

**Harry Gosling Primary School**  
**Review of pupil Premium expenditure 2017-18**

**Quality 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																																																								
<p>Increased % attainment at the <b>higher standard</b> for disadvantaged pupils, particularly boys.</p> <p>Increased attainment in <b>reading</b> in Reception, KS1 &amp; KS2 for disadvantaged pupils, particularly boys.</p> <p>Increased attainment in <b>writing</b> in KS1 &amp; KS2 for disadvantaged pupils, particularly boys.</p>	<p>Additional adults in class; Y6 Early Birds lessons; Y6 &amp; Y5 support teachers working with target pupils in small groups, EYFS leader &amp; Closing the Gap leader.</p> <p>Additional phonics groups</p> <p>Early Words – 1:1 High frequency words intervention</p> <p>Business Partners (1:1 reading with a professional adult)</p>	<p><b>Achievement of disadvantaged pupils</b></p> <table border="1" data-bbox="748 517 1406 632"> <thead> <tr> <th colspan="3">EYFS</th> </tr> <tr> <th>Disadvantaged pupils</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>63%</td> <td>56%</td> </tr> <tr> <td>Expected standard+ Reading</td> <td>81%</td> <td>67%</td> </tr> </tbody> </table> <p>In EYFS there has been a dip in the percentage of disadvantaged pupils achieving GLD and expected standard in reading compared with 2017.</p> <table border="1" data-bbox="752 791 1227 906"> <thead> <tr> <th colspan="2">Year 1 Phonics Screening Check</th> </tr> <tr> <th>%</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>81%</td> </tr> <tr> <td>Disadvantaged pupils</td> <td>76%</td> </tr> </tbody> </table> <p>In phonics, there was a dip in the % of disadvantaged pupils passing the phonics screening check (83% 2017).</p> <p><b>Achievement of disadvantaged boys</b></p> <table border="1" data-bbox="752 1050 1464 1353"> <thead> <tr> <th colspan="4">Key stage 2</th> </tr> <tr> <th colspan="2">Disadvantaged boys</th> <th>2017 (11 pupils)</th> <th>2018 (14 pupils)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Expected standard+</td> <td>64%</td> <td>79%</td> </tr> <tr> <td>High standard</td> <td>9%</td> <td>29%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>Expected standard+</td> <td>55%</td> <td>79%</td> </tr> <tr> <td>High standard</td> <td>9%</td> <td>14%</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Expected standard+</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>High standard</td> <td>27%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Combined</td> <td>Expected standard+</td> <td>55%</td> <td>71%</td> </tr> <tr> <td>High standard</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>In Key Stage 2 an increased % of disadvantaged boys, attained highly across subjects compared with 2017 (apart from combined, which remains the same).</p>	EYFS			Disadvantaged pupils	2017	2018	GLD	63%	56%	Expected standard+ Reading	81%	67%	Year 1 Phonics Screening Check		%	2018	Whole cohort	81%	Disadvantaged pupils	76%	Key stage 2				Disadvantaged boys		2017 (11 pupils)	2018 (14 pupils)	Reading	Expected standard+	64%	79%	High standard	9%	29%	Writing	Expected standard+	55%	79%	High standard	9%	14%	Maths	Expected standard+	82%	93%	High standard	27%	50%	Combined	Expected standard+	55%	71%	High standard	0%	0%	<p>This approach was successful and will be used in future with modifications made as needed.</p> <p>This year, the structure of pupil progress meetings to incorporate the use of Venn diagrams for comparing and targeting pupils was effective and will be used again next year.</p> <p>Next year, intervention groups run by teachers will take place across the school.</p>	<p>£212,000</p>
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<p>To ensure that children are ready to learn.</p> <p>To support disadvantaged pupils with <b>language and communication</b> difficulties</p> <p>For families to be supported in helping their children complete their <b>home learning</b>.</p> <p>Improved <b>attendance/punctuality</b> of disadvantaged pupils and hard to reach families.</p>	<p>Behaviour support</p> <p>Language and communication/speech and language</p> <p>Homework club</p> <p>Attendance team</p> <p>Breakfast club</p> <p>Family learning</p>	<p><b>Disadvantaged pupils with SEN</b></p> <table border="1"> <thead> <tr> <th colspan="5">Progress of disadvantaged pupils with SEN</th> </tr> <tr> <th>Points progress (EXP = 3)</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>No disadvantaged pupils with SEN.