



## **GATLEY PRIMARY SCHOOL**

# **PUPIL PREMIUM STRATEGY**

## **2019/20**

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM. This Statement outlines how Pupil Premium funding is used to support these pupils in provision and an evaluation on how this grant was spent in the previous year.

Autumn 2019

## VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
02.02.2015	1.0	Publication of 2014/15 Pupil Premium Report on school website	M Murray
18.12.2015	2.0	Publication of 2014/15 Pupil Premium Statement on school website	M Murray
21.11.2016	2.1	New strategy comprising previously published Pupil Premium Statement and evaluation ratified adopted by Teaching and Learning Committee	V McManus
20.11.2017		Next Review	
14.09.2017	2.2	2016-17 strategy evaluated and 2017-18 strategy developed.	G.Norman and C.Kitchen
15.10.2018	2.3	2017-18 strategy evaluated and 2018-19 strategy developed	C Kitchen and G Norman
02.10.2019	3	2017/18 strategy evaluated and 2018/19 strategy developed.	C Kitchen



Head of School

Date: 7 November 2019

Governor

Date: 7 November 2019



## OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM and children whose parents are currently serving in the armed forces and children who are Looked After.

The Pupil Premium is additional to main school funding and is used by the school to address any underlying inequalities, by ensuring that funding reaches the pupils who need it most.

## OBJECTIVES FOR PUPIL PREMIUM AT GATLEY PRIMARY SCHOOL

The Pupil Premium has been used to:

- Ensure quality first teaching (QFT) is the prime approach in the removal of barriers to learning.
- provide additional educational support to improve the progress and to raise the standards of achievement for these pupils
- narrow and close the gap between the achievement of these pupils and their peers
- address any underlying inequalities between children eligible for Pupil Premium and others
- ensure all children are ready to learn and access the curriculum by supporting their needs

We have ensured that the additional funding reached the eligible pupils who need it most and that it has made an impact on their education, and the education of others.

## ACCOUNTABILITY

The leadership team has regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and have reported this to the Governing Body. The school has an identified member of the leadership team who is responsible for Pupil Premium.

## **FUNDING 2018 / 19**

- 28 pupils were entitled to benefit from pupil premium funding.
- Each entitled pupil received £1320 per annum for pupil premium; children who are/have been in care received £2300. Our school was allocated £50,170 for pupil premium funding for 2018/19.
- Pupil Premium funding was used to accelerate the progress made by the entitled pupils in order for them to meet age related expectations or better. Initially this funding was been allocated for bespoke interventions to support the removal of barriers to learning and to ensure outcomes for pupil premium pupils remained in line with their peers.
- Funding was also used to support children attending extra-curricular activities, visits, including residential, breakfast/after school club provision, support for families, individual learner resources, pastoral support groups and social skills groups, in turn enhancing and enriching the curriculum offer for disadvantage pupils.

## **FUNDING 2019 / 20**

- Currently 28 pupils are entitled to benefit from pupil premium funding.
- Each entitled pupil receives £1320 per annum for pupil premium; children who are/have been in care receive £2300. Our school has been allocated £50,170 for pupil premium funding for 2019/20.
- For children who are eligible for Pupil Premium funding this year, there is four main foci:
  - Supporting academic development
  - Supporting their social and emotional wellbeing
  - Develop learning strategies to support through metacognition
  - To offer extra-curricular opportunities.

All foci are being used to support and accelerate the progress made to towards age related expectations or better, in line with their peers, as well as supporting the children to become well rounded, confident and socially responsible.

**This year we are offering one to one or small group tuition using pupil premium funding after or before school.**

- As part of academic support, we have split this into 8 areas:
  - Reading support,
  - Writing Support
  - Maths Support

- Grammar Support
- Art skills support
- Music skills support
- Speaking and Listening support:
- Sport skills support
- As part of learning skills support, we have split this into 5 areas:
  - Reflecting on learning
  - Developing independence
  - Problem solving
  - Resilience to struggles
  - Organisational skills
- As part of extra curricular support, we have offered financial support for
  - Swimming
  - Music lessons
  - Educational visits
  - Other afterschool opportunities available.

