

Pupil premium strategy statement (primary)

1. Summary information					
School	Gorse Hill Primary School				
Academic Year	2019/20	Total PP budget 17/18	£167,640	Date of most recent PP Review	11 Nov 2019
Total number of pupils	364 (r-y6)	Number of pupils eligible for PP	127	Date for next internal review of this strategy	11 Nov 2021

2.		
Current attainment KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
46% achieving in reading, writing and maths	38%	52%
65% making progress in reading	52%	74%
79% making progress in writing	67%	87%
56% making progress in maths	43%	65%

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 94.7% (below the not eligible for pupil premium children 96.2%). 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>
	<i>Success criteria</i>

A.	Increased attendance for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to at least in line with national average (17%). Overall PP attendance improves from 94.7% to 96% 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.	Mental Health First Aid trained staff. Year 4/5 Mental Health and Wellbeing unit of work plus staff training. The impact on learning from Play Therapy- analyse progress data from the core subjects. SDQ scores improved. Monitor impact of SKIP (Case studies)
D.	Improved percentage of pupils eligible for PP achieve the expected standard in reading, writing and maths with a particular focus on maths therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Greater than 59% (52%) of PP pupils achieve the expected standard in reading, greater than 59% (67%) in writing and greater than 45% (43%) in maths. Greater than 45% (38%) achieve the expected standard in combined reading, writing and maths.
E.	Improved percentage of pupils eligible for PP achieve the expected standard in reading in KS1.	Diminish the difference between 52.9% (59%) of PP children achieving expected standard in reading and the national benchmark of 79%.
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

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. 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. Head teacher is a member of the Fair Access Protocol Working Party. TTSA Transition Research Project £500 Supply cover £ 800	To remove barriers to learning so that all children are able to learn. Provide small group and 1:1 support. The transition forms an integral part of the new Ofsted inspection framework.	System in place for induction of new pupils. Year 6 attend research	LD MK	6 monthly
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in writing therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Staff release £300 Talk for Writing Development Days Emma Caulfield £1200 Tales Toolkit for KS1 Tales Toolkit	Writing is a key area for improvement on the main school development plan. EEF – Independent research from the Institute of Education– TfW has a positive impact on pupil’s attitude, progress and attainment.	Termly Data Analysis Pupil progress focus TfW development days x 3 Writing across other areas of the curriculum.	LD	
Improve the percentage of pupils eligible for PP and all pupils achieve the expected standard in maths therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Question level analysis SUMDOG, £625 Timetable Rock stars - £150 Airplay £120 Peer Review through EEF £3000 Mastery Curriculum Power Maths £2000 with match funding Maths Hub Training – Supply cost £2250	The agreed goal of teaching children to recall timetable and other number bond facts is that if children can commit key facts to long term memory then working memory is free to apply to a deeper and more complex learning.	Termly data analysis Pupil progress meetings Work scrutiny of PP children Mastery Teaching +5 (EEF) Teachers to ensure appropriate pupil pairings for collaborative learning to have maximum impact. DHT to plan in collaboration with year group teams to team teach units of work and to be observed teaching a unit.	ER	

<p>Increase the percentage of children passing the phonic screen check in year one from 65% to 85%.</p>	<p>Read, write inc as a consistent approach to the teaching of phonics. £500 RWI consultancy day Naomi RWI Resources £2662 Daily RWI lesson across Reception, Year 1, 2 and 3. One to One tuition for RWI as interventions for those children not making progress throughout the year. Year one extra daily phonic sessions. RWI phonic strategies to be implemented consistently through other areas of learning. 1:1 tuition for RWI TA to lead £17,000</p>	<p>Ruth Miskin – Proven track record of raising attainment in schools turning struggling and non-readers into confident and competent Readers. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.</p> <p>EEF +4 Month progress</p>	<p>Return of teachers Mat leave to carry out regular 1:1 sessions with children identified from RWI assessment which will target specific sounds children are unsure of.</p> <p>Year 1 have extra daily phonic sessions in autumn and spring 1 terms.</p> <p>Teacher use strategies 'Fred talk, Fred in your head etc.' in other curriculum areas.</p> <p>KS2 Intervention Fresh Start – weekly sessions.</p>	<p>LD / LON</p>	<p>6 Weekly RWI assessments</p>
<p>Close the gap between PP 52% (to at least 62%) compared with non PP at 74%. Attainment in reading is at least in line with national average in Year 6.</p>	<p>Consistent approach to guided reading. Use of cracking comprehension. Children reading aloud, adult model reading. Planned sessions using targeted questions and teaching of key vocabulary. Invest in Guided reading books £6000 Celebrate World Book Day incorporating Author visit £500</p>	<p>High impact, low cost improves progress by 6+ months (EEF)</p> <p>Reading comprehension can be improved by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension.</p>	<p>QLA identified key skills in reading as inference, retrieval and prediction.</p> <p>During guided reading teach pupils to use strategies and skills for developing and monitoring their reading comprehension though those three areas.</p>	<p>LD – Cluster lead</p>	
<p>Improved percentage of pupils eligible for PP and all pupils achieving the expected standard in reading, writing and maths combined.</p>	<p>Reducing class size to be used in combination with effective feedback £30,000.00 Cost of extra teacher. Cost of additional classroom and resources £2500</p>	<p>Moderate impact for high cost (EEF)</p> <p>Research suggest that reducing class size to fewer than 20 has the greatest impact.</p>	<p>Smaller classes of 18 children split into three classes in year 6, employing an extra teacher</p>		