</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Year 2</td> <td>Pupils with SEN (4)</td> <td>2.3</td> <td>2.0</td> <td>2.3</td> </tr> <tr> <td></td> <td>Whole cohort</td> <td>2.9</td> <td>2.8</td> <td>3.0</td> </tr> <tr> <td></td> <td><b>Difference</b></td> <td><b>-0.6</b></td> <td><b>-0.8</b></td> <td><b>-0.7</b></td> </tr> <tr> <td>Year 3</td> <td>Pupils with SEN (7)</td> <td>2.7</td> <td>2.0</td> <td>2.9</td> </tr> <tr> <td></td> <td>Whole cohort</td> <td>2.8</td> <td>2.8</td> <td>3.0</td> </tr> <tr> <td></td> <td><b>Difference</b></td> <td><b>-0.1</b></td> <td><b>-0.8</b></td> <td><b>-0.1</b></td> </tr> <tr> <td>Year 4</td> <td>Pupils with SEN (10)</td> <td>2.4</td> <td>2.1</td> <td>2.4</td> </tr> <tr> <td></td> <td>Whole cohort</td> <td>3.0</td> <td>3.0</td> <td>2.9</td> </tr> <tr> <td></td> <td><b>Difference</b></td> <td><b>-0.6</b></td> <td><b>-0.9</b></td> <td><b>-0.5</b></td> </tr> <tr> <td>Year 5</td> <td>Pupils with SEN (9)</td> <td>2.9</td> <td>1.3</td> <td>2.2</td> </tr> <tr> <td></td> <td>Whole cohort</td> <td>2.9</td> <td>2.8</td> <td>2.5</td> </tr> <tr> <td></td> <td><b>Difference</b></td> <td><b>0</b></td> <td><b>-1.5</b></td> <td><b>-0.3</b></td> </tr> <tr> <td>Year 6</td> <td>Pupils with SEN (5)</td> <td>3.5</td> <td>4.1</td> <td>4.1</td> </tr> <tr> <td></td> <td>Whole cohort</td> <td>4.6</td> <td>4.2</td> <td>5.0</td> </tr> <tr> <td></td> <td><b>Difference</b></td> <td><b>-1.1</b></td> <td><b>-0.1</b></td> <td><b>-0.9</b></td> </tr> </tbody> </table>	Progress of disadvantaged pupils with SEN					Points progress (EXP = 3)	Reading	Writing	Maths		Year 1	No disadvantaged pupils with SEN.	-	-	-	Year 2	Pupils with SEN (4)	2.3	2.0	2.3		Whole cohort	2.9	2.8	3.0		<b>Difference</b>	<b>-0.6</b>	<b>-0.8</b>	<b>-0.7</b>	Year 3	Pupils with SEN (7)	2.7	2.0	2.9		Whole cohort	2.8	2.8	3.0		<b>Difference</b>	<b>-0.1</b>	<b>-0.8</b>	<b>-0.1</b>	Year 4	Pupils with SEN (10)	2.4	2.1	2.4		Whole cohort	3.0	3.0	2.9		<b>Difference</b>	<b>-0.6</b>	<b>-0.9</b>	<b>-0.5</b>	Year 5	Pupils with SEN (9)	2.9	1.3	2.2		Whole cohort	2.9	2.8	2.5		<b>Difference</b>	<b>0</b>	<b>-1.5</b>	<b>-0.3</b>	Year 6	Pupils with SEN (5)	3.5	4.1	4.1		Whole cohort	4.6	4.2	5.0		<b>Difference</b>	<b>-1.1</b>	<b>-0.1</b>	<b>-0.9</b>	<p>This approach was successful and will be used in future with modifications made as needed.</p>	£35,489
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		<p><b><u>Language and Communication/Behaviour support</u></b> On average across the school, disadvantaged pupils with SEN make less progress than the year group as a whole, however it should be noted that when looking at individual pupils with SEN, progress varies greatly. Pupils working with language and communication and behaviour specialist teachers are often working toward specific targets and progress towards these targets are documented on pupils' IEPs.</p> <p>Although most of the work done directly with pupils are those with SEN (above), the work of the specialist teachers includes consulting with parents, class teachers and delivering TA training sessions, all of which have a significant impact across the school.</p> <p><b><u>Homework club</u></b> On average, more than 55% of pupils attending homework club are disadvantaged. Families are often referred to homework club in pupil progress meetings, and as a result of this, several targeted families have started attending.</p> <p><b><u>Breakfast club</u></b> Approximately 50% of pupils attending breakfast club are pupil premium (although attendance varies).</p> <p><b><u>Attendance and punctuality</u></b> Attendance of disadvantaged pupils is similar to the attendance of the school as a whole in Years 1 to 6. 55% of children on the PA list are disadvantaged.</p> <table border="1"> <thead> <tr> <th colspan="2">% Attendance 2017-18</th> </tr> </thead> <tbody> <tr> <td>Years 1-6 (all)</td> <td>96</td> </tr> <tr> <td>Disadvantaged</td> <td>95</td> </tr> </tbody> </table>	% Attendance 2017-18		Years 1-6 (all)	96	Disadvantaged	95		
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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
Increased % of disadvantaged pupils targeted for <b>trips/outside experiences</b>	Trips, Music enrichment, Artists	This year, a strategic decision was made to offer a school based challenge week in Year 5 (instead of a residential) to enable more pupils to access outside enrichment experiences. 100% of Year 5 pupils were involved in Challenge Week, which was particularly successful in providing all pupils, including disadvantaged pupils, a range of challenging, fun and adventurous learning experiences (e.g. kayaking, ropes courses, etc.). All children in Year 4 participated in the Jazz project and all pupils Years 1 to 6 worked with artists Cathy and Carina to create projects. In addition, this provided useful CPD for teachers.	This approach was successful and will be used in future with modifications made as needed.	£9600

