

Reviewed Pupil Premium Strategy Statement 2019-2020 – Gorsewood Primary School

Summary Information

Academic Year:	2019/2020	Total PP Budget:	£148,658	Date of PP Review:	
No of Pupils on Roll:	193	No of PP Pupils:	114	Date of Next Review:	July 2020

Current Attainment

	Pupils eligible for PP	Pupils eligible for PP (national average)
% Achieving the expected standard or above in reading, writing & maths		
Average progress score in reading (or equivalent)		
Average progress score in writing (or equivalent)		
Average progress score in mathematics (or equivalent)		

Strategy

Project	Approx Cost	Barriers to Learning	Desired Outcome (to be reviewed at end of academic year)
Additional experienced teaching assistants. Additional high quality classroom support and intervention to improve learning outcomes for pupils.	£42,000	Gaps in reading, writing and maths skills – additional targeted support is required. Focus and engagement levels – children work more effectively in small groups and with specific learning intentions therefore additional staff will allow or this.	To continue to raise attainment and progress in reading, writing and maths. To continue to reduce the gap between those pupils eligible for pupil premium and those that are not.
Non-teaching SENCO employed one and half days per week to observe, refer, target and track intervention and impact.	£12,000		Referrals to outside agencies liaising with parents Supporting training staff Referral's and reviews for EHCP's in order that pupils are supported effectively to make progress

<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 and Nurture/Behaviour Mentors to support parents and pupils in a pastoral capacity.</p>	<p>£45,000</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 in 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.	£6,000	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
Attendance including SLA for support from LA and rewards	£1,000	Attendance and punctuality disrupting learning and impacting on continuity and progress	Attendance for pupil premium children meets national average. Reduce the 9% of persistent absentees for PP funded pupils. Closely monitor attendance and work with families to ensure good attendance and punctuality. Reward 99%+ attendance and good punctuality.
To purchase additional Educational Psychologist hours	£1,400	Pupils eligible for pupil premium funding need support to fully access the curriculum	Educational Psychologist to observe pupils, advise on strategies/next steps. Pupil supported effectively and make progress in line with SEN pupils nationally at the end of KS1/KS2
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 materials to support SEN pupils (Sensory boxes/licenses/equipment including gym balls/stretchy suits)	£1.000	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.

Nurture – Resources/equipment/food/furnishings	£1,500	Effective nurture requires furnishings and resources that are conducive to the program and ethos for it to be effective.	Pupils feel comfortable, calm and relaxed and less anxious. Pupils are then more likely to respond to the program
<p>Staff to attend training/CPD.</p> <p>Supply cover to release staff for training- Mental Health, First Aid, ELSA, Nurture award</p> <p>Educational Psychologist – purchase additional time and training</p> <p>Team Teach and Lego Therapy</p>	£9,000	<p>Staff need to keep updated and receive training in a mastery approach.</p> <p>Assessment and moderation in foundation subjects.</p> <p>ELSA training</p> <p>SEMH support</p>	Staff trained and updated to support pupils in their learning in order that they make accelerated progress.

Pupil Premium Review – October 2020

Due to Covid-19 pandemic and the suspension of the statutory national testing 2019-2020 there is no comparative summative data available.

Following government guidance school closed to the vast majority of pupils on 20.03.2020. Teacher assessment at this mid-year point demonstrated the vast majority of pupils making progress however indicated the gap between disadvantaged and non-disadvantaged remained. It was anticipated that the remaining weeks in school further intervention and booster sessions would have reduced the gap.

Non-teaching SENCO proved effective and an efficient use of time. Referrals and reviews were up to date. Staff and parents made appointments on the allocated day.

Enrichment experiences via sports coaches, trips, drama, dance and music specialists, and the range of after school clubs took place September to March and continued with fewer pupils during partial closure. This supported positive well-being and physical health.

The pastoral team worked from September 2019 throughout the lockdown period and during the usual school holidays. They continued to support our vulnerable children and families whether they attended school or not.

Speech therapist (Carole Howes) effectively supported pupils up until March 2020. She provided staff with speech and language programs to deliver as one to one intervention with targeted pupils. During lockdown Carole delivered training online and staff accessed this.

Attendance SLA provided school with a monitoring and advisory service; they provided targets and external reminders to families of the statutory requirements for children to attend school.

Educational psychologist additional hours observed pupils and provided detailed reports to support teachers to support pupils effectively.

Staff completed part of mastery approach to teaching – will continue 2020-2021. Staff member now trained in ELSA and another in Lego Therapy. Whole school trained in Team Teach.