

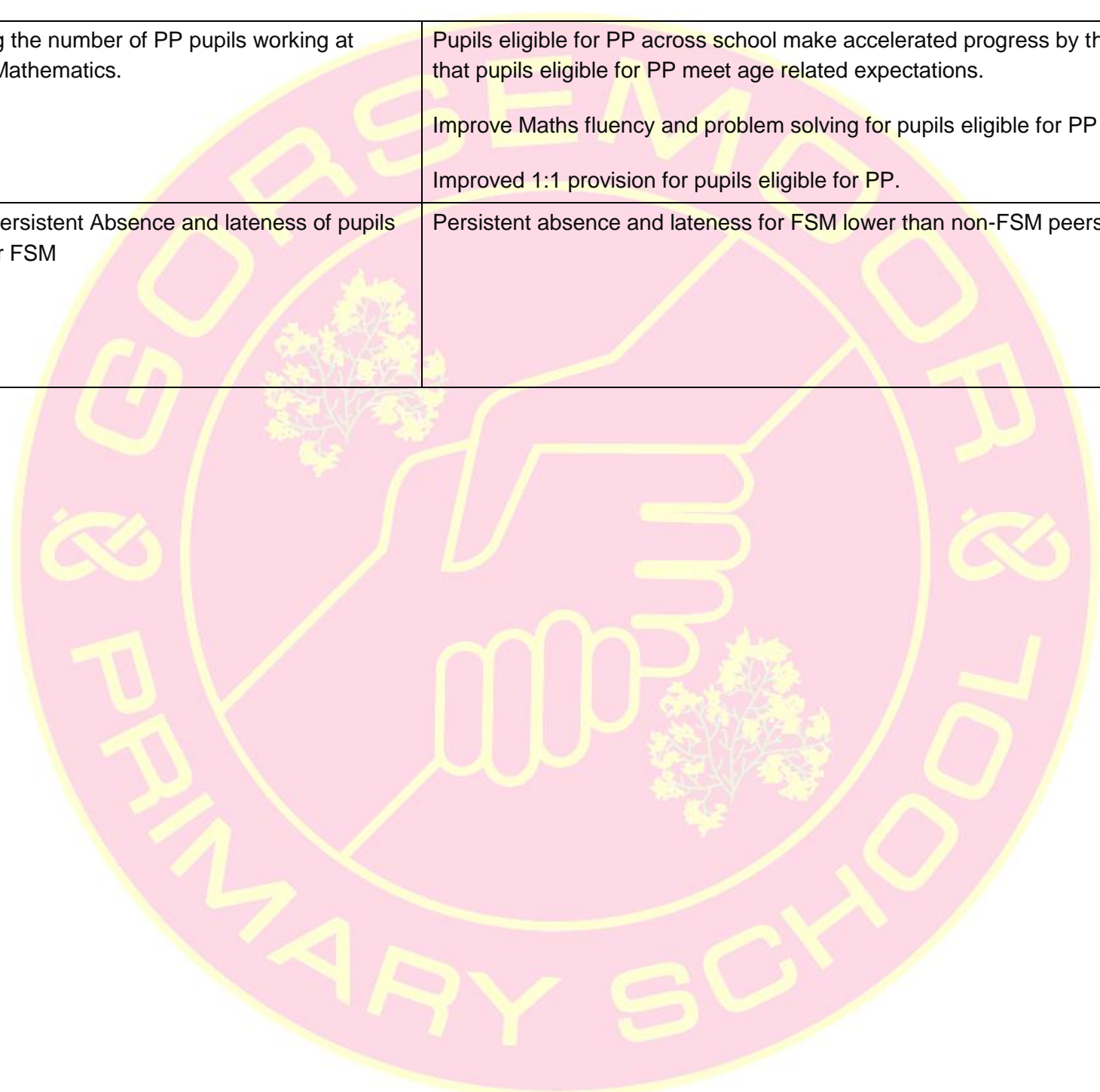
Pupil premium strategy – Gorsemoor Primary School, Heath Hayes

