

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. 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.

3. Review of expenditure				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Rationale and strategy:	Impact and lessons learned:	Cost
<p><i>Teachers to have the skill, knowledge and improved understanding to support Pupil premium pupils.</i></p>	<p><i>Support and CPD from Subject leads and SENCO for individual pupils</i></p>	<p><i>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”</i></p>	<p><i>Focused training across the first half of the year developed the skills and knowledge for staff to improve their pedagogy. During the lockdown period a suite of online CPD was developed for all staff targeting a range of safeguarding, SEND and pedagogy. Staff completed an online google sheet to share their learning experiences.</i></p> <p><i>PP specific progress meetings were completed in the first half of the year identifying the progress that children had made so that bespoke one to one CPD was possible, as a result individual teachers could provide for the PP children in their class.</i></p> <p><i>Staff visited the West London Free School as CPD in the delivery of the knowledge rich curriculum</i></p>	<p><i>£13800 (77 PP per child - £179)</i></p>

<p><i>Teachers become fully inclusive having the skills to target PP children</i></p>	<p><i>The use of a knowledge rich curriculum with raised expectations for all.</i></p> <p><i>Give live marking and feedback to the children</i></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><i>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. Pupil Voice of PP children highlighted that they felt supported within lessons and that they were also challenged through live marking.</i></p> <p><i>Live marking CPD to be a feature at the beginning of the next academic year so that it becomes embedded and used to its greatest effect.</i></p>	<p><i>£2800 (77 PP per child - £36)</i></p>
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<p><i>Improved attainment in reading</i></p>	<p><i>All classes to use Accelerated Reader using this to target the children that need greatest support.</i></p> <p><i>Development of Destination Reader in KS2</i></p> <p><i>Introduction of Read Write Inc in EYFS and KS1</i></p> <p><i>A greater range of books and new library resource</i></p>	<p><i>Sutton Trust – EEF research states that “On average, reading comprehension approaches improves learning by an additional six months progress ... particularly for middle to upper key stage 2” (EEF – 2018)</i></p> <p><i>“...phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.” They state this adds 4 months progress (EEF – 2018)</i></p> <p><i>And</i></p> <p><i>“... early years interventions increase progress by up to 5 months.” (EEF – 2018)</i></p>	<p><i>Accelerated reader was used more effectively in the first part of the year however will need to be further developed to show real impact. This will in the next academic year be used in conjunction with MyOn an online library.</i></p> <p><i>RWI was successfully introduced to KS1 shortly followed with the introduction of RWI intervention for some of year 3 and 4. This will be built upon on the coming academic year.</i></p> <p><i>Talk 4 Reading will be added to the Talk 4 Writing process in the coming year in order to create a consistently ambitious and rigorous approach to reading</i></p>	<p><i>£3400</i> <i>(50 PP per child - £68)</i></p> <p><i>CPD</i> <i>£2400</i> <i>(19 PP per child £126)</i></p> <p><i>RWI</i> <i>£2000</i> <i>(19 PP per child £105)</i></p>
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<p><i>A greater desire to learn and attend school to increase aspirations</i></p>	<p><i>Develop and embed a knowledge rich curriculum</i></p> <p><i>Provide high aspirations through the curriculum and challenge elements including step for depth</i></p>	<p><i>The knowledge rich curriculum allows the children to gain wider knowledge and</i></p> <p><i>Sutton Trust – EEF research states that “On average, reading comprehension approaches improves learning by an additional six months progress” (EEF – 2018)</i></p>	<p><i>The knowledge rich curriculum was successfully introduced and CPD with staff refined the delivery. The curriculum focused on increasing vocabulary and knowledge and created an exciting curriculum offer for the children.</i></p> <p><i>Subject leaders all completed deep dive monitoring activities across the breadth of the curriculum including pupil voice. This suggested that children were enjoying the new curriculum. It was too early to note a specific impact on attendance prior to lockdown.</i></p>	<p><i>£1800</i> <i>(77 PP per child - £23)</i></p>
<p>ii. Targeted Support</p>				
<p><i>Improved attainment in ..</i></p>	<p>Chosen action / approach</p>	<p>Rationale and strategy:</p>	<p>Impact and lessons learned:</p>	<p>Cost</p>
<p><i>Children in year 2 and 6 will meet expected standard and greater depth in all areas</i></p>	<p><i>Use of PiXL key marginal identification in year 2 and year 6 to target the most vulnerable children with PP</i></p>	<p><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></p>	<p><i>Pupil Progress meetings and PP specific pupil progress meetings held to continually refocus teaching staff on the PP children.</i></p> <p><i>RWI introduced in KS1 to make sure that the expected standard was achieved.</i></p> <p><i>This was hampered by lockdown. A targeted diagnostic approach in combination with high expectations will be adopted in the post lockdown reopening of schools to ensure gaps are plugged and that children reach expected standards.</i></p>	<p><i>£7200</i> <i>(23 PP per child - £313)</i></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 – “...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)</p>	<p>Breakfast club used by 4 children through the year. Due to personnel changes a new role was developed which will supersede the Thrive programme. A new role will develop through an Attendance and Pastoral officer who started during the summer term. The post-holder completed weekly phone calls during lockdown to identified vulnerable children in addition to the phone calls made by teaching staff. This foundational information will be carried forward during the transition back into full time school.</p>	<p>£5000 (77 PP per child - £69)</p>
<p>Y6 Children to have targeted support to close the gap in English and Maths</p>	<p>Weekly small group sessions Outside support specifically for writing</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. 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’”</p>	<p>A responsive variety of support activities were carried out during the beginning of the year. 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. As a result of lockdown a diagnostic approach to identify gaps and plug these will be adopted using PiXL</p>	<p>£3000 (15 PP per child - £200)</p>
<p>Higher ability PP children to achieve at least in line with non-PP children</p>	<p>Teachers to extend / stretch children through a mastery approach.</p>	<p>Children did not reach the greater depth standard in year 6 SATs (2017/2018) Greater depth is a priority for the school</p>	<p>Higher ability key marginal were identified through PiXL testing. PP specific Pupil progress meetings were held with all teachers to identify higher ability PP so that they are focused on by</p>	<p>£3000 (18* PP per child - £167)</p>