In addition, for children who are entitled to additional funding

- As part of the social and emotional supported, we have split this into 9 areas:
  - Collaboration support
  - Listening skills
  - Explaining feelings
  - Understanding the feelings of others
  - Communicating
  - Behaviour towards others
  - Turn-taking
  - Dealing with conflict
  - Self awareness of behaviours
  - Other
- Through a consultation with parents and staff, each child has clear areas of focus from which impact will be measured. These areas have been chosen as parents and staff feel they will have the biggest impact on the child. Funding has been allocated in line with this consultation.
- All strategies within this strategy are based on academic research. The Educational Endowment Fund (EEF) offer a wide research base to find strategies which show the greatest impact. The EEF is one of the ways we can used to inform this strategy. Where it shows a positive number eg +6, this means the cost per intervention and the quality of research into the impact gives a nominal months progress when having intervention compared to those not having it.

## Appendix A Pupil Premium Strategy and Review 2018-19

1. Summary information					
School	Gatley Primary School				
Academic Year	2019-20	Total PP budget	£50,720	Date of most recent PP Review	07/2019
Total number of pupils	490	Number of pupils eligible for PP	28	Date for next internal review of this strategy	07/2020

2. 2018-19 Attainment Data		
(brackets are number of children this applies to)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving Good Level of Development at the end of Reception (2)	50%	90%
% Phonics Pass in Year 1 (3)	67%	92%
% Phonics Pass Year 2 (2)	50%	80%
% KS1 Expected Standard + READING (3)	33%	92%
% KS1 Expected Standard + WRITING (3)	33%	90%
% KS1 Expected Standard + MATHS (3)	33%	92%
% KS1 Expected Standard + RWM (3)	33%	87%
% KS1 Expected Standard + RWM (Greater Depth)(3)	0%	27%
% KS2 Expected Standard + READING (5)	100%	98%
% KS2 Expected Standard + WRITING (5)	100%	98%
% KS2 Expected Standard + MATHS (5)	100%	98%

% KS2 Expected Standard + GPS (5)		100%	98%
% KS2 Expected Standard + RWM (5)		100%	98%
% KS2 Expected Standard + RWM (Greater Depth) (5)		20%	38%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
A.	Social and emotional wellbeing which can hinder children’s progress, including attachment presentation		
B.	Academic progress due to starting points.		
C.	Collaborative and communication skills, including confidence.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
D.	Attendance :		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>
A.	The gap between pupil premium performance and national performance in key indicators will have closed		Gap in attainment closed between national and pupil premium. Evidenced in whole school data as well as individual class data
B.	Children individual barriers to learning will be addressed and strategies to support this will be implemented. Strategies will come from external agencies, internal expertise and research.		Each child will have a one-page profile with clear barriers to learning. The profile will cross relate to how the pupil premium strategy is supporting these barriers to learning.

		Assessment data will measure its impact
C.	Children will gain effective skills to support them to work effectively with others and deal with any challenge that they are faced with.	Dojos will measure the impact of the intervention to see if this is supporting.

#### 4. Planned expenditure

**Academic year**                      **2019-20**

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. Academic 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	When will you review implementation?
<p>For children to make accelerated progress to be academically in line or beyond their peers.</p> <p>By the end of this year, we hope to see more than expected progress in core areas, which demonstrates the strategy impacting on academic progress.</p> <p>To raise the attainment of pupil premium at Greater Depth</p>	<p><b>Reading:</b> EY/KS1 – Individual reading and group comprehension, and, additional phonics intervention.</p> <p>KS2: Developing reading comprehension skills</p>	<p>EEF +6 for reading comprehension skills EEF +5 for phonics intervention</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p>	<p>Baseline taken from Salford reading test, including reading fluency and comprehension standardised scores</p> <p>Intervention to be skills for phonic decoding, fluency and comprehension skills.</p> <p>Exit test will measure impact, compared to children not receiving the interventions.</p>	<p>Delivered by year group teaching assistants</p> <p>Monitored by EO</p>	<p>Termly review in line with standards reviews to measure termly progress.</p>
	<p>Reading for the lower ability</p>	<p><i>Toe By Toe</i> is designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those</p>		<p>Teaching assistants daily</p>	



