



Pupil Premium 2016 – 2017

Pupil Premium and diminishing the difference in Gaps in Attainment

We know that Quality First Teaching can, and does, narrow gaps in attainment. At Gorse Hill Primary School, to improve outcomes for learners vulnerable to under achievement we develop personalised provision that is linked to effective planning, good specialist pedagogy, Assessment for Learning (AfL), and appropriate and timely intervention.

The Government believes that the pupil premium, in addition to main school funding, is the best way to reach the disadvantaged pupils who need it most.

“The Pupil Premium for disadvantaged pupils will provide additional funding specifically linked to disadvantaged pupils, with the primary objective of boosting their attainment... We will expect schools to account to parents for how it is used.”

“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

National research shows that children who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

It is worth noting that many pupils claiming FSM may also fall into other groups vulnerable to underachievement. Our intelligent use of tracking data and annual Pupil Provision Mapping enables Gorse Hill to identify under-performing pupils. Targeted intervention and support promotes accelerated progress towards age-related expectations.

Eligibility for Pupil Premium

The DfE define eligibility as those pupils for whom a Free School Meals (FSM) claim has been made and where the claim has also been approved by the local authority.

A further change in 2012-13 meant that over half a million additional children in England would also qualify for the pupil premium as the Government extended its reach to cover any child that has been registered for Free School Meals (FSM) in the past six years. This change, referred to as 'ever six' brings additional resources.

Gap between FSM Claims and Eligibility

At Gorse Hill there is a gap between those entitled to free school meals and those that actually claim. This view is supported by national evidence.

National data shows that between three to five per cent of school children could be missing out on this additional funding. Current government estimates suggest that between around 200,000 to 350,000 children in England are eligible but their families do not claim. With the introduction of Universal Free School Meals for all Reception, Y1 and Y2 pupils, this gap will widen. As an incentive to apply for free school meals, parents of Reception children who complete Trafford's free school meal application form will receive a **free** school book bag.

It is important that you claim for Free School Meals if you are entitled. We can help you to do this. Please ask at the office for help.

Looked After Children and Pupil Premium

Looked After Children (children living in care) face additional barriers to reaching their potential and so these pupils too will receive a premium.

How Are Schools Accountable For the Pupil Premium?

Schools are free to spend the pupil premium as they see fit. However the DfE are clear that schools will be held accountable for how this additional funding to support pupils from low-income families is used.

New measures will be included in the national performance tables that will capture the achievement of those deprived pupils covered by the pupil premium. Ofsted will also look at the performance of pupils vulnerable to under achievement as part of the inspection process.

From September 2012, schools will be required to publish online information about how they have used the pupil premium and its impact on attainment. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the pupil premium. At Gorse Hill we report on our school Website <http://www.gorsehill.trafford.sch.uk/>

It is important that schools keep a clear audit trail setting out how the funding has been used and the impact it has had on pupils learning outcomes.

Context

Basic Characteristics of our school:

In 2011, 22% of our children were eligible for free school meals.

In 2012, 46% of our children were eligible for free school meals.

In 2013, 46% of our children are eligible for free school meals.

In 2014, 42.9% of our children are eligible for free school meals.

In 2015, 44.2% of our children are eligible for free school meals.

In 2016, 38.7% of our children are eligible for free school meals.

We have a greater percentage of children with a special educational need than the percentage nationally.

Over half of our pupils (59.9%) are from a minority ethnic background with our year on year percentage showing a rising trend. (59.9%)

35% of our children speak English as an additional language again this is an area of school context with a rising trend.

Many of our children start their early years of schooling at a level well below the national average with a significant number having speech, language and communication difficulties. A significant number of our children lack experiences that would enable them to write about a range of subjects using subject specific vocabulary. We have to compensate for this throughout the children's educational journey through school.

A large number of our pupils have attachment difficulties and need support in making positive relationships.

