

Reviewed Pupil Premium Strategy Statement 2018-2019 – Gorsewood Primary School

Summary Information

Academic Year:	2018/2019	Total PP Budget:	£161,846	Date of PP Review:	
No of Pupils on Roll:	193	No of PP Pupils:	123 (63.7%) (Ever 6)	Date of Next Review:	July 2019

Current Attainment

	Pupils eligible for PP (17)	Pupils eligible for PP (national average)
% Achieving the expected standard or above in reading, writing & maths	43.5	51.4
Average progress score in reading (or equivalent)	+4.03	-0.61
Average progress score in writing (or equivalent)	-2.32	-0.45
Average progress score in mathematics (or equivalent)	-1.55	-0.68

Strategy

Project	Approx Cost	Barriers to Learning	Desired Outcome (to be reviewed at end of academic year)
<p>Additional teacher in Year 6. Additional high quality classroom support and intervention to improve learning outcomes for pupils.</p> <p>Release SENCO from class teaching commitments to focus on SENCO and intervention role one day per week</p>	£65,000	<p>Gaps in reading, writing and maths skills – additional targeted support is required.</p> <p>Focus and engagement levels – children work more effectively in small groups and with specific learning intentions therefore additional staff will allow or this.</p>	<p>To continue to raise attainment and progress in reading, writing and maths.</p> <p>To continue to reduce the gap between those pupils eligible for pupil premium and those that are not.</p> <p>Referrals to outside agencies liaising with parents</p> <p>Referral's for EHCP's in order that pupils are supported effectively to make progress</p>

<p>To commission sports coaches, drama, dance and music specialist teachers to work with pupils in the school day or at after school clubs at no charge to pupils.</p>	<p>£16,000</p>	<p>Engaging and capturing the interests of all pupils. Pupils' life experiences are limited Concentration and levels of focus need to improve.</p>	<p>Pupils are inspired and motivated to learn. Pupils engaged and on task with activities that capture their interests. Teaching across the school to be graded at least good. Pupils have a bank of experience to draw on. Gap between pupils eligible for pupil premium and those not is reduced.</p>
<p>To employ a Family Support Worker, School Counsellor, Attendance Officer and Nurture/Behaviour Mentors to support parents and pupils in a pastoral capacity.</p>	<p>£34,000</p>	<p>Children experiencing ever increasing stressful situations leading to behavioural and emotional difficulties.</p> <p>Vulnerable families on the verge of crisis Parents in need of parenting support Attendance and Punctuality impacting on learning opportunities.</p> <p>To work in partnership with parents to strengthen parental capacity and family relationships and to increase parental engagement in their children's education.</p>	<p>Supporting children in a designated nurturing environment on a one to one and small group situation. Providing strategies to cope with stressful and emotional situations. Children becoming more resilient To work with families in crisis with a view to reducing children becoming subject to Child Protection Plans. Support families needing specific help through signposting them to appropriate agencies and providing advocacy as needed Provide outreach support to families in need. Closely monitor attendance and work with families to ensure good punctuality. Work with children in nurture groups thereby improving behaviour and reducing the chances of exclusions from school. Liaise with outside agencies to provide support as required to families Parental and family engagement increased in their children's education Reduce the number of persistent absentees among pupils eligible for PP to be in line with national average. Reduce the number of late pupils.</p>

To employ a Speech Therapist to support parents and pupils.	£7,000	Delayed speech and language development in many children	To intervene early and effectively with children for whom communication skills are concerning thus increasing the chances of children reaching age appropriate expectations by the end of Year 2. Improve staff diagnostic and intervention skills. Improve outcomes
Enrichment activities include school trips, residential visits, sports fixtures, music festivals and events in school such as theatre company visits and themed workshop days.	£15,000	A lack of opportunity to widen individual learning experiences within and outside of school	To enable children of low income families to access all school trips - especially residential. All parents are expected to contribute to every trip. To provide opportunities for pupils to explore a wide variety of different experiences.
Purchase of specific material, resources, ICT and other equipment to support learning	£12,000	Not all children have access to computers, I-Pads or the internet	All children have access to a wide variety of technology/media. They are encouraged to become independent learners and understand safe internet use.
Purchase of specific materials to support SEN pupils (Desty, Cogmed, IDL)	£1000	Pupils have gaps in their learning, need pre-teaching and precision teaching.	Pupils on the SEN register will make rapid progress by the end of the year in relation to their year group or personal targets.
Staff to attend training/CPD.	£6,000	Staff need to keep updated and receive training in a mastery approach. Assessment and moderation in foundation subjects. Talk Boost development of working memory extending vocabulary	Staff trained and updated to support pupils in their learning in order that they make accelerated progress.

