

Pupil Premium Strategy Statement 2019-2022



I. Summary Information

School Gorse Hill Primary School					
Academic Year	2019/20	Total PP budget	£100,620	Number of pupils eligible for PP	76
	2020/21				
	2021/22				
Total number of pupils		Date of most recent PP Review	March 2019 (external)	Date for next internal review of this strategy	Autumn Term 2019

Attainment - Academic Year 2018/2019

	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	25%	75%
Year 1		
% achieving in reading, writing and maths	66.7%	64.9%
% making progress in reading	83.3%	81.5%
% making progress in writing	83.3%	81.5%
% making progress in maths	66.7%	83.4%
Year 2		
% achieving in reading, writing and maths	60%	68%
% making progress in reading	60%	77.5%
% making progress in writing	60%	77.5%
% making progress in maths	60%	79.6%
Year 3		
% achieving in reading, writing and maths	33.3%	68.9%
% making progress in reading	56.3%	65.8%
% making progress in writing	56.3%	70.5%
% making progress in maths	43.5%	61.4%
Year 4		
% achieving in reading, writing and maths	54.5%	60.4%
% making progress in reading	72.7%	60.4%
% making progress in writing	81.8%	60.4%

% making progress in maths	90.9%	60.4%
Year 5		
% achieving in reading, writing and maths	46.2%	56.5%
% making progress in reading	61.6%	65.1%
% making progress in writing	77%	65.1%
% making progress in maths	69.3%	58.7%
Year 6		
% achieving in reading, writing and maths	47.1%	74.4%
% making progress in reading	76.5%	65.1%
% making progress in writing	58.8%	58.2%
% making progress in maths	58.8%	58.1%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor communication skills
B.	Previous learning is not embedded and recall is not consistently accurate in lower attainers
C.	SEN
D.	Social and emotional needs
E.	Reading fluency and comprehension
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Improvement/increase of parental engagement
B.	Opportunities for enrichment activities
C.	Less than 95% attendance and persistent absence

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Dedicated TA to provide targeted support to develop language acquisition of EAL pupils; participation in Swindon Oracy Project & Swindon Drama Project	<ul style="list-style-type: none"> EAL children (particularly those new to the country) will be able to speak English at a conversational level and will begin to write English at a stage appropriate level Levels of communication for all pupils will be increased including the use of age appropriate vocabulary, understanding and grammatical language use
B.	Quality First Teaching is available to all children. Planning lesson sequences demonstrate clear learning journeys.	<ul style="list-style-type: none"> Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points

	Where necessary, pupils will experience pre-teaching in preparation for recall and building on previous learning.	<ul style="list-style-type: none"> • Pupils are able to articulate and demonstrate their previous and new learning with accuracy
C.	Children will make expected or better than expected progress according to their individual starting points.	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary • Where appropriate additional professionals will be included
D.	Children will access the Inclusion team (including ELSA trained LMs) when required to support social and emotional needs enabling children to be in a better learning place	<ul style="list-style-type: none"> • Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence.
E.	Children will have access to high quality texts; Participation in TWHF Reading project with support from Literacy Lead from TWHF; training for all staff on the teaching of reading	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of children in reading and further targeted support will be implemented as necessary • TWHF Literacy Lead will work with the English Lead in school to deliver training for staff which will be monitored through learning walks, drop ins, observations & evidence of pupil work etc
A.	Voices Forum will provide regular opportunities for parents to share ideas/concerns; parental workshops and opportunities for parents to engage in the classroom with their children to be timetabled throughout the year; parents will regularly be invited to wider school events	<ul style="list-style-type: none"> • Evidence of increased positive relationships between parents and staff • Increased active parental engagement, supporting learning. • Successful strategies implemented to support children's learning and wellbeing • Increased uptake of parents to school events
B.	All children to access trips, visitors, residential	<ul style="list-style-type: none"> • No child will miss opportunities due to family hardship. All PP children to have paid/voluntary contribution activities subsidised
C.	Attendance of all Pupils to at least meet National Average	<ul style="list-style-type: none"> • Attendance diminished between Pupil Premium and Non-Pupil Premium pupils • Weekly attendance reports to monitor pupil attendance with immediate action • Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support • Where necessary, the EWO and Inclusion Manager to carry out home visits • Good attendance to be celebrated

