

Pupil premium strategy statement (primary)

1. Summary information					
School	Gorse Hill Primary School				
Academic Year	2017/18	Total PP budget 16/17	£183480	Date of most recent PP Review	18 Nov 2017
Total number of pupils	371 (r-y6)	Number of pupils eligible for PP	116	Date for next internal review of this strategy	1 Sept 2018

2. Current attainment EYFS		
Current attainment KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
50% achieving in reading, writing and maths	43%	67%
60% making progress in reading	57%	77%
73% making progress in writing	76%	81%
71% making progress in maths	71%	80%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Stability/ mobility- raised percentage of in-year admissions many of which are PP children. These children have also had more than one school move throughout the Key Stages.
B.	Emotional health and wellbeing of PP children.
C.	Pupil Premium children fall into more than one vulnerable group
D.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading in subsequent years.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Lack of enrichment experience outside of schools, evidence from take-up of afterschool clubs, residential trips
F.	Attendance rates for pupils eligible for PP are 93% (below the not eligible for pupil premium children 95%). This reduces their school hours and causes them to fall behind on average.
G.	Parental engagement of PP children.
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Increased attendance for pupils eligible for PP
	<i>Success criteria</i>
	Reduce the number of persistent absentees among pupils eligible for PP

		to 6%. Overall PP attendance improves from 93% to 95% in line with 'other' pupils.
B.	Ensure induction process clearly identify where the PP child is academically so that we can very quickly start on their next steps.	Make accelerated progress with a diminished difference compared to 'other' pupils.
C.	Improve pupils' emotional resilience, providing them with strategies to face mental health issues.	Achieve Healthy School Status, The impact on learning from Play Therapy- analyse progress data from the core subjects. SDQ scores improved.
D.	Improved percentage of pupils eligible for PP achieve the expected standard in reading therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Greater than 57% of PP pupils achieve the expected standard in reading. Greater than 43% achieve the expected standard in combined reading, writing and maths.
E.	Improved percentage of pupils eligible for PP achieve the expected standard in maths in KS1	Greater than 50% PP pupils achieve the expected standard in maths in Y2
F.	Pupils eligible for PP in reception make rapid progress by the end of the year and meet the national benchmark for 'other' pupils in CLLD.	Improved WELCOMM scores. Meet expected criteria in area of CLLD.

3. Planned expenditure					
Academic year	2017/18				
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. 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?
Ensure induction process clearly identify where the PP children and all children are on entry academically so that we can very quickly start on their next steps	Initial assessments provide clear baseline about where the child is and their next steps. TA induction interview with the whole family	To remove barriers to learning so that all children are able to learn. Provide small group and 1:1 support.	System in place for induction of new pupils.	LB MK	6 monthly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in reading therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Question level analysis Develop teacher subject knowledge of the reading domains. Reading comprehension strategies- Inference intervention, Read, write inc as an intervention: Fresh Start- teaching assistants required	Planning of guided reading indicates that staff are secure with the assessment foci of the NC prior to 2014 but need more guidance in years not subject to statutory testing. EEF research indicates that reading comprehension strategies make +5 months over the course of the year particularly with KS2 pupils.	Reading is a key area for improvement on the main school development plan. Staff training- RWI, Fresh Start, Reading Inference, Content domains Termly data analysis- Pupil progress meetings	AP- Reading Cluster Lead RT – Literacy Lead	Termly
Pupils eligible for PP and all pupils in reception make rapid progress by the end of the year and meet the national benchmark for 'other' pupils	Wellcomm I can intervention	Early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Tracking of data of development matters and Wellcomm assessments	KC	Termly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in maths in KS1	Use of Bar modelling	Improve subject knowledge of staff to impact all children. Consistency of approach across school	Staff training Agreed approach/language to provide consistency Purchase resources Monitor planning/work scrutiny for use of bar models	ER	Half-termly
Total budgeted cost					£5492
ii. 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?
Increased attendance rates	EWO (12 days) Attendance rewards Staff cover for training during research and development project to identify reasons for poor attendance.	We can't improve attainment for children if they aren't actually attending school.	Monitoring and evaluation Half-termly Head and Learning Mentor monitoring attendance and implementing procedures. Attend regular clinics and training events.	CCo TOB	Review half-termly (final research outcomes July 2018)
Improve pupils' emotional resilience, providing them with strategies to face mental health issues.	Play Therapist Play Therapist 2 Play Therapy Supervision Play Therapy resources Champions for Education Programme (Previously Engage) Mental Health Training	Whole school SDQ scores demonstrate high need in the area of emotional wellbeing. Monitoring of cost effectiveness of offering play therapy from an outside company resulted in the appointment of our own Play Therapist. Children attain more when they have good mental wellbeing.	12 weekly reviews for pupils receiving Play Therapy and Champion Education. Monitor and evaluate.	DC, CC	12 weekly reviews.
Improved percentage of pupils eligible for PP achieve the expected standard in reading therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	One to one tuition Small group boosters	Impact over the last few years. One to one tuition can be effective, on average accelerating learning by approximately five additional months' progress-EEF EEF research into small group tuition= +4 months	A teacher has responsibility for implementation and overseeing. Data analysis to monitor impact.	PS	Termly
Improved percentage of pupils eligible for PP achieve the expected standard in reading therefore having an increased percentage achieving the expected	Reading comprehension strategies- Inference intervention, Read, write inc as an intervention: Fresh Start- teaching assistants required	EEF research into small group tuition= +4 months Reading Comprehension strategies=+5 months	Purchase of resources to implement the intervention Data analysis to monitor pupil progress	AP RT	Termly
Improved percentage of pupils eligible for PP achieve the expected standard in maths in KS1	Sandwell- ECC intervention	A 2011 evaluation of Every Child Counts found that the programme had a positive impact when delivered with groups of two or three, with all group sizes making similar amounts of progress (+4 months).	Use of Sandwell to provide a clear gap analysis. Intervention timetable as little and often.	LB LD	Termly
Total budgeted cost					£35, 181