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	To continue with Wellcomm interventions 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	CL/BS	Termly
Total budgeted cost					£68,807.00
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?
Maintain attendance and continue to improve rates by targeting persistent absences.	EWO (12 days) £2784 Learning Mentor £26,000 Attendance rewards £2500 AMP Daily monitor and follow up of absences	We can't improve attainment for children if they aren't actually attending school. Attendance figure show pp at 94.5% We want to increase the attendance of persistently absents children as previous incentive have shown little or no improvement.	Monitoring and evaluation Half-termly Head and Learning Mentor monitoring attendance and implementing procedures. Attend regular clinics and training events. Daily monitoring and follow up of persistent absences Continue with weekly prize draw for attendance and termly attendance reward trips.	CCo AMP	Review half-termly
Improve pupils' emotional resilience, providing them with strategies to face mental health issues.	Play Therapist (Children's councillor whilst play therapist on Mat leave). Play Therapy Supervision Play Therapy resources (£13,500) Champions for Education Programme (£18,700) Team Teach training £4,500	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.	To continue with 12 weekly reviews for pupils receiving Play Therapy and Champion Education. Monitor and evaluate. 2 x training sessions for staff on dealing with behavioural and mental health issues around children.	AP, 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 £5200 Small group boosters £5200	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.	ER/RT	Termly
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Total budgeted cost					£78,384.00
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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 Enrichment opportunities. £9250	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)			
Improve parental engagement	SCIP (Social Care in Partnership worker) £11,000 Termly Maths/Reading breakfast £200	Parental involvement is consistently associated with pupils' success at school.	Purchase SCIP SLA Monitoring of impact of SCIP through record on CPOMS Monitor the numbers of families recorded at each breakfast.		
Families entitled to pupil premium funding complete application form for FSM.	Free book bag scheme for Reception. (£325)	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					£20,775.00
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4. Review of expenditure				
Previous Academic Year 2017-2018				
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
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. Head teacher is a member of the Fair Access Protocol Working Party.	To remove barriers to learning so that all children are able to learn. Provide small group and 1:1 support. TA conducts induction interview before new pupils start at school. New information shared with class teacher. Staff to assess new children on commencing school to make necessary arrangements.	System in place for induction of new pupils. Baseline assessment ensures progress measures are accurate and specific next steps can be planned for.	Part of staffing costs
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in writing therefore having an increased percentage achieving the expected standard in reading, writing and maths combined.	Read, write inc as an intervention: £500 RWI training RWI Resources £2662 Staff release £300 Talk for Writing research training project Emma Caulfield Y3/4 £1200 £1800 Staff release 2 staff 6x per year Tales Toolkit for EYFS £1000	Ruth Miskin – Proven track record of raising attainment in schools turning struggling and non-readers into confident and competent Readers. 38% PP Exp+ in Re, Wr & Ma 67% of PP children achieved Exp+ in writing RWI Resources purchased and implemented across Reception – Year 3. Staff training on RWI delivery and strategies. Whole school review of writing. E Caulfield TfW consultant development day with writing lead to monitor writing. Staff refresher training on TfW structure and strategies. LTP now in plan for writing across the school. Tales toolkit resources purchased and implement across EYFS. KS1 using TT as a small group intervention.	Writing is a key area for improvement on the main school development plan. Staff training- Talk for Writing and RWI. Termly Data Analysis Pupil progress focus Staff training on TfW – develop consistency in writing. LTP for TfW RWI 1:1 Tuition	£7462
Improve the percentage of pupils eligible for PP and all pupils achieve the expected standard in maths therefore having an increased percentage achieving the expected	Question level analysis SUMDOG, £625 Numicon workshops Mathsrockx - £150 Airplay £120 Peer Review through	The agreed goal of teaching children to recall timetable and other number bond facts is that if children can commit key facts to long term memory then working memory is free to apply to a deeper and more complex learning. Re, Wr & Ma combined 46% Exp + and 38% PP	Termly data analysis Pupil progress meetings Work scrutiny of PP children During Pupil progress meeting target PP children and through work scrutiny identify gaps for PP children.	£3895