Deployment of Pupil Premium

One of the strategies that we employ to support the additional language needs of our children is to employ high quality Teaching Assistants. Their role is to offer support with teaching and learning to reduce the deficit in children's understanding of English. With an emphasis on children's emotional health and well-being on the improvement plan, more staff will be undertaking specialist training in the forthcoming year in order to ensure that children's learning is accelerated therefore closing the gap with their peers particularly in KS1. This will include Forest School Training for the staff with one person being trained to Level 3 standard. In addition, we have introduced Well-being Wednesday each half-term with children taking part in work-shops such as yoga.

We use a Good to be Green system for behaviour management with a focus on rewarding the 'always' children and on encouraging children to make the right choices. Incentives such as circus skills workshops provide the wow factor for this.

Gaining Dyslexia Friendly School Status was a huge achievement with strategies and resources now needing to be sustained over time. Through our school self-evaluation, speech, language and communication is well below typical on entry to the EYFS. A strategic approach to assessing children's speech, language and communication using Wellcomm Assessment is seen as integral to ensuring that the provision is appropriate for developing this area in the EYFS.

Through our curriculum, we continue to provide children with a range of experiences outside the classroom to support and enhance their learning and develop their vocabulary. Educational visits are subsidised by the school, through the pupil premium, to ensure that this is achievable. Where appropriate, we will buy in services and or specialists such as musicians, shows and specific workshops.

A planned and targeted programme of one to one tuition, booster groups and pre-teaching groups in English and Maths has also improved outcomes for children and is seen as a valuable strategy to close the gap.

The Learning Mentor has a specific role in improving the school's attendance figures and uses strategies such as first day response, attendance rewards and liaison with Trafford's Education Welfare Officer. The Education Welfare Service is now bought in by schools and therefore we ensure that we have access to a day each month in order to effectively challenge poor attendance.

Some children find lunchtimes a difficult time in the school day. We understand this and are now providing a lunchtime art group and a computing club. In addition to this, we employ coaches to provide physical activities throughout lunchtime. A second Learning Mentor has supporting children on the play-ground as part of his specific role.

Children need to be ready to learn. At Gorse Hill, we use pupil premium funding to support those pupils who, for a variety of reasons, find it more difficult to access their lessons. We have increased the amount of play therapy and buy in a play therapist for 2 ½ days a week to carry out play therapy. School is also part funding one member of staff to train to become a Play Therapist. By the end of the summer term we will have our own fully qualified play therapist who will be able to target a greater number of children for the same cost and therefore making this service more sustainable for the future. Our evaluation of Salford Foundation's Engage Programme has demonstrated apposite impact on the pupils who have received the intervention. As a consequence, we have doubled the number of places available to our pupils.

Pupil Premium funding supports our work with vulnerable families so we are able to provide a SCIP worker for half a day a week as well as offering Incredible Years Parenting Courses.

Our evidence shows that this use of the Pupil Premium is successful, when analysing data.

In 2012:

- 78% of children achieved Level 4 or above in Reading with 59% attaining level 5.
- 75 % of children achieved Level 4 or above in the externally marked writing SAT.
- 78% of children achieved level 4 or above in Maths.
- 91 % of children made 2 levels or more progress in KS2 in English.
- 94 % of children made 2 levels or more progress in KS2 in Maths.
- By the end of Reception 78% of children achieved 78 points or more on the Early Years Profile across the 13 areas.
- From 2011 to 2012 the school attendance figures have improved from 92.4% to 94.2%
- Behaviour is judged as Good by Ofsted.

In 2013:

- 75% of pupils achieved a good level of development or better in Communication and Language at the end of EYFS.
- 88% of pupils achieved level 4 or above in reading with 45% achieving level 5
- 85% of pupils achieved Level 4 or above in writing.

