



Gusford Primary School

Pupil Premium Strategy

The Pupil Premium was introduced by the Government in April 2011, and is paid into schools by means of a specific grant based on the number of pupils:-

- Pupils in year groups reception to year 6 as recorded as Ever 6 FSM
- Pupils in years 7 to 11 recorded as Ever 6 FSM
- Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence

It is important to state that the money is not ring-fenced which means that children who are not pupil premium can also benefit from the initiatives, interventions and services that the Pupil Premium Grant helps to provide.

PUPIL PREMIUM AT GUSFORD PRIMARY

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievement of these pupils and other children
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

ACCOUNTABILITY

The Pupil Premium Lead will regularly monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

Class teachers and phase leaders will undertake regular gap analysis against ARE and make adaptations to teaching as necessary. Senior leaders will monitor the impact of provision on learning outcomes and make changes as appropriate. The Pupil Premium Lead will produce regular progress reports on the progress and outcomes of PP pupils for discussion at Governing Body Meeting.

BARRIERS TO LEARNING

Attendance - Children need to be in school and ready to learn. Working with parents and family support to highlight the importance of being in school every day on time. Absence has been unauthorised because of holidays or time off school. Parents and carers attitude towards school itself and the value attached to education and needing to build relationships between the community and the school.

Pupil progress and achievement - "Disadvantaged pupils in key stages 1 and 2 do not make sufficiently rapid progress to help them attain as well as other pupils nationally by the end of Year 6. While their progress has improved in the current school year, school data shows that it is sometimes slower, compared to other pupils nationally, and it continues to be too inconsistent across the school." Ofsted 2017

Quality of teaching and Learning - "Teachers do not provide enough challenge for most-able pupils, including those who are disadvantaged, to ensure that they make rapid progress over time." Ofsted 2017

PUPIL PREMIUM ALLOCATION

2017-2018

Pupil Premium allocation was £231,020.00 this is made up of Ever6, Looked after and Adopted pupils and Military Service pupils.

There is no requirement to report separately on the Service Premium, or indeed on individual children. In meeting this reporting duty schools will need to observe their continuing responsibilities under the Data Protection Act 1998 to ensure that individuals or groups of individuals, including children funded through the Service Premium cannot be identified
Pupil Premium FAQ DfE website

Year group	% of PP children
R	16%
1	24%
2	25%
3	26%
4	30%
5	40%
6	44%

STRATEGY FOR USING THE FUNDING

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Ofsted Actions:

Leaders do not ensure that the pupil premium is used well enough to help disadvantaged pupils make progress in line with other pupils nationally.

Success Criteria:

Learning outcomes and data indicates the gap between PP and non-PP pupils has been reduced and is in line with national

The school has identified the needs of those pupils receiving Pupil Premium funding and will be focused on accelerating progress of pupils entitled to Pupil Premium funding to at least age related expectations. This will be achieved by:

- Providing additional support to accelerate children’s basic skills of literacy and numeracy
- Providing support for children and families to strengthen children’s emotional and social wellbeing
- Providing small group work for pupils and/or 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement
- Purchasing effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics.
- Improving the teacher:pupil ratio for cohorts (Y6 2017/18 cohort)
- Increasing knowledge and understanding of staff regarding issues affecting our most vulnerable pupils.
- CPD for teaching staff to gain greater subject knowledge and therefore greater challenge opportunities for pupils.
- Funding the schools participation in the NAHT Aspire partnership.

Use of Funding	Cost
<p>Intervention group teaching Experienced teacher to provide maths booster groups in the afternoon x4/wk. Children identified from current data looking at combined outcomes.</p>	<p>£19,680</p>
<p>Core subject teaching, focussing on pupil progress (mornings Jan - Jul) Assisstant Headteacher and Deputy Headteacher to teach English and Maths groups every day. This has meant smaller classes (improved adult:pupil ratios) for this cohort.</p>	<p>£13,857</p>
<p>Aspire Training In September 2017 the school signed a contract to take part in the NAHT Aspire project. This is a 3 year school improvement project. We are supported in school with 4 visits each term from an Aspire Advisor and our key leads will each attend a Development day each term.</p>	<p>£14,750</p>
<p>Maths Training - Consultant from NCETM</p>	<p>(£875 per term plus initial £375) £3000</p>
<p>Provision of TA Support for Pupil Premium pupils including boosting, interventions To increase the support available in English & Maths lessons, particularly for classes with high numbers of PP pupils. To enable Intervention programmes including Read Write Inc, etc</p>	<p>(based on 18% pupil premium) £95,976</p>
<p>Dedicated member of SLT as Pupil Premium lead To monitor PP progress and achievement across the school. To monitor teachers provision for PP children in their classes</p>	<p>(0.5 day per week) £5,047</p>

Family Engagement Team To improve attendance, engagement of families & wellbeing	(based on 18% pupil premium) £11,277
Alternative Provision To enable pupils to work more collaboratively with their peers and staff and improve pupils attitude towards learning specifically; Social and emotional aspects of learning	(based on 50% - all afternoons) £19,316
English subject lead interventions To lead KS1 early interventions in reading and writing	£8,260
1:1 behaviour support To provide additional support to reduce risk of exclusion or to provide focused support to improve behaviour of identified children	(x2 staff both @ full time) £21,707
Personal Education Resources (Uniform)	£1,250
Educational visits support (which relied on voluntary contributions from parents)	£2,500 (This has been reduced to £1113)
Curriculum resources (including books) To provide stimulating and appropriate texts to teach T4W at age related expectations in each year group. To provide resources that engage and support the learning in maths mastery.	£3,000 (could increase this to £6000)
Forest Schools To provide an increasing amount of outdoor learning opportunities for KS1	£3,500 (further in-house training and whole school provision proposed for following year) (£3500 This will be carried forward into the January review)
Staff CPD To improve the knowledge and understanding of selected staff regarding issues affecting PP pupils in our school. To include training in relevant interventions.	£5,000

