

Pupil premium strategy – Gorsemoor Primary School, Heath Hayes

1. Summary information					
School	Gorsemoor Primary School, Heath Hayes				
Academic Year	2017/18	Total PP budget	£88,000	Date of most recent PP Review	July 17
Total number of pupils – Reception to Year 6	535	Number of pupils eligible for PP/Ever 6	49	Date for next internal review of this strategy	Feb 18
		Plus Service children	0		
		Plus LAC/Adopted	7		

2. Current attainment		
End of Key Stage 2 Results- (10/87 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)	27%	67%
Average progress score in Reading	-3.82	+0.33
Average progress score in Writing	+0.05	+0.17
Average progress score in Maths	-4.18	+0.28

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.	Although Writing attainment was not highlighted as a major concern for Pupil Premium pupils from the KS2 data for 2017, throughout school it has been identified as an area of focus.
B.	Grammar is an area of weakness for pupils eligible for PP and this is impacting not only on the GPS progress but also the progress of Writing, which is now heavily influenced by GPS.
C.	Maths attainment for pupils eligible for PP was 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 Writing skills for pupils eligible for PP across 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
B.	Increased levels of attainment and progress in GPS for PP pupils across the school.	Increase number of PP children working at or above age related expectations in Writing and GPS, across the school and in at the end of each Key Stage.
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 all pupils eligible for PP meet age related
D.	Improved 1:1 provision for pupils eligible for PP.	Increase in % achieving Reading, Writing and Maths combined at the end of Y6. Provision mapping to meet the needs of the individual.

1. Planned expenditure					
Academic year		2017/18			
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>DHT-EL AH - NC Eng Lead – DLC</p>	Spring 18

<p>Increase levels of attainment and progress in Writing and GPS for PP pupils across the school.</p>	<p>Analyse KS1 and KS2 GPS papers.</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 GPS and evaluations to be completed. Update school marking policy. Book trawls will reflect evidence of spelling being taught as well as being applied. Errors picked up and addressed swiftly.</p>	<p>AHT-NC</p> <p>Phase Leaders to monitor half termly</p> <p>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 and observation has also shown that teachers are not effectively differentiating to meet the needs of all pupils and so this is an area we need to address.</p>	<p>Evaluate effectiveness of CPD session</p> <p>Monitor and evaluate teaching and learning through observations, planning and book trawls.</p>		

<p>Behaviour issues of PP children addressed by working with families.</p>	<p>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</p>	<p>High quality teaching with these pupils. Strategies recommended personalising learning for these. CPD offered on behaviour management, attachment and nurture to all staff.</p>	<p>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.</p>	<p>NC – AHT CE – HT ED – KS2 PL VA – KS1 PL NP – YR PL JH – YN PL LR – Nurture LM - LAC</p>	<p>January 2018</p>
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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?
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?
Establish and embed the role of Inclusion Manager to coordinate, monitor and evaluate intervention for all children eligible for pupil premium	Staff training on Pupil Premium. Lesson planning and differentiation training for all staff. Non class based intervention teacher.		Monitor attendance and punctuality termly. Meet with parents/carers where there are concerns. LST- worker to complete home visits when necessary and arrange EHA meetings.	Office AHT- NC	Jan 17
Bespoke tailored approach for all PP students.	Identify individual needs of PP students across the school and support them, and their families, to improve their attainment	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.	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.	AHT - NC PP Governor - EL	Each term at PP Champ Governor review meetings.

2. Additional detail

- In this section you can annex or refer to **additional** information, which you have used to inform the statement above.
For further enquiries about the Pupil Premium at Gorsemoor Primary School contact Mrs N Costello – Assistant Headteacher (Inclusion Manager).
In the 2016 to 2017 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

