

Gidea Park Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Gidea Park Primary School				
Academic Year	2018-19	Total PP budget	£46,840	Date of most recent PP Review	Oct 18
Total number of pupils	458	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Oct 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in English and Mathematics	100% (5/5)	70%
% achieving expected standard in Reading	100% (5/5)	80%
% achieving expected standard in GPS (Grammar, Punctuation and Spelling)	100% (5/5)	82%
% achieving expected standard in Writing (Teacher Assessment)	100% (5/5)	83%
% achieving expected standard in Mathematics	100% (5/5)	81%

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.	Poor oral language skills for some pupils
B.	Some Pupil Premium children with lower starting points and working at a level below their peers (in school data – Maths, reading and writing)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Some limited internet access at home and conducive environment for completing home learning tasks
D.	Some family issues that are troubling children
E.	Attendance of Pupil Premium groups slightly lower than in other groups

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children will have age-appropriate receptive and expressive language monitored through: speech and language reviews; caseload meetings with support from Havering Speech, Language and Communication Needs team; speech and language link assessments; progress where applicable for children along the Havering EAL continuum (for children with English as an Additional Language).	Language-rich school environment leading to all members of school community being confident in their oracy skills using grammatically correct language about their learning.
B.	Pupils given additional support in their learning from Early Years onwards, with in-school data showing the gap to be quickly closing.	All teachers confident in delivering effective differentiation and provision (including intervention) for all learners. Additional interventions in place for those children at risk of falling behind their peers.
C.	Children with no internet at home, invited to and regularly attending homework club led by Mrs Hawkins – measured by monitoring of register and attendance at the club of Home/School Support Worker.	Home learning tasks completed – monitored by class teachers who will report to Mrs Hawkins/ Miss Brooks.
D.	Families work closely in partnership with the school so that children present as being happy and ready to learn.	Children are supported in developing resilience, self-confident and healthy mind-sets with key staff have mental health training.
E.	For the attendance of Pupil Premium groups to be on a level with other groups as shown by school data.	Families working alongside school to diminish absences, particularly those that are unauthorised.

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					
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?
Following a mastery curriculum, in which children are taught to manage their own motivation towards learning and speak confidently using grammatically correct language about their learning.	Teachers lead children through a series of increasingly challenging activities in lessons, gradually withdrawing level of support. Regular ongoing formative assessment with timely, short-term intervention as needed. Children given lessons in meta-cognition, growth mind-sets and Philosophy4Children. Children taught to be articulate and respond in complete sentences.	Mastery report, Oral Language Intervention and Metacognition and self-regulation report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Learning walks. Peer/ paired training. Lesson observations.	Head teacher and Deputy head teacher	Half termly

Effective feedback to pupils.	Specific, accurate and clear feedback given to pupils. Comparing what a child is doing right with what they did before. Rewarding effort and perseverance.	Feedback report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Learning walks. Peer or paired teaching.	Head teacher and Deputy head teacher	Half termly
Total budgeted cost					£20, 640
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?
To continue to lessen the gap in children's mathematical ability.	One to one tuition through Third Space Learning for Y3/4. Small group additional Maths coaching in Years 5 and 6.	One to One Tuition report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Monitoring of children's progress through session reports and analysis of termly data.	Inclusion Manager	Half termly

Targeted phonics work.	One to one catch up sessions additional to group work with teaching assistants, for children who have not passed the Year One phonics screening. (May also include Precision Teaching).	Phonics report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Use of the <i>Read Write Inc.</i> phonics scheme with assessment system.	Miss Dean	Half termly
To continue to lessen the gap in children's writing ability.	Small group tuition with focus on editing to improve work.	Small Group Tuition report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Targeted work. Formative assessment and regular pupil progress meetings.	Inclusion Manager	Half termly
For children to access the language of the classroom.	Speech and language therapy, language link interventions, Talk/Write for learning and Nuffield Early Language Intervention (NELI).	Oral language interventions report/ NELI report from the Teaching and Learning Toolkit, Education Endowment	Caseload meetings with teachers from the Speech, Language and Communication advisory service.	Inclusion Manager and Miss Dean	
For all children to complete their home learning tasks	Access to weekly home learning club.	Homework (primary) report from the Teaching and Learning Toolkit, Education Endowment	Children prioritised and invited according to their need in consultation with Head teacher, Deputy Head teacher and Inclusion Manager.	Teacher and Home School Support Worker	

For all children to behave well in school and therefore be ready to learn.	A small number of pupils will require behaviour support plans written in collaboration with parents, which will support everyone in creating a positive learning environment. Additional support in class may initially be given in a small number of cases. HSSW will also work with parents to increase level of attendance where issues identified.	Behaviour report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Advice from Havering Attendance and Behaviour Support and Education Welfare Officer.	Head teacher/ Deputy Head teacher or Inclusion Manager.	Half termly
For children to be able to work together collaboratively.	A small number of children may need small group intervention in collaborative working. This normally takes the form of Lego Therapy or Socially Speaking structured programmes with our Home/ School Support Worker.	Collaborative Learning report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Staff attending training in different strategies.	Inclusion Manager	Half termly
For children to learn to take turns, build resilience and manage life events.	Turn taking games, and home/ school support which allows families to talk through concerns with our home school support worker who can then work with the children, access Early help schemes etc.	Social and Emotional Learning support report from the Teaching and Learning Toolkit, Education	Progress reviews to determine progress/ next steps for more vulnerable pupils.	Senior Management Team	Weekly
Total budgeted cost				£26,000	

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	When will you review implementation?
For parents to be actively involved in their child's learning.	Parents/ carers asked to sign children's diaries weekly to say they have completed weekly reading task with their child and other home learning tasks completed. Regular parent workshops showing the teaching approaches used in school and how these can be built upon at home. Book purchases.	Parental involvement report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Class teachers also sign and check diaries weekly.	Class teachers	Half termly
Total budgeted cost					£600

6. Review of expenditure				
Previous Financial Year		April 2017-April 2018		
Quality of teaching for all and targeted support				
Desired outcomes	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Children to receive targeted support in spelling/ phonics/reading/ writing/ number intervention and Speech and Language support.	Provided by support staff.	In 2018, Year 2 children did very well in their SATs following small group focussed intervention in reading, writing and Maths, including support with greater depth activities where appropriate. Year 6 SATs results were good with all children reaching greater depth in Grammar, Punctuation and Spelling, 40% reaching greater depth in reading, 40% reaching greater depth in writing and 60% reaching greater depth in Maths. All of these children had made use of the Third Space Maths program in lower Key Stage 2, as well as a range of other intervention such as a smaller focussed Maths group, one-to-one tuition and encouragement to achieve their reading challenge badges. The attendance of Pupil Premium children was slightly lower than for other groups, but input from our Home School Support Worker lowered the percentage of late marks for targeted children.	Teaching staff take on increased responsibility for the teaching of timely, personalised interventions and this is something that will be continued. Where digital learning has been utilised, the most effective programs have built in guidance (e.g. through one to one online tuition or with additional teaching materials attached to assessments). We will be continuing with our use of Third Space Learning and Language Link assessments. All staff are helping our children to have a growth mind-set and build resilience; awareness around the emotional aspects of learning and the promotion of a mentally healthy school will continue to be developed next year.	£35,740
Children to receive targeted additional support including one-to-one tuition, small group work and homework club.	Provided by teaching staff.			£20,280
Resources, Equipment and online tuition to support outcomes.	New resources included access to Third Space Learning			£5,700