4. Planned Expenditure

Academic Year **2019-2020**

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	When will you review implementation?
Pure Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential based on relative starting points	<p>Quality First Teaching</p> <p>An UKS2 teacher has been appointed as Phase Leader with a TLR to champion PP children in this phase approaching end of KS2 assessments</p> <p>FS & KSI classes have a full time TA to support learning & teaching. KS2 classes have a TA to support learning & teaching during core subject lessons each morning. These TAs work with identified children within class in the afternoons to support children to access all curriculum areas</p>	<p>To ensure the difference in attainment between PP children and non PP children is diminishing and continues to do so.</p> <p>Data</p> <p>Pupil Progress meetings</p> <p>Learning Walks</p> <p>Observations</p> <p>Work Scrutinies</p> <p>Pupil Voice</p> <p>Drop-ins</p>	<p>Pupil Progress Meetings will be used termly to record and evaluate the effectiveness of the quality of teaching and impact on attainment and progress.</p> <p>Phase meetings will moderate work to ensure all children receive the same access of opportunity and children are supported by adults where necessary and learning is scaffolded appropriately to children's needs.</p> <p>Learning Walks, Observations and Book Scrutinies will be triangulated to ensure Quality First Teaching in all classrooms</p> <p>PP lead to hold focused discussions with class teachers to monitor the attainment and progress of PP children and to implement strategies to ensure</p>	<p>HT</p> <p>LF</p> <p>SLT</p> <p>EAL Lead</p> <p>Subject Leads</p> <p>Class teachers</p> <p>TAs</p>	<p>At each data drop throughout the year</p>
The vast majority of Pupil Premium	Participation in TWHF Reading Project	End of KS data for academic year shows a			At each data drop throughout the year

<p>children make the same amount of progress as non PP children to achieve ARE in reading</p>	<p>The English Lead and TWHF Literacy Lead will conduct training and staff meetings to ensure consistency in teaching approaches for reading and writing</p> <p>Reading Eggs subscription</p>	<p>decrease in reading outcomes for KSI and KS2</p> <p>All children to have access to QFT and age appropriate quality texts to support and improve fluency and comprehension</p>	<p>continued progress is being made towards targets (in liaison with SENCo/EAL lead where necessary)</p> <p>School English Lead to work with TWHF English Lead (planning, courses etc)</p> <p>Regular assessments for progress</p>		
<p>55% of EAL Pupil Premium children make the same amount of progress as non PP EAL children to fulfil their academic potential based on relative starting points</p>	<p>EAL assessments carried out for all PP/EAL children new to the country or not on track to measure progress</p> <p>Dedicated TA to work with EAL children in the afternoons</p> <p>EAL TA to work alongside EAL children with their parents (to focus on developing reading fluency & comprehension)</p>	<p>Vulnerable groups to be monitored to ensure the diminishing difference between PP children and non PP children</p> <p>Pupil Progress meetings Learning Walks Observations Work Scrutinies Pupil Voice Drop-ins</p>	<p>Regular liaison meetings with EAL Lead, EAL TA & PP Lead</p>		<p>At each data drop throughout the year</p>
<p>56% of SEND Pupil Premium children make the same amount of progress as non PP SEND children to fulfil their academic potential</p>	<p>Children identified to support additional needs (academic & emotional).</p> <p>Identified PP children will be supported by teachers/TAs to</p>		<p>Regular liaison meetings with SENDCo, class teachers & PP Lead</p>		<p>At each data drop throughout the year</p>

based on relative starting points	develop, progress, challenge and consolidate learning. Learning needs to be addressed by class teachers in liaison with SENCo and supported by class TAs				
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Total budgeted cost 32,000

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	When will you review implementation?
Support for children and/or families who are vulnerable and/or anxious	<p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to support social, developmental and emotional needs as well as learning behaviours</p> <p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>Implementation of the school 'Seagulls</p>	<p>Some PP children have been identified as anxious coming in to school. Learning Mentors are able to spend quality time reassuring and supporting children at the beginning of the school day in order that they are able to start their day in a better learning place.</p> <p>Learning mentors work with identified PP children in the classroom to support learning behaviours and needs</p>	<p>Inclusion Team hold regular meetings to discuss children</p> <p>Class teachers and the Inclusion Team liaise to provide, maintain and review support available for vulnerable and anxious children</p> <p>Supervision meetings take place between the Inclusion Manager and HT</p> <p>External supervision meetings take place for ELSA trained Learning Mentors</p>	<p>RG LS LG</p> <p>SLT</p> <p>Class teachers</p>	<p>Inclusion team meetings held weekly</p> <p>Ongoing</p>

