

## Pupil premium report for Gosbecks Primary School

2017-18

### **What is pupil premium funding?**

The Pupil Premium is an allocation of additional funding to schools to support specific groups of children who are vulnerable to possible underachievement. The funding is allocated to Local Authorities and schools with pupils who are eligible for free school meals (FSM) or who have been eligible for FSM at any point in the last six years; are looked after or have parents currently in the Armed Forces. Nationally, the statistics show that these pupils do less well than their peers in tests. The aim of the money is used to close the attainment gap.

Pupil premium context	
Total number of pupils on roll	306
% of pupils eligible for PP grant	22%
National % of disadvantaged pupils	14.5%
PP funding received per child	£1,320 for Ever 6 FSM; £ 1, 900 for LAC: £300 ever 5 service child
<b>How much disadvantaged funding did we receive 2017-18:</b>	£112, 140.00
<b>How much disadvantaged funding will we receive 2018-19:</b>	£120,900.00

Cohort by cohort % of disadvantaged pupils (2017-18):

- FS 0%
- Year 1 7%
- Year 2 27%
- Year 3 21%
- Year 4 34%
- Year 5 40 %
- Year 6 26%

### **Summary of pupil premium grant spending 2017-18**

**Aims and objectives:** At Gosbecks we believe that a pupil's attainment in school should not be limited by a child's background.

We aim to improve the life chances of disadvantaged pupils by:

- The whole school striving to raise the attainment of disadvantaged pupils as a matter of urgency and a key priority (see School improvement plan);
- Tackling disadvantage- this is a common thread that runs throughout the whole school;
- Ensuring access to excellent education for all our pupils;
- Maximising the learning of all pupils but especially those that are disadvantaged;
- Addressing the needs of pupils as soon as they arise;
- Promoting a culture of early, focused, precise, time-limited intervention when necessary;
- Ensuring the impact of intervention is reviewed in terms of its impact and adjusted to meet the needs of pupils;
- Using a stepped approach to tackling underachievement:
  - We strive for consistently high quality first teaching across the whole school in all subjects as research shows that this is the most effective way to support disadvantaged pupils. However, when pupils are not attaining at the level they should be, rapid intervention will be deployed to ensure the gap closes and does not widen. For pupils in KS 2, where an attainment gap already exists, we use proven interventions to rapidly close the gap.

## **Barriers to learning**

Research shows that children who come from low income disadvantaged families can quickly fall behind in their learning and social development. Low income is a strong predictor of low educational performance and children in poverty have on average lower educational achievement and are more likely to continue to under-achieve. Less advantaged children are more likely to feel a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This influences the development of different attitudes to education at primary school that help shape their future. We are aware that children from all backgrounds see the advantages of school, but deprived children are more likely to feel anxious and unconfident about school. With the right support however, we feel that in and out-of-school activities can help build self-confidence. Children from advantaged backgrounds tend to experience more structured and supervised out-of-school activities. Equality of educational opportunity must address multiple aspects of disadvantaged children's lives as these factors are at the heart of the social divide in educational outcomes.

Through ongoing assessment, half termly standards meeting and working with our SENCO we try to identify early in a child's life what their barrier to learning could be. Once identified the classteacher and SENCO will work to ensure the correct provision is in place; this could be a specific intervention or extra support in class.

The main barriers to learning for our children include:

- **Speech and Language delay**
- **ASD or ADHD**
- **Social and emotional development issues linked to behaviour including attitudes to learning**
- **Physical and neurological impairments**
- **Delayed reading skills including dyslexic tendencies**

Record of pupil premium grant spending by item/ initiative 2017-18			
Item/ initiative	Actual spend	Aim of spending	Actual impact
Teacher teaching intervention group 2 days a week in KS1 and 2 (literacy and numeracy) April – Oct 17	£9,460.00	Pupils performing below expected level for age rapidly acquire skills needed for them to achieve age appropriate targets in reading and maths using programmes such as <a href="#">1stclass@number</a> ; <a href="#">1stclass@number2</a> ; handwriting and literacy and numeracy catch up groups based on gap analysis	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
Assistant Headteacher teaching intervention groups in KS 1 and KS 2 2 days weekly	£21,228.00	Pupils performing below expected level for age rapidly acquire skills using proven programmes of support (e.g.; Toe by Toe; Stareway to spelling; 1 <sup>st</sup> class@ number 1 and 2) needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
LSA running intervention groups with disadvantaged pupil KS 2	£2,713.00	Pupils performing below expected level for age rapidly acquire skills using proven programmes of support (e.g.; Toe by Toe; Plus 1 and power of 2) needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	See attainment grid below for percentage of PP making good and expected progress and % attaining at expected level for their age
Additional LSAs (x5) support for disadvantaged SEND pupils	£42,755.00	Ensure disadvantaged SEND pupils emotionally able to access curriculum and develop appropriate communication skills	All disadvantaged SEND pupils given time and space to communicate their concerns/ process changes to routines and are then able to return to