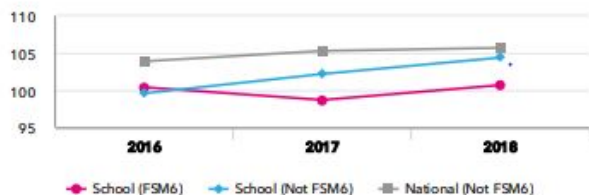
Actual budget came in at £223,233

OUTCOMES AS A RESULT OF PUPIL PREMIUM

Our 2018 SATs results present an improving picture, with disadvantaged children doing better from the 2017 results. Average progress scores for Reading and Maths have gone from 98.7 to 100.7 and progress from -3 in 2017 to -1.3 in 2018.

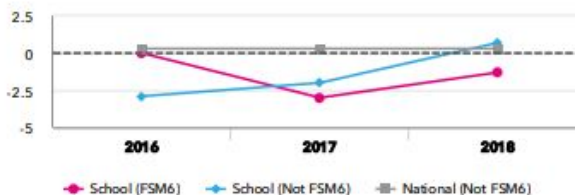
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



The 3 year trend shows a dip in the 2017 SATs results for attainment and progress from 2016 results. For 2018 results, this has now increased rapidly to show from 2016 43% and 2017 28% of children were at expected standard in RWM to 50% in 2018.

Disadvantaged Pupils (30 pupils)

	Reading		GPS		Maths		Writing TA		Combined (R/W/M)	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
School % meeting EXS (= >100)	41% 13%GD	60% 17%GD	34% 16%GD	70% 20%GD	41% 3%GD	57% 10%GD	59% 13%GD	73% 3%GD	28%	50% 3%GD
National Disadvantaged	Data released in December									
Not Disadvantaged (50)	60% 18%GD	74% 28% GD	67% 23%GD	78% 30% GD	63% 12%GD	70% 24% GD	75% 9%GD	92% 12% GD	46%	64% 8% GD
National Not Disadvantaged	Data released in December									

- The proportion of disadvantaged students at Gusford achieving the expected standard in RWM has increased by 22%. The gap between disadvantaged and non disadvantaged has closed in all areas except Writing. This was moderated in 2018 but not in 2017.
- The proportion of disadvantaged students at Gusford achieving the expected standard in Reading is 14% less than the non-disadvantaged students average, but the gap has closed from 2017.
- Disadvantaged students have seen a 36% increase in students achieving the expected standard from 2017-2018 than non disadvantaged who increased by 11% from 2017.
- The gap in maths has closed to -13 comparing disadvantaged to non disadvantaged pupils in 2018 from -22 in 2017.
- Writing has seen an increase in the % of children achieving expected standard from 59% to 73% although the amount of Greater Depth children has fallen.

Below is a breakdown of the percentage of pupil premium children working at age related expectations at the end of year 3, 4 and 5.

Year 5 ATTAINMENT Summer 2018							
		NC Maths		NC Writing		NC Reading	
	Total	ARE	ARE+	ARE	ARE+	ARE	ARE+
All Pupils	79	61%	43%	67%	44%	72%	56%
PPG	29	45%	31%	45%	24%	52%	41%
Non PPG	50	70%	50%	80%	56%	84%	64%

Year 4 ATTAINMENT Summer 2018							
		NC Maths		NC Writing		NC Reading	
	Total	ARE	ARE+	ARE	ARE+	ARE	ARE+
All Pupils	88	66%	30%	64%	32%	72%	43%
PPG	27	48%	19%	41%	22%	48%	26%
Non PPG	61	74%	34%	74%	36%	82%	51%

Year 3 ATTAINMENT Summer 2018							
		NC Maths		NC Writing		NC Reading	
	Total	ARE	ARE+	ARE	ARE+	ARE	ARE+
All Pupils	80	84%	66%	61%	50%	71%	60%
PPG	20	65%	35%	20%	15%	35%	25%
Non PPG	60	90%	77%	75%	62%	83%	72%

At the end of years 3, 4 and 5 pupil premium children were performing less well than the cohort as a whole in reading, writing and maths.

MEASURING THE IMPACT OF PUPIL PREMIUM SPENDING

Monitoring Inspection visit to Gusford Primary School July 2018

'The second area identified for improvement in the previous inspection report was to improve teaching and pupil's progress in key stages 1 and 2. This improvement point particularly related to ensuring better outcomes for disadvantaged and the most able pupils, and raising teachers expectations in science. A review of additional funding to improve the outcomes of disadvantaged pupils was also required and has taken place.'

' Pupils work seen during this inspection showed that the most able and disadvantaged pupils, including the most able, typically make good progress in a variety of subjects.'

Achievement Team meetings every term identify disadvantaged children not making expected progress and those not at Age Related Expectations.

SUMMARY & IMPLICATIONS FOR NEXT YEAR

We need to ensure that our pupil premium funding continues to be used to close the gaps between pupil premium pupils and other pupils in the school. The main focus for the current school year needs to be on the following areas:

- Writing attainment including more children at Greater Depth
- Accelerated progress in writing in year 3,4,5.
- Accelerated progress in RWM in current Year 6
- Focus in regular achievement team meetings.
- Progress and attainment of pupil premium pupils will also be addressed through teacher PMR objectives.

Date of next review Jan 2019 after October and January budget review