	<p>Groups' will target families and offer support enabling parents within the community to engage with school</p>	<p>Learning mentors work to develop social, emotional and self-esteem needs with PP children within the classroom, on an individual basis and in small groups</p> <p>Inclusion Manager/Learning Mentors engage with parents/carers to provide support</p>			
Improvement/increase of parental engagement	<p>Voices Parent Forum to hold regular meetings</p> <p>Workshops/ end of topic celebrations held in classes for parents to attend with their children</p> <p>Implementation of the school 'Seagulls Groups' will target families and offer support enabling parents within the community to engage with school</p> <p>Improved communication between school and parents (Voices,</p>	<p>Poor communication between school and parents was highlighted in the OFSTED report</p>	<p>Regular communication sent from school</p> <p>Improved parental attendance at Voices meetings</p> <p>Improved uptake of parental engagement at events in school</p>	<p>SLT Inclusion Team Admin Team</p>	<p>Ongoing</p>

	newsletters, SCHOOP, information board)				
Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children	<p>Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.</p> <p>Attendance Officer to send attendance letters to parents and issue PN in line with TWHF & SBC guidelines</p> <p>EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent lateness/absence will be subject to home visits.</p> <p>Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary</p>	Continued monitoring of the attendance of PP children shows a discrepancy between them and non PP children	Regular liaison between Attendance Officer, Inclusion Team, EWO and SLT	LR LC Inclusion Team SLT	Ongoing

Total budgeted cost 47,500

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	When will you review implementation?
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PP children across KS2 have the opportunity to develop leadership skills and characteristics which are transferred to the classroom environment	Health, physical, social & mental well-being	To consolidate learning by demonstrating how certain character attributes can be applied to different situations and to enhance individual decision making in a social context.	Notes on planning Children will become more resilient, co-operative and emotionally literate Pupil voice	Class teachers PPA support LF	Termly
PP children are engaged in all aspects of school life accessing the same opportunities as non PP children	There is a fund available for PP families facing financial hardships to access for support such as: School trips/residential visits subsidised. Support available for school uniform	Disadvantaged children/families are not constrained by financial restraints and are able to access the same opportunities as their peers.	Tracked spend will show uptake of pupils accessing fund	LF	Ongoing
PP/SEN children have the opportunity to engage in outdoor learning as an alternative provision more suited to their individual needs	Forest schools work alongside Reception practitioners to develop and engage pupils in Outdoor Learning TAs being trained in the Forest School approach to learning	SEN PP children find it difficult to access and engage in the curriculum. Behavior records show that they often become disengaged in their learning, particularly in afternoon sessions	Trained TAs will plan activities to support children which will be monitored by SLT	SLT	Ongoing
Total budgeted cost					21,120

5. Review of expenditure

Previous Academic Year **2018-2019**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt
Pure Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential based on relative starting points	<p>Quality First Teaching</p> <p>FS & KS1 classes have a full time TA to support learning & teaching. KS2 classes have a TA to support learning & teaching during core subject lessons each morning. These TAs lead targeted intervention groups in the afternoons.</p> <p>Clear baseline assessments have been carried out in order to more accurately measure progress.</p>	£21,521.51	<p>Reading Progress (Expected and expected +) 88% PP 82% Non PP</p> <p>Writing Progress (Expected and expected +) 88% PP 77% Non PP</p> <p>Maths Progress (Expected and expected +) 88% PP 76% Non PP</p>	<p>Due to varying levels of impact of interventions, TAs will be working in classes to support children in the afternoons.</p> <p>They will be implementing pre-teaching to enable children to access learning.</p> <p>They will also be carrying out more 1:1 reading with targeted children to improve fluency.</p> <p>Focus to be given by teachers on planning, identifying which children TAs will work with, including higher attainers</p>
50% of EAL Pupil Premium children make the same amount of progress as non PP EAL children to fulfil their academic potential based on relative starting points	<p>EAL assessments carried out for all PP/EAL children new to the country or not on track to measure progress</p> <p>Dedicated TA to work with EAL children in the afternoons</p> <p>Identified PP children will be supported by</p>		<p>Reading Progress (Expected and expected +) 57% PPEAL 67% Non PPEAL</p> <p>Writing Progress (Expected and expected +) 57% PPEAL 49% Non PPEAL</p>	