- 85% of pupils achieved level 4 or above in the new Spelling, Grammar and Punctuation SAT with 52% achieving a level 5
- 88% of pupils achieved level 4 or above in Maths with 33% achieving level 5+ and 6% achieving level 6
- 90% of children achieved at least 2 levels of progress in KS2 reading. 100% of Children in receipt of pupil progress made at least expected progress with 36% making better than expected.
- 94% of children achieved at least 2 levels of progress in KS2 writing. 100% of Children in receipt of pupil progress made at least expected progress with 29% making better than expected.
- 94% of children achieved at least 2 levels of progress in KS2 writing. 100% of Children in receipt of pupil progress made at least expected progress with 36% making better than expected.
- Behaviour and safety is judged as good (Ofsted 2012)
- In one lesson, pupils' imagination and writing about life as an evacuee in the Second World War were also rich, due to a visit they had made to an air raid shelter. (Ofsted 2012)
- By the end of KS2, children in receipt of free school meals achieve better than the national average in Maths, Reading, Writing and the new Spelling, Grammar and Punctuation test.
- Progress of children in receipt of free school meals in KS2 is better than the national average in maths, reading and writing.

In 2014:

- 77% achieved a good level of development or better in Listening and Attention at the end of EYFS.
- 75% achieved a good level of development or better in Understanding at the end of EYFS.
- 79% achieved a good level of development or better in Speaking at the end of EYFS.
- By the end of Y1, 73% passed the phonics screening test
- 64% of those pupils who had to retake the phonics screen in Y2 passed
- 84% pupils achieve level 2+ at the end of KS1 in reading with 74% being a 2b+ and 28% being level 3. There is a 1.0 APS gap between those pupils in receipt of pupil premium and those not.
- 79% pupils achieve level 2+ at the end of KS1 in writing with 56% being a 2b+ and 12% being level 3. There is a 0.1 APS gap between those pupils in receipt of pupil premium and those not.
- 81% pupils achieve level 2+ at the end of KS1 in mathematics with 67% being a 2b+ and 21% being level 3. There is no gap between those pupils in receipt of pupil premium and those not.
- 91% of pupils achieved level 4 or above in reading with 35% achieving level 5.
- 79% of pupils achieved Level 4 or above in writing with 18% achieving level 5.
- 82% of pupils achieved level 4 or above in the new Spelling, Grammar and Punctuation SAT with 44% achieving a level 5
- 79% of pupils achieved level 4 or above in Maths with 24% achieving level 5.
- Attainment of pupils in receipt of Free School Meals is close to that of Non-Free School Meals in reading and Spelling, grammar and Punctuation but there is a gap for maths and writing.

- The progress of pupils in receipt of free school meals is better than those nationally in reading but there is a significant gap in maths and writing.

In 2015:

- 90% achieved a good level of development or better in Listening and Attention at the end of EYFS with 25% exceeding expectations.
- 88% achieved a good level of development or better in Understanding at the end of EYFS with 31% exceeding expectations.
- 88% achieved a good level of development or better in Speaking at the end of EYFS.
- 68% achieved a good level of development or better in writing.
- By the end of Y1, 75% passed the phonics screening test.
- 50% of those pupils who had to retake the phonics screen in Y2 passed
- By the end of KS1, attainment is broadly in line with national averages in maths (82% level 2+) (2014=83%) (88% 2015) and reading (84% level 2+) (2014=86%) (88%2015) but remains below in writing with 80% achieving level 2+. However this is an increase on previous years. There is a 0.7 APS in school gap for all subjects combined between those pupils in receipt of pupil premium and those not, demonstrating a narrowing of the gap from the previous year.
- By the end of KS1, 63% achieved a 2b+ and 13% a level 3 in writing. There is a 0.8 APS gap between those pupils in receipt of pupil premium and those not.
- In Maths, at the end of KS1 72% being a 2b+ and 17% being level 3. There is a 0.5 APS gap between those pupils in receipt of pupil premium and those not.
- By the end of KS2, 90% of pupils achieved level 4 or above in reading with 46% achieving level 5.
- By the end of KS2, 87% of pupils achieved Level 4 or above in writing with 33% achieving level 5.
- By the end of KS2, 87% of pupils achieved level 4 or above in Spelling, Grammar and Punctuation with 64% achieving a level 5
- By the end of KS2, 95% of pupils achieved level 4 or above in Maths with 46% achieving level 5.
- Attainment of pupils in receipt of Free School Meals is higher than those nationally in all areas except writing. There is a significant in school gap between FSM and Non FSM except in reading where FSM pupils attain better than non-free school meal pupils.
- The progress of pupils in receipt of free school meals is better than those nationally in reading and maths but there is a gap in writing.

