



Pupil premium strategy statement: Harry Gosling Primary School

1. Summary information					
School	Harry Gosling Primary School				
Academic Year	2018119	Total PP budget	£227,040	Date of most recent PP Review	10/11/14
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	TBD

2. Attainment Data for 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 % achieving expected or above in reading, writing and maths	71%	
KS2 % achieving expected or above in reading	85%	
KS2 % achieving expected or above in writing	88%	
KS2 % achieving expected or above in maths	79%	
KS2 % achieving expected or above in GAPS	56%	

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
B.	Pupils being 'ready to learn'
C.	Less accessibility to enrichment opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance– morning & evening 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 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. 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 higher standard. 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 pupils attending/improvement in the attendance and punctuality of target families.
E.	Increased % of disadvantaged pupils targeted for trips/outside experiences	Increased % of disadvantaged pupils accessing trips (e.g. residential, etc.).

5. Planned expenditure					
Academic year	2018/19				
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	Staff lead	When will you review implement

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Increased % attainment at the higher standard for disadvantaged pupils, particularly boys.	Additional adults in class (Y6 support teacher, Y5 support teacher, AHT support).	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). Additional adults also enables	Provision will be monitored regularly within phases and termly during pupil progress/IEP meetings.	AHT	Termly
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)	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 of the feedback studies which show that tend to show very high effects on learning.			
Total budgeted cost					£212,000

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.</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>Language and communication/speech and language teachers</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. 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>A significant % of pupils who work with the Language and Communication and Speech and Language teacher are disadvantaged. These teachers support small groups of children in working on developing their 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 teachers, 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 a high number of lates are disadvantaged. Schools that effectively target attendance are on the look out for poor 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>	<p>AHT</p>	<p>Termly</p>
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Total budgeted cost					£ 42,489
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?
	Trips, Music enrichment, Artists				
Total budgeted cost					£ 13,600

6. Review of expenditure				
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

ii. Targeted support				

iii. 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

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A. Additional detail