Pupil Premium Review – July 2019

% of pupils receiving pupil premium reaching expected standard (KS2)

Subject	School	LA	National
GPS	82.6	66.4	67.4
Reading	87.0	60.8	62.0
Writing	65.2	66.9	67.8
Maths	60.9	64.5	67.4
RWM Combined	43.5	47.6	51.4

Progress of pupil premium pupils compared to non-pupil premium pupils within school (average point score progress) (KS2)

Subject	PP	Non PP
Reading	87.0	83.3
Writing	65.2	100
Maths	60.9	83.3
RWM Combined	43.5	83.3

% of pupils working at expected level (EYFS)

Subject	PP	Non PP
Good Level of Development	66.7	54.5

% of pupils working at expected level (Year 1 Phonics)

Subject	PP	Non PP
Year 1 Phonics	78.6	78.6

% of pupils working at expected level (KS1)

Subject	PP	Non PP
Reading	71.4	71.4
Writing	57.1	71.4
Maths	57.1	78.6
RWM Combined	57.1	71.4

Impact of Pupil Funding 2018/2019

EYFS

- 66% of PP funded pupils achieved a Good Level of Development compared to 54.5% of non PP pupils.
- 77.8% of PP funded pupils achieved the expected standard in Prime Learning Areas. The gap between these and non-funded PP pupils is considerably less than the gap nationally.

Phonics

- Unlike the national and LA picture there is no longer a gap between those PP funded pupils achieving the expected standard in Phonics and at the end of Year 1 and non-funded PP pupils.

KS1

- Compared to national results our PP funded pupils achieve expected standard in Reading, Writing and Maths combined.
- In Reading, unlike nationally there is no gap between PP funded pupils and non-funded PP pupils achieving the expected standard, a greater percentage of PP funded pupils achieved greater depth standard than they did nationally.
- In Writing a greater percentage of our PP funded pupils achieved the expected standard in Writing than they did nationally.
- In Maths a higher percentage of PP funded pupils achieved greater depth standard than they did nationally.
- There remains a gap between PP funded pupils and non-funded PP pupils in Writing and Maths.

KS2

- 57.1% of our PP funded pupils achieved the expected in Reading, Writing, Maths combined compared to 50% nationally.
- In Reading PP funded pupils achieved better than our non PP funded pupils in school and significantly better than PP funded pupils nationally.
- In Writing and Maths there remains a gap between PP funded pupils and non PP funded pupils at expected and greater depth standard. However compared to national and LA results it is less than 1 child in Writing and less than 2 children in Maths.

Releasing the SENCO has ensured specific targeted intervention and referrals completed earlier. Impact of interventions has been measured allowing for readjustment if necessary. All pupils have worked in small groups with experienced trained staff and consequently made progress.

The team around the child has meant that families and those pupils who needed pastoral support to engage were supported appropriately. This ensured a calm working environment for all other pupils. Structured nurture sessions took place three times a week with drop in nurture taking place daily.

Enrichment activities including visits, trips, visitors, and sessions with specialists have allowed pupils to access these activities and opportunities.

86.31% of pupil premium pupils have attended an afterschool club

76.38% of pupil premium pupils have been on a residential trip (Year 2 to Year 6)

Specific materials and training such as Read Write Inc, Maths No Problem, intervention resources and licences, e.g. Cogmed , Desty and IDL, ICT equipment including chrome books were purchased and used specifically to target need and support learning.