



Pupil Premium Strategy

1. Summary information					
School	Goring C.E. Primary School				
Academic Year	2018-19	Total PP budget	£65,157	Date of most recent PP Review	October 2018
Total number of pupils	432	Number of pupils in receipt of PP	67 15.6%	Date for next internal review of this strategy	End of October 2019

2. Current attainment (Y2-Y6)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving age related expectations in reading, writing and maths	28%	45%
% achieving age related expectations in reading	61%	83%
% achieving age related expectations in writing	37%	69%
% achieving age related expectations in maths	47%	74%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	35% of current KS1/KS2 PP have an identified SEN, 5% have an EHCP	
B.	56% of current KS1 PP met Early Learning Goals (ELG) compared to 81% of non PP	
C.	50% of current Y2 pupils (receiving PP) and 70% of current Y3 pupils (receiving PP) passed the Y1 phonic check compared to 87% and 98% of non-PP children in the same year groups	

External barriers		
D.	Attendance – 95.2% average attendance for PP pupils with SEN and 95.1% for PP children without SEN (total PP attendance 95.3%, total non-PP attendance 96.6%)	
4. Desired outcomes		Success criteria
1.	<p>Increased percentage meeting / exceeding end of year expectations and reduce the gap/diminish the difference between PP and non PP children in Ys 2- 6 in reading, writing and mathematics, with a particular focus on writing.</p> <p>Improve quality of writing standards and opportunities for children to review and up-level work.</p>	<p>Gap between PP and non PP children meeting or exceeding ARE to reduce from 22% in reading, from 32% in writing, from 27% in maths and from 17% all three areas.</p> <p>A greater percentage of PP children meet or exceed age related expectations in writing (currently 37%).</p>
2.	Improved speaking and listening skills for PP children, to support their literacy, vocabulary and communication.	Close the gap between PP and non PP children in writing in terms of children achieving age related expectations (currently 32%).
3.	<p>Improve attendance for PP children.</p> <p>Barrier D</p>	Reduce gap between PP attendance and attendance of non – PP pupils. All PP pupils have attendance of at least 96% (currently this is an average of 95.1%).
4.	<p>Early Interventions in Ys R and 1</p> <p>Barrier B</p>	<p>Reduce gap in attainment (English and maths) by end Y1 between PP and non PP children (currently 41% in reading, 34% in writing and 34% in maths).</p> <p>Reduce attainment gap in phonics screening between PP and non PP children from 37% in current Y2 and 28% in current Y3.</p> <p>Increase parental confidence in supporting their child's learning.</p>
5.	To ensure that more able pupils eligible for pupil premium are provided with breadth and challenge suited to their needs	A greater percentage of PP children will achieve greater depth in reading (currently 41% in reading, 14% in writing and 24% in maths).
6.	<p>To increase the percentage of children passing KS1 phonics check in Y1 and the resit check in Y2</p> <p>Barrier C</p>	Increase in Y1 PP children passing KS1 phonics check from 50% and increase in PP children passing KS1 phonics check resit from 40%.

<p>7.</p>	<p>To increase the percentage of PP children in YR meeting ELG</p> <p>Barrier B</p>	<p>Diminish the gap between YR PP children meeting ELG (56%) and YR non PP children meeting ELG (81%)</p>
<p>8.</p>	<p>For children to have the opportunity to discuss their emotions and know that school is a safe place for this</p> <p>More complex PP children who have SEN will have their needs assessed and will make academic progress.</p> <p>Barrier A</p>	<p>Post sessional questionnaires will show that play therapy sessions are developing children's confidence as well as supporting them to become more emotionally literate.</p> <p>Recommendations made in the reports will be evident in teacher's planning, class provision maps and children's ILPs.</p>
<p>9.</p>	<p>Children will be able to access and enjoy activities that will support their learning and develop them emotionally, socially, physically and academically.</p> <p>Raised aspiration, motivation and engagement in extended provision and learning.</p>	<p>A greater percentage of PP children will access and attend a paid for after school club (in 2017 -18, 17% (7/42) of PP children took up the offer and attended one or more after school clubs during the year).</p>

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	How will you ensure it is implemented well?	Staff lead	Evaluation and Impact (Oct 2019)
<p>Increased percentage meeting end of year expectations and reduce the gap/diminish the difference between PP and non PP children in reading, writing and mathematics, with a particular focus on writing.</p> <p>Improve quality of writing standards and opportunities for children to review and up-level work.</p>	<p>Intervention teacher to provide weekly support for PP children (non SEN) from YR to Y6 in English and Maths.</p> <p>Intervention Teacher to feedback to Class Teachers after sessions.</p> <p>Introduce LEXIA programme which can be used at home and in school to support spelling.</p>	<p>Children receiving additional support in school will make expected or accelerated progress.</p>	<p>Intervention teacher to meet regularly with Inclusion Leader to discuss progress of children.</p> <p>Termly discussion between HT, Intervention Teacher, Inclusion Leader and Class Teacher at Pupil Progress Meetings.</p> <p>Regular moderation and book scrutinies.</p> <p>Pupil voice.</p>	<p>Inclusion Leader / Intervention Teacher</p>	