iii. 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?
Provide enriching experience for pupils that will impact standards across the curriculum.	Subsidy for Robin Wood Subsidy for York Subsidy of other enrichment opportunities.	Pupils who experience more enriching activities attain more than those who don't. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (+4 months according to EEF)	99% take up of residential trips. All pupils can access the unique learning experiences which support learning and enhance the curriculum. End of year and Key Phase attainment continues to be good.	ER KC	Annually
Improve parental engagement	SCIP (Social Care in Partnership worker) Homework club Incredible Years parenting courses FASTER Club	Schools whose pupils do homework tend to be more successful. Parental involvement is consistently associated with pupils' success at school.	TA to run homework clubs Purchase SCIP SLA Monitoring of impact of SCIP through record on CPOMS Monitor the numbers of families recorded at each safeguarding stage. Staff to run FASTER Club	CW CCO CGB ER	Annually
Improved emotional well-being of pupils. Ready to learn after lunch	Calm Club at lunch time aimed at the current Y3	Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	TA timetable to run Calm Club Ensure resources and adequate space. Effective communication between mid-days and Calm Club Leader	CM	Termly
Families entitled to pupil premium funding complete application form for FSM.	Free book bag scheme for Reception.	Evidence suggests that many families are entitled to FSM but do not take them up. Increased pupil funding	Whole school events to promote the completion of FSM application	DB	Half-termly
Total budgeted cost					£8300

4. Review of expenditure				
Previous Academic Year 2016-2017				
i. Quality of teaching for all				
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
Improved progress and attainment in maths.	Numicon training for whole staff. Purchase of numicon resources.	By the end of KS2, 71% pupils in receipt of pupil premium and 71% of those not in receipt achieved the expected standard in maths. Children are able to model mathematical concepts in a concrete way.	Numicon has been an invaluable resource. It is now important that any new staff receive the training either in house or by going on a course.	£5158
Improved progress and attainment in writing	Talk for Writing implementation for new staff (2 NQTs). Includes cover of the classes	61% of pupils achieved the expected standard in writing in KS1(44% of PP pupils) 73% of pupils achieved the expected standard in KS2. (76% of PP pupils achieved) 63% of EYFs pupils achieved the expected standard in writing (45% of PP pupils)	Continue to ensure that new staff receive the Talk 4 writing training to maintain consistency.	£690
Improve the health and well-being of all pupils	Forest School Level3 training Forest School whole school training Forest School resources Forest School workshops for EYFS pupils	In Spkg 91% of pupils in receipt of PP and 84% of those who are not achieved the age related standard or above. In self-confidence and self-awareness, 100% of pupils in receipt of PP and 92% of those who are not eligible, achieved the age related standard or above. In moving and handling 73% PP and 84% non PP achieved the expected standard.	After the successful start in EYFS, forest School will now be rolled out to the rest of the school and will involve all staff members. Staff will work collaboratively with the Forest School Teacher to plan activities that could enhance and enrich teaching and learning. The Play Therapist will also be invited to use the forest garden with her pupils to aid her therapeutic intervention.	£2000
ii. Targeted support				
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
Accelerated progress and attainment in core areas	One to one tuition	Reading: 57% of PP children achieved the standard compared to 77% non-pp pupils. PP pupils made 1.9 progress compared to 0.3 non PP pupils nationally. This demonstrates a significant impact on reading progress of 1:1 tuition for our PP children.	Paired tuition is as effective as one to one for the same cost. Booster groups during school time ensure that children who are unable to stay behind after school are still able to receive intervention.	£7833