		with dyslexic difficulties. Even though the steps taken are small, students can clearly measure progress right from the first page. Confidence and self-esteem are boosted as a result		Monitored half termly by RS	
	<p><b>Writing</b> EY/KS1 – Developing talk for write strategies to allow children to rehearse what they want to write, considering grammatical structures and then their phonics</p> <p>KS2: Developing bespoke editing and evaluating strategies to improve quality of writing. Delivered one to one or in small groups.</p>	<p>EEF promising outcomes: the research suggests that oral language may play a stronger role in supporting writing in the early years and KS1. The programme benefits from targeted support of key oral language competencies to support the production of early written text in struggling writers and those with weaker oral language skills.</p> <p>The intervention strengthened students' understanding of the terms 'evaluate' and 'edit';</p> <p>The discrete focus on the process of judgement-making built students' confidence in evaluating their own and others' writing;</p> <p>The key approach of making comparative judgements on writing samples (asking, 'Which is better and why?') encouraged students to respond as readers of texts and to use a broad range of evaluative criteria;</p> <p>For many students, evaluative judgements and suggestions for improving writing became more specific and detailed over the course of the intervention;</p> <p>Teacher modelling of editing decisions and use of reflective prompts encouraged students to make changes to their texts during the writing process and helped to make the abstract notion of 'effectiveness' more accessible;</p> <p>Students' editing suggestions sometimes revealed less-than-secure grammatical understanding, particularly at sentence level.</p>	<p>Baseline taken from a piece of independent writing.</p> <p>Intervention on talk for writing strategies – inside and outside the classroom</p> <p>Exit data on another independent piece of writing – do they used the strategies? Is there an impact?</p> <p>Baseline – writing taken from the class writing cycle.</p> <p>Intervention - how to be an editing detective.</p> <p>Exit data – is the work produced after editing skills are employed better than before?</p> <p>End of project exit data – are the children able to use the editing skills themselves and has it become automatic?</p>	<p>Teaching assistants in each year group, once a week .</p> <p>Monitored termly by JM</p>	Complete and update SSE termly

	Maths: for less able mathematicians	The Power of 2 books provide a highly structured one to one maths coaching system that is particularly suited to dyslexic and dyscalculic students who require extra support in order to bond the basic maths facts into their long term memory.	Baseline and exit data collected by arithmetic test.	Half termly review collated by RS	Review the impact at each half term.
Pupils will have made accelerated progress with additional support in one to one or small group tuition.	Children will have one to one or small groups tuition to close specific gaps in learning.	This year, as part of our Pupil Premium spend, we are offering one to one or small group tuition. Evidence, by the Education Endowment Fund, shows that small group tuition has good impact data (four months additional progress to children not receiving this intervention). This is due to the personalised nature of working in such small groups and the feedback your child can receive.	Baseline assessment is the end of previous year attainment assessment. Repeat as an exit survey, including new assessments for next year.	Individual members of staff  Cost £1300 per child  = £18200	Termly reviews with impact data.
<b>Total budgeted cost</b>					<b>£36,400</b>
<b>ii. Learning Skills Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For children to work collaboratively with one another. To move this from an intervention to an in class learning strategy.	More bespoke and in-depth application of PSHE curriculum as a strategy to work in greater depth for key groups.	An evidence briefing outlines evidence to show that pupils who are positive about PSHE lessons by they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school. The findings are based on analysis conducted by the University of Hertfordshire and the PSHE Association, using data from the Health Behaviour in School-aged Children (HBSC) research study which surveyed 5,335 English school children aged 11, 13 and 15 in 2014.	As well as PSHE lessons being delivered in class, the funding will be used to apply to real life situations as pupils create a 'backpack' of wellbeing strategies to support them when conflict arises.  Assessment records will demonstrate the progress identified pupils have made. Check-in will be used to ensure there is a continued focus. Quantitative data will be collected to measure impact of implementation.	Implemented by staff, supported by CF and monitored by the PSHE team (EC)	Termly