			their learning with better concentration.
Additional MDA (x4) support	£10,817.00	Ensure disadvantaged pupils who struggle socially at lunch time acquire appropriate skills and have a successful lunchtime so that they are able to access the afternoon curriculum. Lunch club provided for pupils who benefit from smaller, quieter environment	Improvement in behaviour of vast majority of disadvantaged pupils who previously struggled at lunchtime. All targetted pupils learning how to ask appropriately to join games and mix with others better so behaviour log shows reduced incidents at lunchtime. These pupils are also better able to access afternoon curriculum as they come in from lunch in a better frame of mind.
Home-school mentor	£16, 855.00	Liaise with parents of disadvantaged pupils so staff are aware of barriers that could impact on a pupil's learning e.g. where pupil a young carer Work with disadvantaged pupils to help them overcome social or emotional barriers to learning e.g. self- esteem groups/ friendship groups/ play therapy as appropriate To provide pastoral support to disadvantaged pupils with challenging behaviour and emotional or social barriers to learning	Of 18 PP pupils who regularly touch base with our home-school mentor due to social-interactions / communication/ anxiety or emotional welfare problems 14 very rarely need to come to see her at all and have had fewer issues with behaviour problems, social and emotional issues and issues with anger management due to the support they have received from our home-school mentor. 2 others with SEND for SEMH have had specialist teacher involvement Parents of PP pupils have also been supported and advice has been provided as to how best to support their child's learning. The average attendance of PP pupils is 92.8%. However, we need to have continued focus with supporting a few PP currently in Yr 3 and 4 in attending school every day on time. These few pupils have poor attendance due to medical needs and wider family issues. One child was permanently

			excluded following several fixed term exclusions.
Breakfast club	£3,038.00	Employ a member of staff who can help ensure disadvantaged pupils arrive at school on time, show improved attendance, have had a good breakfast and that staff are aware of any issues that parents may raise with them. Provide environment with readiness to learn and well-being- activities designed to give pupils a positive start to the day	33% of PP pupils who attend breakfast regularly are attaining at or above the expected level for their age. 33% of PP pupils attending breakfast club have attendance of 98% or above and none of the PP pupils attending have attendance % of less than 95%. All PP pupils attending have positive attitude to learning (pupil interviews)
Residential trips	£500.00	Enable Yr 6 pupils who claim FSM to attend residential trip and so enrich their curriculum and remove potential cost barrier Development of independence and a range of life skills while away from home	Our vulnerable Yr 6 pupils able were to attend educational visits and gained a lot from the experience: team building, boosting self-esteem, developing independence
Curriculum equipment	£250.00	Opportunity for PP pupils to listen to growth mindset message from theatre group and resourcing for PP pupils e.g. books for 'Be the best you can be' work which helps PP pupils develop positive attitudes to learning and help them believe in themselves	Pupil interviews with PP pupils by PP governor showed that all pupils interviewed had a positive attitude to learning and described how their intervention supported their learning in class; 100% of parents feel teaching is good at the school while 100% of parents feel that they are helped to support their child's learning (parent questionnaires autumn 17)
Pupil premium well being	£500.00	Resourcing for PP pupils which helps PP pupils develop positive attitudes to learning and help them believe in themselves	The vast majority (96%) of PP pupils have a positive attitudes to learning (- would recommend our school pupil questionnaires). Although 5 PP pupils had less positive attitudes to learning and had social and emotional issues and issues with anger management Sept 17 , due to the support they have received three of these now have a much better attitude and

			actively engage in their learning. Two children will need continued support next year as we work with specialist staff to support their needs.
Swimming	£500.00	Support with transport costs for disadvantaged pupils	All PP pupils who needed funding in order to access sessions were supported. Vast majority of PP pupils now more confident in the water.
Pupil premium general contingency	£3,524.00	Two PP pupils from Yr 4, 5 and 6 attended more able workshops for maths, reading and writing provided by the consortium. These took the whole day. Funding for PP pupils whose parents wanted them to have milk daily	All pupils who attended workshops came back enthusiastic about their learning. All have made good progress this year and are working at a good standard for their age.
Total spend	£112,140.00		
Total to spend	£112,140.00		
+/-	£0		

#### Outcomes- Attainment

Outcomes for disadvantaged pupils 2017-18 (attainment) July 18					
cohort	% of cohort who are PP	% working at or above age related expectations (% of non-PP pupils working at or above age related expectation)			
		reading	writing	maths	Reading, writing and maths combined
Yr1	7% (0 pupils with SEND )	67% (91%)	67% (83%)	100% (93%)	67% (83%)
Yr2	27% (3 PP pupils with SEND)	73% (81%)	64% (81%)	64% (81%)	55% (78%)
Yr3	21% (4 PP pupils with SEND including 2x EHCP and 1 awaiting EHCP assessment)	44% (86%)	33% (80%)	44% (86%)	33% (77%)
Yr4	34% (5 PP pupils with SEND- 1 awaiting EHCP assessment)	53% (80%)	53% (70%)	67% (83%)	53% (70%)
Yr5	40% (4 PP pupil with SEND including 1x EHCP )	65% (85%)	53% (67%)	65% (67%)	47% (59%)
Yr6	26% (1 PP pupil with SEND)	73% (72%)	64% (72%)	82% (78%)	64% (63%)