standard in reading, writing and maths combined.	EEF £3000	Maths Exp+ 56% all pupils and 43% PP SUMDOG implement across the school with staff training on set learning and home learning. Introduced Times Tables Rock Stars across Year 2- 6		
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 SALT – Trafford EYFS project. ELKLAN Training 3 days supply=£600	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	£600
Improved percentage of pupils eligible for PP and all pupils achieve the expected standard in reading in KS1	RWI £12000 – Training and resources.	New RWI Lead teacher taken on role part way through the year. Day 1 of 3 Development Day with RWI Trainer Improve subject knowledge of staff to impact all children. RWI delivered 2 staff training sessions to develop a consistent approach to the teaching of RWI. 59% of PP children in KS1 achieved Exp+ in reading compared to 57% the previous year.	New staff need training on RWI Reading scheme and home reading scheme to work alongside RWI strategies for reading. Reading Lead in place. Buy in RWI consultant Staff training Termly data analysis Purchase resources	£12,000

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
Increased attendance rates	EWO (12 days) £2784 Attendance rewards £2500 Staff cover for training during research and development project to identify reasons for poor attendance. Walking bus £2000	We can't improve attainment for children if they aren't actually attending school. Parental feedback suggests that the walking bus would help them to attend school consistently and punctually. Weekly prize draw aimed at parents during the spring term had the most impact on attendance. Research project attended by member of staff and provide feedback to SLT and Learning Mentor. 100% attendance rewards for children who achieve 100% at the end of each term. Attendance 95.9% Reasons given for poor attendance	Monitoring and evaluation Half-termly Head and Learning Mentor monitoring attendance and implementing procedures. Attend regular clinics and training events. Staff to set up a school walking bus Analysis of catchment area demonstrated that a walking bus was not feasible or cost effective. Provide incentives to parents as well as children – Money for similar initiatives this year.	£7284
Improve pupils' emotional resilience, providing them with strategies to face mental	Play Therapist Play Therapy Supervision Play Therapy	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	12 weekly reviews for pupils receiving Play Therapy and Champion Education. Monitor and evaluate.	Staffing costs

health issues.	resources (£13,500) Champions for Education Programme (Previously Engage) (£6000) Mental Health Training (£197)	our own Play Therapist. Children attain more when they have good mental wellbeing. Full time Play Therapist employed to work with children whose scores demonstrated a need for intervention and support. Champion for Education – Employed to work alongside and support only PP children.	Play Therapist on maternity leave from May. How do we make sure those children's needs are being met?	£6197
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 £5200 Small group boosters £5200	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 52% PP children Exp+ in reading One to one tuition children progress/attainment?	A teacher has responsibility for implementation and overseeing. Data analysis to monitor impact. One to one tuition has proven to be a high cost for short term gains. One to one tuition is dependent upon children staying behind after school and parents enforcing it from home.	£10,400
ii. 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
Provide enriching experience for pupils that will impact standards across the curriculum.	Subsidy for Robin Wood Subsidy for York Subsidy of other enrichment opportunities. £1700	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) Year 6 children visited York Year 5 to Robin wood	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. Robin wood has proven to be a more valuable resources to develop self-esteem and teamwork and is therefore is going to take place at the start of year 6 rather than during year 5. Even though residential trips are a benefit to pupils the parents in receipt of PP are still finding it challenging to find half of the cost. This means we are not managing to include all the PP children.	£1700
Improve parental engagement	SCIP (Social Care in Partnership worker) £5600 Homework club Incredible Years	Schools whose pupils do homework tend to be more successful. Parental involvement is consistently associated with pupils' success at school. Homework club for KS2 children on a weekly	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.	£13,200

	parenting courses FASTER Club (£1000) TTSA parental engagement research project £1000 staff release	basis Staff set up parental engagement group to target parents' view and set up specific groups following the feedback SCIP worker has on average 20 cases open at any one time. Due to caseload, SCIP worker has been brokered for a day a week rather than half a day and therefore costs are now approximately double the allocation.	Staff to run FASTER Club Children who chose to attend homework club tended to be the children who regularly complete their homework and parent were using the club for inappropriate reasons. Target specific children to attend homework club	
Improved emotional well-being of pupils. Ready to learn after lunch	Calm Club at lunch time aimed at the current Y4 Calm club 3x per week for upper KS2	Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Calm club run by TA during lunchtime A star coaching employed for lunchtime organisation.	TA timetable to run Calm Club Ensure resources and adequate space. Effective communication between mid-days and Calm Club Leader Feedback from pupils indicated a need for change during lunch times. Over £6600 of PP funding was an in year adjustment an therefore the provision of A Star coaching was not feasible for financial reasons. Can the lunchtime provision to be sustained in a different way?	Staffing costs
Families entitled to pupil premium funding complete application form for FSM.	Free book bag scheme for Reception. (£325)	Evidence suggests that many families are entitled to FSM but do not take them up. Increased pupil funding There was an increase in the uptake of the offer of a free book bag for children whose parents apply for FSM. July 2018 FSM 24%, June 28% has risen to 28.5% in sept 2019.	Whole school events to promote the completion of FSM application	£325

5. Additional detail

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