For children to access the learning environment and make the same or better progress and outcomes than their peers.	Developing reflective practice which supports independence, resilience and organisation (54% of chn need support in this area.)	<ul style="list-style-type: none"> <li>- Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning.</li> <li>- Developing pupils' metacognitive knowledge of how they learn- their knowledge of themselves as a learner, of strategies and of tasks- is an effective way to improve pupil outcomes.</li> <li>- Explicitly teach pupils how to organize and effectively manage their learning independently. These practices will be consistently promoted within the classroom environment.</li> </ul>	<p>Training on how to use metacognitive strategies will be developed by all staff to ensure a consistent approach.</p> <p>Good practice will be shared to promote outcomes and progress.</p>	Monitored by CK/RR Implemented by staff	<p>Monthly using dojo record to see if impacting positively</p> <p>Termly pupil voice</p>
<b>Total budgeted cost</b>					£
<b>iii. Targeted support in Social and Emotional Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To develop emotional wellbeing including: Explaining feelings, understanding the feelings of others, behaviours towards others, dealing with conflict and self-awareness of behaviours.	<p>To develop emotional wellbeing through the support of a clinical psychologist.</p> <p>To enhance our PHSE curriculum delivery to support the emotional wellbeing and development of all pupils.</p>	<p>With a high percentage of post LAC, as well as other children in need of individual support, we will be working with nurture psychology to create bespoke one to one plans.</p> <p>Within this:</p> <ul style="list-style-type: none"> <li>- Further whole school CPD</li> <li>- Parent workshops to be offered again.</li> </ul> <p>Both to ensure a consistent and collaborative approach.</p> <ul style="list-style-type: none"> <li>- Individual clinics for parents and children to further re-evaluate strategies</li> <li>- Individual one to one programmes for complex needs.</li> </ul>	<p>Autumn to Spring Impact of Staff CPD and Parent workshop.</p> <p>Spring to Summer impact of bespoke clinics.</p> <p>Summer to Autumn impact of all strategies, including one to one programmes where necessary.</p> <p>Use the 1-6 emotional scale to measure entry and exit data after 8 week course.</p>	<p>Monitored by RR</p> <p>Implemented by all staff and interventions by CF</p>	Termly in line with SEND 4+1 review meetings and standards reviews.

Developing Collaborative, communicating, turn taking and listening skills all to impact on pupils' social skills inside and outside the classroom.	To develop skills through lego therapy and social skills interventions.	LEGO® therapy has been proven to be an effective way for children with social difficulties associated with Autism, Asperger Syndrome, Anxiety, Depression or Adjustment Disorders to improve and practice their social interaction and communication skills. Improvements in social competence enable students to sustain lasting friendships and reach their highest potential. Outside the classroom, explicit skills on how to listen and take turns, communicate and collaborate. Set challenges for children to work through and see how they can do this. Debrief, when we good at each area? What does it look like when we are good at each skill? How will it help us?	Pastoral TA to use this in line with training taken. Baseline: Use of assessment framework to look at progress in key social areas. questionnaire to parents and staff working with children to baseline children when breaking down these 4 skills into key components.  Intervention: Explicit work on skills  Exit data – re questionnaire to measure impact.	CF  Reviewed by CK	Termly
<b>Total budgeted cost</b>					<b>£20000</b>

<b>iv Extra curricular support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
To develop a continued variety of extra-curricular opportunities	Offer a range of extra-curricular activities for children to try something new.	This was an area some parents wanted as opposed to all other options available to support a wider skill set.	Report to be given from music service to monitor progress	Music service Sports service	Yearly.
<b>Total budgeted cost</b>					<b>£2000</b>

<b>5. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2018 - 2019</b>
<b>i. Quality of teaching for all</b>	

