

Pupil premium strategy – Gorsemoor Primary School, Heath Hayes

1. Summary information					
School	Gorsemoor Primary School, Heath Hayes				
Academic Year	2018/19	Total PP budget ** including carry forward from previous year	£112,000	Date of most recent PP Review	July 18
Total number of pupils – Reception to Year 6	511	Number of pupils eligible for PP/Ever 6	43	Date for next internal review of this strategy	Feb 19
		Plus Service children	2		
		Plus LAC/Adopted	8		

2. Current attainment		
End of Key Stage 2 Results- (22/94 children eligible for PP)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP National Average</i>
% achieving Expected or above in Reading, Writing & Maths or equivalent)	32%	57%
Average progress score in Reading	-3.13	-1.1
Average progress score in Writing	-0.31	+2.7
Average progress score in Maths	-2.04	-0.7

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.	Reading progress and attainment needs to be developed across the school, particularly for those pupils who are eligible for Pupil Premium.
B.	KS2 SATs data for 2018, clearly shows the disparity in Writing progress for Pupils eligible for PP compared to their non Pupil Premium peers. Spelling is an area of focus for pupils eligible for PP as this is impacting not only on their GPS progress but also the progress of their Writing.
C.	Maths attainment for pupils eligible for PP has been highlighted as a particular weakness in the end of Key Stage 2 results.

D.	1:1 Provision for Pupil Premium children needs to be improved so that support is more tailored to the individuals needs in order to see impact and fully support the needs of the child.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve Reading progress and attainment for PP across the school.	Pupils eligible for PP across school make accelerated progress by the end of the year, so that all pupils eligible for PP meet age related Increase number of PP children expectations.
B.	Improve Writing skills for pupils eligible for PP across school. Increased levels of attainment GPS Spelling for PP pupils across the school.	Eligible pupils should be working at or above age related expectations in Writing and GPS (Spelling), across the school.
C.	Improve Maths fluency and problem solving for pupils eligible for PP in upper Key Stage 2.	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.
D.	Improved 1:1 provision for pupils eligible for PP.	Increase in % achieving Reading, Writing and Maths combined at the end of each key stage. Provision mapping to meet the needs of the individual, considering academic and social/emotional needs.

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 well?	Staff lead	When will you review implementation?
Improve Writing skills for pupils eligible for PP across school.	<p>Talk 4 Writing CPD training reminder</p> <p>Focus on application of Writing across the curriculum.</p> <p>Second focus on teachers planning opportunities for extended writing</p>	<p>Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive. -EEF</p> <p>Children applying skills through other subjects, encourage all children to be enthused about Writing.</p>	<p>Evaluate CPD</p> <p>Ensure staff have access to Writing and Reading cross-curricular ideas for their year groups.</p> <p>Monitor First Quality Teaching of Writing to ensure all pupils are able to access the provision and make at least expected progress.</p> <p>Develop Medium Term Planning for English to ensure pupils have opportunity to meet year group expectations.</p>	<p>DHT-EL Eng Lead – DLC AH - NC</p>	<p>Spring 18</p>

<p>Increase levels of attainment and progress in Spelling for PP pupils across the school.</p>	<p>Introduction and monitoring of No Nonsense Spelling .</p> <p>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.</p>	<p>We want to invest 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. Book trawls will reflect evidence of spelling being taught as well as being applied. Errors picked up and addressed swiftly.</p>	<p>DHT-EL Eng Lead – DLC AHT-NC All teaching staff</p>	<p>Spring 18, following teacher assessment week.</p>
<p>Improvement in Maths attainment and progress for pupils eligible for PP</p>	<p>Focus on differentiation and implementation of Success Criteria to underpin teaching strategies.</p>	<p>Again, we want to invest some of the PP in long-term change. 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. Our in school monitoring shows that teachers are beginning to effectively differentiate to meet the needs of all pupils but this is not consistent across school.</p>	<p>Evaluate effectiveness of CPD session</p> <p>Monitor and evaluate Quality First Teaching of Maths to ensure all pupils are able to access the provision and make at least expected progress.</p> <p>Develop Medium Term Planning to ensure pupils have opportunity to meet year group expectations in line with White Rose Planning.</p>	<p>DHT-EL Maths Lead – KM AHT-NC All teaching staff</p>	<p>Spring 18, following teacher assessment week.</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?
Behaviour issues of PP children addressed by working with pupils, staff and families.	Regular CPD and reminders about teaching strategies, positive behaviour, liaison with parents/carers and Nurture. Implementation of new Behaviour Policy created by staff and school council	High quality teaching with these pupils. Strategies recommended personalising learning for these. CPD offered on behaviour management, attachment and nurture to all staff.	Evaluate CPD sessions. Monitor and Evaluate teaching and learning through observations of lessons where key pupils are a focus. Targeted approach of reviewing behaviour logs in Phase Meetings.	NC – AHT CE – HT ED – KS2 PL VA – KS1 PL NP – YR PL JH – YN PL LR – Nurture LM - LAC	March 2019
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?
Embed the role of Inclusion Manager to coordinate, monitor and evaluate intervention for all children eligible for pupil premium, so that the budget is effectively spent.	Staff training on Pupil Premium. Lesson planning and differentiation training for all staff. Non class based intervention teacher. Pupil Progress Meetings to map provision. All TAs to become part of the Inclusion Team and support pupils/classes as identified from progress.	Much evidence from EEF suggests that ineffective support can have a negative impact on pupil progress. By restructuring TA support and providing additional training, we hope to maximise progress for PP pupils through the provision of this additional support.	Closely monitor progress of Pupil Premium pupils each term. Monitor and evaluate effectiveness of CPD offered.	AHT-NC	Jan 18

<p>Improve Nurture facilities and activities on offer for</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 effective learning behaviours.</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 certain areas. Weekly nurture sessions in school.</p>	<p>School has a Pupil Premium Champion to support the PP pupils alongside a Pupil Premium Champion Governor. Meet termly to discuss strategies and intervention ideas for bespoke, targeted interventions.</p>	<p>AHT - NC PP Governor- BP</p>	<p>Each term at PP Champion Governor review meetings.</p>
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Additional detail

For further enquiries about the Pupil Premium at Gorsemoor Primary School contact Mrs N Costello – Assistant Headteacher (Inclusion Manager).
In the 2018 to 2019 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