

Pupil premium strategy statement: Harry Gosling Primary School

1. Summary information					
School	Harry Gosling Primary School				
Academic Year	2019-2020	Total PP budget	£216,480.	Date of most recent PP Review	10.11.14
Total number of pupils	362	Number of pupils eligible for PP	164	Date for next internal review of this strategy	TBD

2. Attainment Data for 2019		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
KS2 % achieving expected or above in reading, writing and maths	70%	71%
KS2 % achieving expected or above in reading	85%	Awaiting national data
KS2 % achieving expected or above in writing	82%	Awaiting national data
KS2 % achieving expected or above in maths	82%	Awaiting national data
KS2 % achieving expected or above in GAPS	82%	Awaiting national data

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
As with any group of children, the challenges and barriers facing disadvantaged pupils are varied and individual to the particular pupils within the group.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and communication/speech and language/emotional literacy
B.	Pupils being 'ready to learn'
C.	Accessibility to enrichment opportunities/lack of cultural capital
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality (e.g. home routines)
E.	Time spent reading at home/doing homework with an adult
F.	Lack of parental engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attainment at the higher standard for disadvantaged pupils, particularly boys.	Termly data tracking will show an increased % of disadvantaged pupils, particularly disadvantaged boys, attaining the higher standard. End of Key Stage outcomes will continue to reflect improved attainment for disadvantaged pupils, particularly boys.
B.	Increased attainment in reading in Reception, KS1 & KS2 for disadvantaged pupils, particularly boys.	Termly data tracking will show an increased % of disadvantaged pupils, particularly disadvantaged boys, attaining at or above EXS in reading in Reception. Tracking will show disadvantaged pupils, particularly boys, making accelerated progress in reading. EYFSP outcomes will continue to reflect improved attainment for disadvantaged pupils, particularly boys.
C.	Increased attainment in writing in KS1 & KS2 for disadvantaged pupils, particularly boys.	Termly data tracking will show an increased % of disadvantaged pupils, particularly disadvantaged boys, attaining at the higher standard. Tracking will show disadvantaged pupils, particularly boys, making accelerated progress in writing. End of Key Stage outcomes will continue to reflect improved attainment for disadvantaged pupils, particularly boys.
D.	Improved attendance/punctuality for disadvantaged pupils, particularly hard to reach families.	End of year attendance report will reflect an increase % of disadvantaged pupils attending/improvement in the attendance and punctuality of disadvantaged target families.
E.	Increased % of disadvantaged pupils targeted for trips/outside experiences	Increased % of disadvantaged pupils accessing trips (e.g. residential, etc.) and other experiences which build cultural capital.

5. Planned expenditure

Academic year

2019-2020

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?
Increased % attainment at the higher standard for disadvantaged pupils, particularly boys.	Additional adults in class; 3 teacher mixed ability model in Year 6, additional teacher in Year 2	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils (EEF/Sutton Trust Toolkit).	Provision will be monitored regularly within phases and termly during pupil progress/IEP meetings.	AHT	Termly; regular team meetings
Increased attainment in reading in Reception, KS1 & KS2 for disadvantaged pupils, particularly boys.	Phonics/Early Words – 1:1 High frequency words intervention Business Partners (1:1 reading with a professional adult) Guided reading intervention targeting learners not yet at the expected standard in reading.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. (EEF/Sutton Trust Toolkit). Small group tuition has been found to have an impact, considering the size of the group (the smaller the group the better) and the quality of the teacher's feedback. (EEF/Sutton Trust Toolkit).			
Increased attainment in writing in KS1 & KS2 for disadvantaged pupils, particularly boys.	Pupil progress meetings to focus on selecting target pupils (increasing the % of pupils attaining highly, particularly boys; increasing the rate of progress).	This model of intervention was designed based on the research that feedback studies tend to show very high effects on learning.			
Total budgeted cost				£173,184	

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?
<p>To ensure that children are ready to learn; to develop children's emotional literacy and ability to self-regulate</p> <p>To support disadvantaged pupils with language and communication difficulties</p> <p>For families to be supported in helping their children complete their home learning.</p> <p>Improved attendance/punctuality of disadvantaged pupils and hard to reach families.</p>	<p>Behaviour support teacher</p> <p>Speech and Language</p> <p>Homework club</p> <p>Attendance team</p> <p>Breakfast club</p> <p>Business Partners</p> <p>Family learning</p>	<p>Behaviour support targeted at students with specific behavioural issues/supporting teachers and families in working with children with specific behavioural issues. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF/Sutton Trust Toolkit).</p> <p>TAs work with the speech and language specialist to developing pupils' language skills and ability to express themselves.</p> <p>Disadvantaged families may encounter a range of barriers to supporting their children when completing homework (lack of previous educational/school experience, lack of English language skills, etc.). Targeting specific families for homework club, which is led by TAs, will enable them to support their children in completing homework, leading to increased involvement in school and developing good work habits.</p> <p>There is a clear link between poor attendance at school and lower academic achievement. A significant % of pupils on the PA list/pupils with poor punctuality are disadvantaged. Schools that effectively target attendance closely monitor patterns of attendance and address them as soon as they become concerned. (Improving attendance at school, Taylor)</p> <p>Alex Cunningham, Acting CEO of Magic Breakfast, said: "Our own research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs. Breakfast club has a high take up of disadvantaged families and many children who would not otherwise have access to breakfast.</p> <p>Parental engagement has a large and positive impact on children's learning ("Review of best practice in parental engagement: Practitioners summary").</p>	<p>Provision will be monitored regularly within phases and termly during pupil progress/IEP meetings/annual reviews; regular updates from specialist teachers to SENCo</p>	AHT	Termly
Total budgeted cost					£32,472

iii. Other approaches-Enrichment opportunities					
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?
Increase disadvantaged pupils' cultural capital	Trips, Music enrichment, Artists (e.g. Cathy and Carina, Hauthois House, etc.).	Ofsted set out guidelines that schools should ensure "all pupils, particularly disadvantaged pupils ... the knowledge and cultural capital they need to succeed in life." The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. ("Creating Cultural Capital").	Regular trips and other out of school experiences are planned for each year group throughout the year.	AHT	Annually
Total budgeted cost					£10,824