1. Summary information					
School	Gorsemoor Primary School, Heath Hayes				
Academic Year	2019/2020	Total PP budget *Subject to claw back following school Census	£72,180	Date of most recent PP Review	July 19
Total number of pupils – Reception to Year 6	526	Number of pupils eligible for PP/Ever 6	51	Date for next internal review of this strategy	Jan 2020
		Plus Service children	3		
		Plus LAC/Adopted	5		

2. Current attainment		
End of Key Stage 2 Results from 2018/2019 (16/94 children eligible for PP)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Expected or above in Reading, Writing & Maths or equivalent)	31%	49%
Average progress score in Reading	-4.14	1.72
Average progress score in Reading: without SEN pupil with ECHP(Cognition and Learning)	-3.57	
Average progress score in Writing	-2.38	1.36
Average progress score in Writing: without SEN pupil with ECHP(Cognition and Learning)	-0.97	
Average progress score in Maths	2.24	3.62
Average progress score in Maths: without SEN pupil with ECHP(Cognition and Learning)	4.10	

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.	Following the KS2 SATs results, whole school focus is needed to improve attainment in Reading. Data shows a disparity between Pupils eligible for Pupil Premium compared to their non Pupil Premium peers.	
B.	All areas of English have been identified as whole school issues for this academic year, including those pupils eligible for Pupil Premium. Writing, spelling and handwriting will be developed in all Key Stages.	
C.	In Maths, pupils eligible for Pupil Premium are broadly in line in comparison to non Pupil Premium pupils at age related expectations. However, focus is needed for Pupil Premium Pupils who could achieve Greater Depth in this subject.	
Additional barriers (<i>including issues which also require action outside school such as low attendance rates</i>)		
D.	Persistent absence and lateness of pupils eligible for Free School Meals.	
4. Desired outcomes (<i>Desired outcomes and how they</i>)		Success criteria
A.	Improve Reading progress and attainment for PP across the school.	<p>Pupils eligible for PP across school make accelerated progress by the end of the year, so that they meet, at least, age related expectations.</p> <p>Increased % of PP pupils working at ARE+.</p> <p>Improved 1:1 provision for pupils eligible for PP.</p>
B.	<p>Improve Writing skills for pupils eligible for PP across school, including a focus on Handwriting.</p> <p>Increased levels of attainment GPS Spelling for PP pupils across the school.</p>	<p>Pupils eligible for PP across school make accelerated progress by the end of the year, so that they meet, at least, age related expectations.</p> <p>Increased % of PP pupils working at ARE+.</p> <p>Improved 1:1 provision for pupils eligible for PP.</p>

<p>C.</p>	<p>Increasing the number of PP pupils working at ARE+ in Mathematics.</p>	<p>Pupils eligible for PP across school make accelerated progress by the end of the year, so that pupils eligible for PP meet age related expectations.</p> <p>Improve Maths fluency and problem solving for pupils eligible for PP in upper Key Stage 2.</p> <p>Improved 1:1 provision for pupils eligible for PP.</p>
<p>D.</p>	<p>Reduce Persistent Absence and lateness of pupils eligible for FSM</p>	<p>Persistent absence and lateness for FSM lower than non-FSM peers.</p>



Planned expenditure					
Academic year		2019/2020			
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 well?	Staff lead	When will you review implementation?
Improve the Reading skills for pupils eligible for PP across school.	Use of dedicated Teaching Assistant to support PP children with their reading. Use of Action Research Project (Direct Instruction for reading). Developing the use of Reading Squad to support and promote reading.	Dedicated TA support will be targeted to only PP pupils which will ensure that get the individualised support they required. This method will be particularly effective for those PP who currently have a very Low reading score. By increasing opportunity for pupils to read to different audiences will increase their ability to read.	Support will be closely monitored by both the class teachers of the pupils and by Mrs Deeley (Inclusion Lead). Observations of sessions will take place. Pupils will be assessed at the start and end of the interventions.	ACHT-EL & NC Eng Lead – DLC Inclusion Lead-LD	End of Each Term
Improve Writing skills for pupils eligible for PP across school.	Targeted writing intervention for PP pupils.	As with Reading, TA support will be targeted to only PP pupils. This will ensure that pupils get the individualised support they require.	Improvements will be seen in the independent “hot writing Tasks” produced by pupils. This will be monitored by Inclusion Lead and English Lead.	Inclusion Lead-LD English Lead-DLC	End of Each Term