Progress for disadvantaged pupils 2017-18				
cohort	% of cohort who are PP	% achieving expected progress = 6pts in yrs 2-6 and 5pts in yr 1 (% of non-PP achieving expected progress)		
		reading	writing	maths
Yr1	7% (0 pupils with SEND )	n/a	n/a	n/a
Yr2	27% (3 PP pupils with SEND)	55% (57%)	55% (44%)	55% (50%)

Yr3	21% (4 PP pupils with SEND including 2x EHCP and 1 awaiting EHCP assessment)	67% (83%)	44% (86%)	44% (86%)
Yr4	34% (5 PP pupils with SEND- 1 awaiting EHCP request)	47% (60%)	47% (80%)	60% (83%)
Yr5	40% (4 PP pupil with SEND including 1x EHCP)	64% (59%)	53% (63%)	59% (59%)
Yr6	26% (1 PP pupil with SEND)	73% (78%)	64% (63%)	82% (72%)

Attendance of disadvantaged pupils 2017-18 July 18			
cohort	% of cohort who are PP	Attendance as % of PP group (% attendance of non-PP)	% of PP pupils who are persistently absent as % of PP group
Yr1	7% (0 pupils with SEND )	95% (96%)	0%
Yr2	27% (3 PP pupils with SEND)	95% (98%)	18%
Yr3	21% (4 PP pupils with SEND including 2x EHCP and 1 awaiting EHCP assessment)	87% (96%)	22%
Yr4	34% (5 PP pupils with SEND- 1 awaiting EHCP request)	91% (96%)	27%
Yr5	40% (4 PP pupil with SEND including 1x EHCP)	97% (97%)	6%
Yr6	26% (1 PP pupil with SEND)	92% (96%)	25%

**How much disadvantaged funding will we receive 2018-19:**

Priorities for pupil premium spending 2018-19			
Item/ initiative	cost	Aim of spending	Actual impact
AHT to provide appropriate intervention for PP pupils including those who are SEND (3 days)	£43,618.00	Pupils performing below expected level for age rapidly acquire skills using proven programmes of support (e.g.; Toe by Toe; Stareway to spelling; 1 <sup>st</sup> class@ number 1 and 2, drawing and talking, structured conversations) needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	
2 LSAs running intervention groups in FS and KS 1 and 2	£9, 678.00	Pupils performing below expected level for age rapidly acquire skills using proven programmes of support (e.g.; Toe by Toe; working together with lego; socially speaking; precision teaching;	

		plus 1 and the power of 2; 1-2 tuition )needed for them to achieve age appropriate targets by breaking down barriers to learning and supporting pupil progress	
Additional LSAs (x 6) support for disadvantaged SEND pupils	£34, 461.00	Ensure disadvantaged SEND pupils develop appropriate social communication and emotional skills to be able to access curriculum and develop appropriate social interactions with peers	
Additional MDA support (x 5)	£12, 776.00	Ensure disadvantaged pupils who struggle socially at lunch time acquire appropriate skills and have a successful lunchtime so that they are able to access the afternoon curriculum. Provide lunch club for pupils who struggle with larger playground. Quieter area where can have successful lunch time and return to class in afternoon ready to learn	
Home-school mentor	£16,051.00	Liaise with parents of disadvantaged pupils so staff are aware of barriers that could impact on a pupil's learning e.g. where pupil a young carer Work with disadvantaged pupils to help them overcome social or emotional barriers to learning e.g. self esteem groups/ friendship groups/ drawing and talking therapy as appropriate To provide pastoral support to disadvantaged pupils who present challenging behaviour or who have emotional or social barriers to learning	
Breakfast club	£1,117.00	Employ a member of staff who can help ensure disadvantaged pupils arrive at school on time, have had a good breakfast and that staff are aware of any issues that parents may raise with them. Improve attendance and punctuality of PP pupils Provide environment with readiness to learn and well- being- activities designed to give pupils a positive start to the day	
Residential trips	£500.00	Enable Yr 6 pupils who claim FSM to attend residential trip and so enrich their curriculum and remove potential cost barrier Development of independence and a range of life skills while away from home	
Swimming cost	£500.00	Ensure disadvantaged pupils able to access swimming curriculum	
Curriculum equipment	£500.00	Opportunity for PP pupils to listen to growth mindset message from theatre group and resourcing for PP pupils e.g. books for 'Be the best you can be' work which helps PP pupils develop positive attitudes to learning and help them believe in themselves	
Pupil premium well being	£1,199.00	Resourcing for PP pupils which helps PP pupils develop positive attitudes to learning and help them believe in themselves	

Pupil premium general contingency	£500.00	To cover the cost of e.g. more able workshops within the consortium for pupil premium pupils to attend and other similar activities that widen the experiences of our pupils premium pupils over the year	
Total spend	£120,900.00		