		<p>Maths: 75% of PP children achieved the standard compared to 80% non-pp pupils. Demonstrating a narrowing of the in school gap in attainment. PP pupils made 3.2 progress compared to 0.3 non PP pupils nationally. This demonstrates a significant impact on maths progress of 1:1 tuition for our PP children.</p> <p>Writing: 76% of PP children achieved the standard compared to 81% non-pp pupils. Demonstrating a narrowing of the in school gap in attainment. PP pupils made 3.6 progress compared to 0.2 non PP pupils nationally and 3.3 for all school pupils. This demonstrates a significant impact on writing progress of 1:1 tuition for our PP children.</p>		
Accelerated attainment and progress in core subjects in each year group	Increased staff to pupil ratio- specific interventions matched to need.	<p>Support ensures that pupils' social and emotional needs are met within the classroom.</p> <p>RWI interventions were particularly effective.</p> <p>A greater percentage of pupils are meeting the expected standard in each year group demonstrating accelerated progress.</p>	Ensure additional staffing reflects where the greatest need is.	Refer to 'Other' below due to data protection and confidentiality.
iii. Other approaches				
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
Improved attendance	<p>Enhanced EWO support</p> <p>Learning Mentor</p> <p>Attendance rewards</p>	<p>Children respond well to the rewards, perhaps an incentive for parents is now required?</p> <p>Attendance remains an issue, in terms of overall absence. It is thought that this is primarily due to extended family holidays and religious observance. It is intended that further research is to be carried out in this area to ensure that the correct strategy is employed.</p>	<p>Participation in a research and development project next year will help to further improve the school's understanding of the underlying issues around attendance.</p> <p>Ensuring that the EWO is knowledgeable about the school and its families is integral to improved attendance especially with more hard to reach families- Substantive EWO has just returned from MAT leave.</p>	£5974 + staff salaries

<p>Improved personal, social and emotional skills and resilience.</p>	<p>Behaviour rewards</p> <p>Mental health training/CPD for pertinent members of staff.</p> <p>Play therapy – training, resources, Engage,</p> <p>Breakfast/after school club places for vulnerable pupils</p> <p>Play Scheme places for vulnerable pupils</p> <p>Lunch time clubs targeting vulnerable pupils. (Art, computing, calm club)</p> <p>Crucial Crew Y6</p> <p>A-Star lunchtime sport coaches</p>	<p>Behaviour around school and in lessons is very good. Children have excellent manners. Feedback from parents on Parent View, 95% of parents believe children are well behaved. This demonstrates that there are very few concerns about behaviour and that parents think that behaviour is 'very good'. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.</p> <p>Behaviour is managed consistently well through whole school systems including 'Golden Time' behaviour policy. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.</p> <p>Pupils are safe and feel safe at school and understand how to keep themselves safe in different situations.</p>	<p>Employing a full time play therapist will ensure that more pupils can be reached for the same cost and that it is embedded into our educational offer and routine practices. Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>Take up of holiday club spaces was limited and not something we are likely to continue.</p> <p>The Good to be green behaviour rewards system worked extremely well for those pupils who consistently keep the rules for long periods of time. It was felt that short term gains would be more effective in dealing with some of the low level behaviours which lead to a child receiving a yellow card and then not receiving the good to be green reward. The incentive to behave was then lost. The introduction of golden time next year will enable children to start each week with a clean slate.</p> <p>The current Y2 will need support at lunchtime as part of their transition into KS2.</p>	<p>£45,598.70</p>
<p>Improved parental engagement</p>	<p>FASTER</p> <p>SCIP worker</p> <p>Learning mentor running incredible years parenting courses.</p> <p>Eid dinner</p>	<p>A greater number of families are now able to work at Early Help level with less cases being escalated to CIN/CPO</p> <p>Incredible years has ensured a consistent approach to behaviour between home and school. Engagement/relationship with school by families accessing this intervention has improved.</p> <p>A greater number of families supported the school with the Eid dinner with many having never attended a school event before.</p> <p>Those attending FASTER, definitely engage in school in future years. Tracked from the current Y3 back to the current Reception cohorts.</p>		<p>£5362 + staff salaries, FAST resources, incredible years resources</p>
<p>Families entitled to pupil premium funding complete application form for FSM.</p>	<p>Free book bag scheme for Reception.</p>	<p>Current FSM is back up to 22% after falling to 18%.</p>	<p>Continue to carry out whole school events where parents are encouraged to complete FSM application form- offering an incentive (£30 Tesco voucher) has worked well.</p>	<p>£325</p>

5. Additional detail

Staffing costs: Salaries for teaching Assistants and Learning Mentors employed using Pupil Premium funding during 2016/17 to implement the above plan. These salaries include all employment costs: £123,979

Staffing costs: Salaries for Teaching Assistants, Learning Mentor and Play Therapist employed using Pupil Premium Funding during 2017/18 to implement the above plan. These salaries include all employment costs: £135,318