Children will be able to access and enjoy activities that will support their learning and develop them emotionally, socially, physically and academically. Raised aspiration, motivation and engagement in extended provision and learning.	Participation in after school activities, such as Zumba. Participation in Rock Steady music sessions. Trips, visits, visitors accessed, reading in loco parentis.	Children have an option of both inside and outside activities on a daily basis. All children irrespective of their backgrounds will have the same opportunities as their peers	Monitoring attendance at after school clubs.	Inclusion Leader	
To ensure that more able pupils eligible for pupil premium are provided with breadth and challenge suited to their needs	More able PP children to be identified / targeted and learning goals discussed with staff, parents and children	Relatively fewer able PP learners achieved greater depth compared with non PP group	Lesson observations, data, book scrutinies, Pupil Voice	Inclusion Leader	
To increase the percentage of PP children in YR meeting ELG	YR staff will monitor all children in Autumn term with a view to then running groups for those children who need further support with fine motor skills, speech, language and understanding groups and memory groups	Children who meet ELG are more likely to achieve better in KS1 and KS2 tests	Monitoring class provision maps, data and teacher's notes.	YR staff	
Total budgeted cost					£21,680
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Evaluation and Impact (Oct 2019)

<p>Improved speaking and listening skills for PP children, to support their spoken language, develop language skills, widen their vocabulary and communication.</p>	<p>In class and in groups, child to use 'Language for Thinking', Black Sheep Press and 'Talk for Writing'. Intervention teacher to provide weekly support for PP children (non -SEN) from YR to Y6 in English.</p>	<p>Some children find developing their verbal reasoning skills can be a challenge. This can then impact on their communication both orally and in written form.</p>	<p>Termly pupil progress meetings with CT, HT, Inclusion Leader and Intervention Teacher. Book scrutiny. Assessment data.</p>	<p>Inclusion Leader / Intervention Teacher</p>	
<p>Improve attendance for PP children.</p>	<p>Attendance Lead and admin to receive training from SCAS on use of 3BM Attendance Analysis Tools. Attendance Lead and admin to attend meeting with Attendance Support Worker Susie Bolger to develop resources and action plan for attendance. Teachers to begin taking electronic registers. Admin to ensure absences are followed up and absence codes put in every week. Identify children at risk of persistent absence/ persistent lateness through use of SIMS and 3BM. Send letters out to arrange meetings if chn's attendance falls below 90% (persistent absence). Follow up with further parent contact/ early help plans/ involvement of Attendance</p>	<p>Attendance of PP children continues to be a concern nationally.</p>	<p>Use SIMS data to track whole school attendance. Termly pupil progress meetings with CT, HT, Inclusion Leader, Attendance Lead and Intervention Teacher.</p>	<p>Attendance Lead</p>	

	<p>Support Worker as necessary. Produce information for parents on importance of attendance and updated policy. Work with other local schools to ensure consistency of practice re FPNs, letter formats. Celebrate 100% attendance at locality school celebration at Durrington High.</p>				
Early Interventions in Yrs R and 1	Intervention Teacher to work weekly with PP children in YR and Y1, supporting their maths and English.	Ensuring early intervention and taking a whole-school approach to literacy and targeting funds in a specific way means that we can improve the performance of the pupils in school, as well as making their everyday learning experiences enjoyable.	Termly pupil progress meetings with CT, HT, Inclusion Leader and Intervention Teacher. Book scrutiny. Assessment data.	Inclusion Leader / Intervention Teacher	
Increase the percentage of children passing KS1 phonics check in Y1 and the resit check in Y2	Intervention teacher will work with Y1 and relevant Y2 PP children to continue to develop their phonics awareness. Intervention teacher and inclusion leader will provide support to relevant LSAs and TAs.	Increase in percentage of children passing KS1 phonics check in Y1 and in Y2 resits will have positive impact on children's reading and writing.	Termly pupil progress meetings with CT, HT, Inclusion Leader and Intervention Teacher. Book scrutiny. Assessment data.	Inclusion Leader / Intervention Teacher / Y1 staff	
Total budgeted cost					£27,391
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	Evaluation and Impact (Oct 2019)
Children have the opportunity to discuss their emotions and know that school is a safe place for this to occur.	Play therapy	Children who feel more emotionally safe are more likely to achieve in school.	Discussions with key staff, parents and play therapist. Pupil voice. ILP targets.	Inclusion Leader	
More complex PP children who have SEN will have their needs assessed and will make academic progress.	Private Educational Psychologist	If staff understand the complexity of some children's needs, they will provide relevant support and plan appropriate work accordingly.	Discussions with key staff and parents. Pupil voice. ILP targets. Assessment data.	Inclusion Leader	
Total budgeted cost					£2,910