<p>Improvement in the Maths attainment and progress for pupils eligible for PP.</p>	<p>Focus on differentiation and implementation of Success Criteria to underpin teaching strategies. Use of TA support for intervention. Pre-teaching of topics.</p>	<p>Gap analysis for PUMA shows areas PP pupils need further focus upon. Intervention will be used to support.</p>	<p>Inclusion Lead and Maths Lead to monitor and evaluate the teaching of Maths to ensure all pupils are able to access the provision and make at least expected progress.</p> <p>The development of a Medium Term Planning by Maths Lead to ensure pupils have opportunity to meet year group expectations in line with White Rose Planning</p>	<p>ACHT-EL & NC</p> <p>Inclusion Team-LD LMcH</p> <p>All teaching staff</p>	<p>End of Each Term</p>
<p>Increased levels of attainment GPS Spelling for PP pupils across the school.</p>	<p>Continued monitoring of No Nonsense Spelling . Spelling rules and patterns to be taught in addition to weekly spellings being sent home. Spelling applied throughout the curriculum and addressed through quality feedback. Introduction of Individualised upper Spellers” scheme for those pupils needing additional support with spelling.</p>	<p>We are investing some of the PP in long-term change, which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Impact observations focussing on the application of No Nonsense Spelling, with evaluations to be completed.</p> <p>Book trawls will reflect evidence of spelling being taught as well as being applied. Errors picked up and addressed swiftly.</p>	<p>Inclusion Team-LD LMcH</p>	
<p>Total budgeted cost</p>					<p>£14000</p>

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?
Improve the handwriting of PP pupils	Teacher will focus on improving handwriting by assessing and then teaching skills needed.	Pupils who find it difficult to write neatly need to be re-taught on an individual basis the skills needed to improve. Once this is achieved, these changes can be seen in their written work.	Observation of sessions Improvement in handwriting will be seen in all the pupil's books.	Inclusion Lead-LD Teacher-JL	October Half Term 2019
Total budgeted cost					£4300
To improve confidence and well-being for PP pupils.	Additional Nurture/art/activity sessions Weekly Yoga Sessions	Pupils often find the transition to a new year difficult. By giving these pupils, an outlet to talk about how they are feeling and to address any worries, their whole well-being and approach to school and learning will improve.	Observations of sessions Pupil voice	Inclusion Lead-LD Teachers-CM Outside provision-SR	December 2019
Total Budgeted cost					£1040
Curriculum provision for Pupil Premium children	Intervention Teachers to deliver specific/structured support for individuals and small groups to improve attainment, progress and emotional wellbeing.	Teachers will be able to deliver intervention targeted to the individual needs of our PP pupils.	Sessions will be monitored by Inclusion Lead and subjects leads.	Inclusion Lead-LD Subject Leads	Termly
Total Budgeted cost					£25000

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	When will you review implementation?
<p>To raise the profile of Pupil Premium within school.</p> <p>Staff CPD</p>	<p>In house-training on Pupil Premium for new Inclusion Lead.</p> <p>Inclusion Lead to ensure all staff are aware of their PP pupils and their needs are being met.</p> <p>Teaching assistants assigned to Year Groups to allow PP support to be given as needed.</p> <p>Maths and English Leads to ensure they are taking into account of the needs of PP pupils.</p>	<p>Following a re-structure of staffing, the role of overseeing the Pupil Premium pupils was assigned to the SENCo. This allows for the planning, assessment and evaluating of the provision given to our most vulnerable pupils to be carried out by one person ensuring targeted support for all.</p> <p>Staff need to maintain overall responsibility for the PP pupils, so be providing them with TA support will enable them to do so.</p>	<p>Inclusion Lead meeting on a regular basis with Year groups to discuss progress of PP pupils.</p> <p>Inclusion Lead will meet with Maths and English Leads to discuss PP pupils.</p> <p>Any training needs will be met.</p>	<p>Inclusion Lead-LD</p>	<p>Dec 19</p>
Total budgeted cost					£5000
<p>Improve activities on offer for PP pupils (including sports clubs).</p> <p>Broadening experiences for children</p>	<p>Identify individual needs of PP students across the school, to effectively support their social and emotional needs in order to build resilience and</p>	<p>A combination of the EEF strategies will work for each PP pupil in a different way. Examples might include: extra interventions, funding for after school clubs, attendance on trips and Outdoor Education. In school workshops promoting support in</p>	<p>School has a Pupil Premium Champion to support the PP pupils alongside a Pupil Premium Champion Governor.</p> <p>Meet termly to discuss strategies and intervention</p>	<p>Inclusion Lead-LD</p> <p>PP Governor-BP</p>	<p>Each term at PP Champion Governor review meetings.</p>