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>For children to make accelerated progress to be academically in line or beyond their peers.</p> <p>By the end of this year, we hope to see more than expected progress in core areas, which demonstrates the strategy impacting on academic progress.</p>	<p><b>Reading:</b> EY/KS1 – Individual reading and group comprehension, and, additional phonics intervention. (77% of chn in need of this support) KS2: Developing reading comprehension skills (73% of chn in need of this support)</p>	<p>Impact data from Salford Reading outcomes entry to exit. Pre-test in October and post-test in March. 7/22 of the children in the reading intervention groups had improved their reading score by over 6 months with the biggest gain being 1 year 6 months. Testing in July resulted in 11/19 improving their score by over 1 year, the biggest gain being 2 years and 2 months achieved by three pupils.</p>	<p>Development of interventions into reading fluency for children working at ‘Working Towards’.</p>	<p>Across all academic areas, spend was:  <b>£32,500</b></p>
	<p><b>Writing</b> EY/KS1 – Developing talk for write strategies to allow children to rehearse what they want to write, considering grammatical structures and then their phonics (89% of chn in need of this support) KS2: Developing bespoke editing and evaluating strategies to improve quality of writing. Delivered one to one or in small groups.</p>	<p>Pupils continually developed writing through editing and improving with a different focus each time. This impacted on exit data for writing progress, in particular punctuation and word choice. Exit data in writing: KS2 outcome 19% above national at expected progress and 25% above national at greater depth</p>	<p>Continue with this approach using a morning writing and bringing editing skills into lessons with more bespoke exemplar.</p>	
	<p><b>Maths</b> Mathematical problem solving skills across EY to KS2 (44% of EY/KS1 need support in this area. 74% of KS2 need support in this area) Monthly problem solving challenge session</p>	<p>Maths concept analysis, children made progress within problems solving maths concepts across the school. Eg Year 5 progress data included 30% achievement entry to 93% exit achievement.  Overall KS2 19% above national at expected, and 43% above national at Greater Depth.</p>	<p>Ensure clarity of entry and exit data across all year groups</p>	
	<p><b>Grammar</b> EY/KS1 – grammatical concepts in early writing for more able. (11% of EY/KS1 need support in this area)</p>	<p>Grammar sessions have focused upon the teaching of discreet skills to consolidate learning from the classroom. This teaching has been diagnostic and based upon misconceptions particular to the identified children. Ks2 exit data 20% above national at expected progress and 32% above national at greater depth.</p>		

	KS2 making connections between grammatical concepts to support learning through schemas)			
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Developing Collaborative, communicating, turn taking and listening skills all to impact on pupils social skills inside and outside the classroom.	To develop skills through games and problem solving.	Teaching assistant deployed both in and out of lessons to support collaborative and communication skills through problem solving. This included group work in class, looking at the problem solving activities and working collaboratively to find the solution. Outside of lessons, the groups have been given problem solving challenges to work through. Outcomes include:		£5000
To develop emotional wellbeing including: Explaining feelings, understanding the feelings of others, behaviours towards others, dealing with conflict and self-awareness of behaviours.	To develop emotional wellbeing through the support of a clinical psychologist.	This was extremely beneficial. STAFF TRAINING: All staff attended training for attachment and attachment style strategies. Staff gained a good understanding of the needs and reasons behind behaviours.  PARENT WORKSHOPS: A group of parents attended the Adopted Parenting workshops.	This year, we need to continue to work with the Clinical Psychologist to look at developing more strategies to support- maybe more bespoke.  What is the impact on pupils as an entry and exit data collection?	Staff meetings, + parent workshops + individual meetings + release = £5,700
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

For children to access learning environment and make the same or better progress and outcomes that their peers	Developing reflective practice with supports independence, resilience and organisation (54% of chn needed support in this area.)	Children worked both in class to develop their reflective practice and independence. Two teaching assistants were employed to support this and rotated around the children to build this independence. This was particularly successful when individual aspects of need were identified and children then accessed one to one or small group interventions. Pupils feedback included: <i>'This really helped me to make links between the things I have learnt before and what I am learning now. I have started mindmapping for my homework too.'</i>	We will be continuing with this approach as being in class with children was very successful. (see exit data for KS2)	£6,600
Children develop confidence in something new.	Extra curricular opportunities including music lessons and sports clubs	This was an area some parents wanted as opposed to all other options available to support a wider skill set. 6 of Pupil Premium children experienced a new instrument 5 learnt a new language 3 tried a new sport.	Need to ensure each child with pupil premium has the offer of a fully funded extracurricular enhancement – this needs further marketing	£1500

#### 6. Additional detail

Additional Appendix attached:

- Our one page profile for pupil premium children
- Extra curricular opportunities timetable for 2019/20
- Milestone Disadvantage Tracker – Internal Assessment Data
- Parent Consultation for funding proposal 2019/20- analysis and proforma