In 2016

- 66% achieved a good level of development in Listening and Attention at the end of EYFS with 20% exceeding expectations.
- 58% achieved a good level of development in Understanding at the end of EYFS with 34% exceeding expectations.
- 64% achieved a good level of development in Speaking at the end of EYFS with 25% exceeding expectations.
- 68% achieved a good level of development or better in writing.
- By the end of Y1, 78% passed the phonics screening test.
- 55% of those pupils who had to retake the phonics screen in Y2 passed
- By the end of KS1, attainment of disadvantaged pupils is in line with national averages in reading with 79% meeting the Expected Standard.
- By the end of KS1 there is a 9% in school gap between those pupils in receipt of pupil premium and those not in writing.

- By the end of KS1 there is a 7% in school gap between those pupils in receipt of pupil premium and those not in maths.
- By the end of KS2, 76% of disadvantaged pupils achieved the expected standard in reading compared to 66% of ALL pupils nationally.
- By the end of KS2, 81% of disadvantaged pupils achieved the expected standard in writing compared to 74% of ALL pupils nationally.
- By the end of KS2, 91% of disadvantaged pupils achieved the expected standard in Spelling, Grammar and Punctuation compared to 72% of ALL pupils nationally.
- By the end of KS2, 76% of disadvantaged pupils achieved the expected standard in Maths compared to 70% of ALL pupils nationally. This means that Attainment of pupils in receipt of Free School Meals is higher than those nationally in all areas. There is an in school gap between disadvantaged and Non disadvantaged of -4 in the combined reading, writing and maths results. However Disadvantaged and non-disadvantaged children attained the same in maths and SPAG
- The progress of pupils in receipt of free school meals is better than those nationally in reading and maths but there is a gap in writing.

£25,580 Pupil Premium paid to Gorse Hill Primary School 2011/12

- Salaries for Teaching Assistants, (TA), employed using Pupil Premium funding during 2011/12. These salaries include all employment costs.
 1. TA in EYFS £11,768
 2. TA for KS1 £21,584
- £2100 for wages to pay for one to one tuition (7 children)
- Learning Mentor £25,946

Total Spend: £61,398

£63,600 Pupil Premium paid to Gorse Hill Primary School 2012/13

- Salaries for Teaching Assistants, (TA), employed using Pupil Premium funding during 2011/12. These salaries include all employment costs.
 1. TA: £8,771.79
 2. TA: £8,771.79
- £10,400 for one to one tuition/Booster Groups
- £750 to subsidise residential educational visits
- £1375 to subsidise residential educational visit
- £750 + £1200 for Elklan training and support staff cover.
- £1000 specialist maths training for TAs
- Talk for Maths training
- £1500 to subsidise educational visits
- £1600 EAL Leader training
- Learning Mentor £25,946
- Attendance Rewards £1000
- Lunchtime art club £2000

2013/14- £126,000 Pupil Premium paid to Gorse Hill Primary School

- Salaries for Teaching Assistants and Learning Mentor, employed using Pupil Premium funding during 2013/14. These salaries include all employment costs. £81,125
- £10,400 for one to one tuition/Booster Groups
- £1125 to subsidise residential educational visits
- £1625 to subsidise residential educational visit
- £750 + £1200 for Elklan training and support staff cover.
- £1000 specialist maths training for TAs
- £1000 Talk for Maths training
- £2575 to subsidise educational visits
- £1600 EAL Leader training
- Attendance Rewards £1700
- Lunchtime art club £2000
- £5000 SCIP worker
- £3900 EAL additional support 1 day per week
- £279 Trafford Crucial Crew
- Unallocated money just paid to the school £12,000- advert placed for additional TA