Purchase of Uniform or equipment needed for clubs	effective learning behaviours. Subsidised trips for disadvantaged pupils.	certain areas. Weekly nurture sessions in school.	ideas for bespoke, targeted interventions.		
Total budgeted cost					£1500
To offer Emotional Support and Nurture	Dedicated Teaching Assistant to lead Nurture support for pupils and their Families. TA to attend "Hope Training" for the Academic year to become a Hope Mentor	Due to the loss of Outside Services, there is a greater need for schools to provide Nurture for pupils and family support. The "Hope Project" will give the TA the training to deliver the support needed. Resources will also be purchased to support Hope Project.	The TA has dedicated time in every afternoon to work with pupils. These will be observed by Inclusion Lead. Pupils Voice will also be used.	Inclusion Lead-LD Pastoral Support Worker- LR	Termly
Total Budgeted Cost					£9500
Educational resources	To enable pupils to access the curriculum and maximise progress.	By enhancing provision for pupils increases their opportunity to do well and make accelerated progress.	Their need will be evaluated before purchase and their successfulness assessed by Inclusion Lead/Class teacher	Inclusion Lead-LD Class teachers	When needed.
Total Budgeted Cost					£1200
Rewards and Incentives	To help to improve attendance, lateness attitude to learning and behaviour for PP students.	The use of rewards and individual incentives will improve attendance, lateness and pupil behaviour	Attendance and lateness is tracked by the Inclusion Lead. Behaviour is tracked by Phase Leaders	Inclusion Lead-LD Phase Leaders	Half Termly Basis
Total Budgeted Cost					£600

Improvements to spaces for pupils	Improvement and redevelopment of the Inclusion room, Intervention room and cooking area to ensure suitability for all.	PP pupils will be able to access a dedicated space that is fit for purpose.	Inclusion Lead will work alongside members of staff who use the room with PP pupils.	Inclusion Team	
Total Budgeted Cost					£8000
Commission a Pupil Premium Review	Will review how the Pupil Premium money is being spent with the purpose to improve our Pupil Premium Strategy.	Improve strategies so that the spending of funding is more effective in improving the achievement of disadvantaged pupils.	Review is ran by an independent expert who will have had a recent track record as a school leader in raising the achievement of disadvantaged pupils.	Inclusion Lead-LD	Spring Term 2020
Total Budgeted cost					£2000

Additional detail

For further enquiries about the Pupil Premium at Gorsemoor Primary School contact Mrs L Deeley –Inclusion Lead

In the 2019-2020 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for primary-aged pupils

Schools will also receive £1,900 (£1500 as £400 is top sliced by the Virtual School) for each looked-after pupil who:

- has been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
 - a special guardianship order
 - a residence order

Even though your child is now automatically entitled to a free school meal for their first three years at school (Reception to Year 2), registering for income assessed free school meals could provide the school with extra money to be spent on raising achievement for all our pupils. If you wish to apply for Pupil Premium please contact the school office where you can complete an application form. This is available if you receive any of the following benefits:

- Income support
- Income based job seekers allowance
- Income based employment and support allowance
- Guaranteed element of state pension credit
- Universal credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child tax credit (but no working tax credit) with a household income of less than £16,190 per year