performances outside of the school</i></p>	<p><i>£3000</i></p> <p><i>(73 PP per child - £41 per child)</i></p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
<i>To broaden the experience of the PP children</i>	<i>Curriculum visits</i>	<i>In order to bring the curriculum alive and create a balanced and broad experience for the children educational visits are needed</i>	<i>All children attended visits across the year. With the introduction of a knowledge rich curriculum this should increase into 2019/2020.</i>	<i>£3500 (£500 per year group) (73 PP per child - £48 per child)</i>
<i>To give children the best start to the day and be fully prepared for learning</i>	<i>Breakfast club</i>	<i>A number of pupils within the school regularly start the day with either a poor diet or no breakfast.</i>	<i>4 children were targeted during the year and benefitted from the breakfast club.</i>	<i>£500 (73 PP per child - £7 per child)</i>
<i>To ensure that all PP children have the opportunity for enrichment activities</i>	<i>Funding for after school clubs, trips and residential trips</i>	<i>Sutton Trust - Education Endowment Foundation (EEF) research states - 'evidence suggests that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers'</i> <i>The EEF states that - "On average, pupils who participate in adventure learning interventions make approximately four additional months' progress."</i>	<i>Through the year PP children were specifically targeted by class teachers for inclusion in sporting activities particularly in developing teams for the locally organised Omnes Games. 11 of the 15 PP children accessed the trip</i>	<i>£3000 (73 PP per child - £41 per child) £1200 (15 PP per child - £80 per child)</i>