Total Spend= £126, 279

2014/15- £176,867-£2533 claw back=£174,334 Pupil Premium paid to Gorse Hill Primary School

- Salaries for Teaching Assistants and Learning Mentor, employed using Pupil Premium funding during 2015/14. These salaries include all employment costs: £91,056.
- £15,166 for one to one tuition/Booster Groups/Pre-teach groups
- £9575 to subsidise residential visits and educational visits

- £10,000 for Play Therapy
- £5000 A Star lunchtime coaching (£3,550 additional from Sport Premium funding)
- £750 + £1800 for I Can training and staff cover.
- £4800 Numicon training + cover for staff release
- £1600 SLCN Leader release time
- Attendance Rewards £2000
- £2000 Behaviour rewards
- Lunchtime art club £2000
- £5270 SCIP worker
- £3900 EAL additional support 1 day per week
- £279 Trafford Crucial Crew
- £380 5x Breakfast and £1000 5x After School Club emergency places
- £900 Holiday Play Scheme places
- £5000 EWO 12 days per year
- £3000 Engage SLA
- £900 Brain Body Behaviour Training
- £1500 Writing inset + red flag books
- £2000 Talk for Writing training
- £2400 ½ day per week release for Foundations for Change delivery
- £2500 Numicon resources
- £250 School jumper purchases

Total spend: £175,026

2015/16- £178, 200 Pupil Premium paid to Gorse Hill Primary School

- Salaries for Teaching Assistants and Learning Mentor, employed using Pupil Premium funding during 2015/16. These salaries include all employment costs: £109,230.
- £25,080 for Play Therapy

- £ 10,000 Play Therapy room development and resources
- £5000 EWO 12 days per year
- £8,000 for one to one tuition/Booster Groups/Pre-teach groups
- £1280 to subsidise residential visits
- £5000 A Star lunchtime coaching (£3,550 additional from Sport Premium funding)
- £900 + £1600 for I Can Talk Boost training and staff cover.
- £5158 Numicon training, resources + cover for staff release
- £1600 SLCN Leader release time
- Attendance Rewards £3250
- £750 Behaviour rewards
- Lunchtime art and computing club £1000
- £5362 SCIP worker
- £1750 EAL additional support 15 hours
- £207.70 Trafford Crucial Crew
- £380 5x Breakfast and £418 After School Club emergency place
- £900 Holiday Play Scheme places
- £3000 Engage SLA
- £2000 Talk for Writing training
- £2850 ½ day per week release for release to attend university
- £2593 contribution to Play Therapy degree course
- £325 School jumper purchases

Total Spend: £ 190,875.70

2016/17- £183,480 Pupil Premium paid to Gorse Hill Primary School

- Salaries for Teaching Assistants and Learning Mentor, employed using Pupil Premium funding during 2016/17. These salaries include all employment costs: £123,979.
- £23,000 for Play Therapy
- £2724 EWO 12 days per year

- £6,000 for one to one tuition/Booster Groups/Pre-teach groups
- £2465 to subsidise residential visits
- £9000 A Star lunchtime coaching
- Attendance Rewards £3250
- £3000 Behaviour rewards- Good to be Green
- Lunchtime art and computing club £1000
- £5362 SCIP worker
- £2300 EAL additional support 15 hours
- £207.70 Trafford Crucial Crew
- £380 5x Breakfast and £418 After School Club emergency place
- £6000 Engage SLA
- £900 whole school Forest School training
- £1750 Level 3 Forest School Accreditation
- £2000 Forest School workshops for EYFS
- £1000 Forest School resources
- £2593 contribution to Play Therapy degree course
- £325 School book bag purchases

Total spend= £197,653.70