		<i>EEF states that – “mastery learning approaches are effective, leading to an additional five months’ progress”</i>	<i>the adults in their class. The second round of PP specific Pupil progress meetings focused on progress of those that are higher ability and this was added to the bookmarks so that the higher ability are not missed. The introduction of live marking facilitated staff being able to effectively give PP children more consistent specific support in lessons.</i>	
<i>To close the gaps in reading writing and maths</i>	<i>TA support to implement targeted interventions</i>	<i>Sutton Trust – EEF states – “small group teaching can be more effective than either one to one or paired tuition.”</i>	<i>Regular meetings with the SENDCo (half termly) kept the focus on PP children with SEND. TA’s used by the Teaching staff to target PP children in their classes. The use of PP bookmarks highlighted these children to all staff working in the classrooms – these were developed in the Spring term to have progress since the last data collection point so that all abilities of children could be tracked. This will continue in the new academic year. Talk 4 Writing successfully introduced. This will be embedded through the next academic year and linked to Talk 4 Reading which will replace Destination Reader in order to create a consistent quality approach. Read Write Inc was successfully introduced into EYFS and KS1 with key pupils in year 3 and 4 being tested and selected to take part in</i>	<i>£41790 (77 PP per child - £542)</i>

			<i>it. This closed the gaps and will be extended into more of KS2 next year.</i>	
<i>For children to have the experience of learning a musical instrument</i>	<i>Peripatetic music teacher employed 2 days a week</i>	<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>	<i>26 pupils given access to recorder lessons 7 pupils involved in choir and performances outside of the school</i>	<i>£4800 (77 PP per child - £62)</i>
iii. Other approaches				
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Rationale and strategy:</i>	<i>Impact and lessons learned:</i>	<i>Cost</i>
<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 beginning of the year. Educational visits were not promoted as much as they could have been as the new curriculum was being embedded. Once restrictions on visits reduces then these will become more of a feature of the curriculum</i>	<i>£3500 (£500 per year group) (77 PP per child - £45)</i>

<p><i>To give children the best start to the day and be fully prepared for learning</i></p>	<p><i>Breakfast club</i></p>	<p><i>A number of pupils within the school regularly start the day with either a poor diet or no breakfast.</i></p>	<p><i>4 children were targeted during the year and benefitted from the breakfast club. The attendance, which had been poor was increased.</i></p>	<p><i>£1170 (£3 per child per session)</i></p>
<p><i>To ensure that all PP children have the opportunity for enrichment activities</i></p>	<p><i>Funding for after school clubs, trips, residential trips and enrichment days</i></p>	<p><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></p> <p><i>The EEF states that - “On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress.”</i></p>	<p><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.</i></p> <p><i>Children from year 6 took part in a year 6 residential during the Autumn term – PP were subsidised.</i></p> <p><i>An enrichment day occurred during the Spring term however these were then not able to happen due to lockdown.</i></p>	<p><i>£1000 (77 PP per child - £13)</i></p> <p><i>£880 (11 PP per child - £80)</i></p> <p><i>£1500 (£250 per half term) (77 PP per child - £19)</i></p>