	teachers/TAs to develop, progress, challenge and consolidate learning.		Maths Progress (Expected and expected +) 48% PPEAL 69% Non PPEAL
50% of SEND Pupil Premium children make the same amount of progress as non PP SEND children to fulfil their academic potential based on relative starting points	<p>Children identified to support additional needs (academic & emotional).</p> <p>Identified PP children will be supported by teachers/TAs to develop, progress, challenge and consolidate learning.</p> <p>Interventions to address learning needs by class teachers in liaison with SENCo</p>		<p>Reading Progress (Expected and expected +) 68% PPSEN 91% Non PPSEN</p> <p>Writing Progress (Expected and expected +) 74% PPSEN 96% Non PPSEN</p> <p>Maths Progress (Expected and expected +) 84% PPSEN 82% Non PPSEN</p>
To increase the number of Pupil Premium children attaining ARE combined (RWM)	<p>Quality First Teaching. Implementation of mastery maths approach and mastery in reading and writing</p> <p>Identified PP children will be supported by teachers/TAs to develop, progress, challenge and consolidate learning.</p> <p>Subscription to online maths software (Mathletics) to target PP children supporting and developing their learning in school and at home.</p>		<p>Children attaining ARE;</p> <p>Y1 67% PP 65% Non PP</p> <p>Y2 64% PP 67% Non PP</p> <p>Y3 33% PP 69% Non PP</p> <p>Y4 55% PP 60% Non PP</p> <p>Y5 46% PP 57% Non PP</p> <p>Y6 47% PP 74% Non PP</p>

	Reading Eggs will be made available for dedicated PP access especially for reluctant PP readers and more able PP readers.			
To increase the number of MA Pupil Premium children reaching the GD Standard to fulfil their academic potential based on prior attainment	<p>Quality First Teaching with tasks to challenge higher attaining pupils in order to reach the GDS</p> <p>Identified PP children will be supported by teachers/TAs to develop, progress, challenge and consolidate learning.</p> <p>All PP children will have access to quality support (when required) including challenge for more able PP children.</p>			

Targeted Support

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt
Support for children who are vulnerable and/or anxious	<p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to support social, developmental and emotional needs as well as learning behaviours</p>	£43, 372	<p>Children are coming into school more calmly and are more ready for learning</p> <p>Records show work completed with targeted children.</p> <p>Both LMs have completed ELSA training and are</p>	Advice after PP Review was to begin using SDQs to measure the impact of the Learning Mentor role and the progress of the children they work with

	<p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>Learning Mentors to undertake ELSA training</p>		<p>implementing with targeted children</p>	
<p>Support for families who are vulnerable and/or anxious</p>			<p>Pupils have had a more consistent experience in school enabling them to access school life in a more positive way.</p>	<p>To support and encourage parents to engage with additional professionals</p>
<p>Lateness/Persistent absenteeism/ Absenteeism is decreased in PP children</p>	<p>Admissions Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.</p> <p>EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent lateness/absence will be subject to home visits. Incentives and rewards for positive behaviour regarding overcoming lateness & absence of PP children will be implemented.</p>		<p>Rigorous monitoring has shown attendance to be:</p> <p>All 95.83%</p> <p>PP 94.55%</p> <p>Persistent Absence:</p> <p>All 8.8%</p> <p>PP 17.1%</p>	<p>The school recognizes the need to report quickly to the EWO who responds with letters/home visits & legal routes in a more timely fashion</p> <p>Following the PP Review, the Admissions Officer is making comparisons of attendance for specific children on a wider basis</p> <p>Persistent absence will be tracked more closely to show any incremental increases in attendance even if children remain below the National Average</p>

Other Approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons Learnt
<p>PP children across KS2 have the opportunity to develop leadership skills and characteristics which are transferred to the classroom environment</p>	<p>Skill Force – The Prince William Award – Explorer level</p>	<p>£18,000</p>	<p>Class teachers report greater confidence and resilience in specific children. Reports from instructors demonstrate fewer issues as the children make progress through the programme and have identified children taking part who previously refused to do so.</p>	<p>Training for TAs to more effectively support instructors and children during the sessions</p> <p>Training for instructors to liaise more closely with class teachers and the Inclusion Team when required</p> <p>More rigorous use of pupil voice to monitor children's perceptions of their progress</p> <p>Questionnaires to be completed by children to analyse the impact on their 'soft skills'</p>
<p>PP children are engaged in all aspects of school life accessing the same opportunities as non PP children</p>	<p>There is a fund available for PP families facing financial hardships to access for support such as:</p> <p>School trips/residential visits subsidised.</p> <p>Support available for school uniform</p>	<p>£1141.22</p>	<p>No child was excluded from trips/visits/workshops etc due to familial financial hardship</p>	<p>Monitor the frequency of bursaries given to access ASC and for the period of time this is received by families</p>