

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Gorsey Bank Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£10560	<b>Date of most recent PP Review</b>	Jun '17
<b>Total number of pupils</b>	419	<b>Number of pupils eligible for PP</b>	7	<b>Date for next internal review of this strategy</b>	Nov '17

2. Current attainment		
	<i>Pupils eligible for PP (your school) – 6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected Standard in reading</b>	<b>63%</b>	<b>77%</b>
<b>% achieving Expected Standard in writing</b>	<b>63%</b>	<b>81%</b>
<b>% achieving Expected Standard in maths</b>	<b>63%</b>	<b>80%</b>
<b>Average progress in reading (or equivalent)</b>	<b>-1.81</b>	TBC
<b>Average progress in writing (or equivalent)</b>	<b>-2.53</b>	TBC
<b>Average progress in maths (or equivalent)</b>	<b>-2.82</b>	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Confidence in core subjects and retention of key facts and knowledge
<b>B.</b>	Personal and Social development and confidence
<b>C.</b>	Pupils' academic expectations of themselves
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates in some cases

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Academic progress of Disadvantaged pupils will be at least in line with that of their peers.	Disadvantaged pupils will be making good progress from their respective starting points.  Pupils' 'knowledge base' will be noticeably improving as a result of teaching focus on working vs long-term memory.
<b>B.</b>	Pupils Personal, Social and emotional development will support both academic progress and the development of the 'whole child'.	Meetings with pupils, Class Teachers and parents will indicate progress of work done in this area.
<b>C.</b>	Pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development.	Pupils will reflect regularly on marking and feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects .

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils learn and retain more securely over time key facts and knowledge in core subjects	Implementation of strategies in line with research into cognitive science and working/long term memory	Research from scholar such as Daniel Willingham and Benedict Carey suggest substantial learning gains can be made from having knowledge of this area. Dylan Wiliam recently described Cognitive Load Theory as 'the single most important thing for teachers to know.	Sequence of Professional Learning (PL) meetings will study theories with direct links to implications for the classroom.	Head of School	During monitoring activities (e.g. lesson observations and book moderations) to see how (and how effectively) it is being implemented. Best practice will then be shared amongst staff.

Develop pupils' confidence in key areas of the curriculum with a focus on key concepts in maths	Focus on Maths as part of professional learning inc use of manipulatives to help pupils grasp key concepts Altering of assessment criteria to weight in favour of these key concepts	Jerome Bruner's 'CPA Model' moving mathematical thinking from the concrete to pictorial to abstract. Prof Tim Oates' work discusses need to assess the 'Big Ideas' of subjects rather than everything taught	October INSET focusing on maths followed by monitoring and targeted support of teachers over the year.	Maths Leads Supported by Head of School	Book moderations in Autumn and Spring with full round doc observations in the Spring.
Support pupils in being emotionally healthy and confident learners	Implementation of the Emotionally Healthy Schools initiative to back up existing approach to PSHE and pastoral care.	A 2015 report from Public Health England claims that <i>'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'</i>	Key focus of Pupil Lead (TLR) so discussed regularly at SMT Meetings Regular part of PSHE cycle and whole school assemblies	PSHE / Pupil Lead	Standing agenda item for School Council Subject Lead monitoring at January INSET

**Total budgeted cost    £3000**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support pupil progress by taking into account individual needs	Target interventions and quality first teaching with focus pupils in mind	DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	Regular meetings with Class Teachers to review structure and impact of interventions and strategies for supporting Disadvantaged pupils in class	Head of School	Termly DA specific PPR Meetings and observations of pupils in class  DA specific tracker to ensure sufficient progress being made

Needs of pupils are known and matched to support	DA specific monitoring schedule including book moderations, progress meetings and pupil shadowing	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	Activities written into whole school monitoring plan - feedback given to Class Teachers at each point to allow them to tailor practice accordingly	Head of School	Termly progress reviews to evaluate impact
The 'Whole child' is developed alongside academic progress being made	Extra context built up to support the objective inc:  -pupil profiles written with the child	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support'	Strategies written into annual schedule and regular meetings with Class Teachers to ensure information gained is fed into current provision.	Head of School	Termly progress reviews to evaluate impact
External factors are properly explored and any barriers addressed	Home Learning Book Moderations (and tracking of spelling test results) Parent Meetings	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	Home Learning books to be looked at in relation to those of peers and linked to performance in class in relevant foci	Head of School	Termly progress reviews to evaluate impact
Best practice is being followed with maximum impact on pupil outcomes	External Review with NLE to ensure objective being met Mid Year financial review	External reviews allow an objective view of current provision as well as bringing in example of best practice from elsewhere.	Both reviews fully documented with actions / next steps recorded to ensure any developments are implemented and reviewed	Head of School	Review in November 2017 and followed up with mini review Spring / Summer 2018

**Total budgeted cost    £5000**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Knowledge base is broad and secure	Strategies inc development of 'Knowledge organisers' and regular low stakes testing, a focus on core skills (see above), and purchase of 'Times Tables Rockstars'	The work of a number of cognitive science experts including Daniel Willingham and Benedict Carey cite the impact of short, regular tests as a means to increasing long-term memory of key facts and of using self-testing to achieve the same ends	All approaches (left) will link to Professional Learning focus on Cognitive Science so all staff understand the theory behind their introduction	Head of School  Maths Leads  Standards Lead (TLR)	Capture Points' and PPR Meetings throughout year  Book moderations and lesson observations

Class Teachers have more ownership and are more accountable for progress of Disadvantaged Pupils	Class Teachers to take the lead on how funding is spent for DA Pupils in their classes	As the adults in school who know the pupils the best, we believe Class Teacher should have an input into how the funding is spent.	Reviewed on a regular basis as part of DA PPR meetings  Funding will only be approved once basic form has been completed explaining how it will be used, what the intended impact will be and how this will be measured	Head of School and Class Teachers	Using funding plan completed prior to approval (see left)
<b>Total budgeted cost</b>					<b>£2500</b>

6. Review of expenditure					
Previous Academic Year		2016-17			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Development of whole school aims including pupil self-assessment, use of manipulatives in Maths and creating effective learning environments	Teaching and Learning Teams	<ul style="list-style-type: none"> <li>Foci for these teams are continuing for the 2017-18 academic year but impact so far had been positive based on outcome in books, results (especially maths in KS1) and pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>The continuation of these foci is based on the need to spread practice throughout all classroom and as such this year's teams have been mixed to allow staff to share respective lessons learned from last year.</li> </ul>	£1561	Professional Learning (PL) time, supply cover, supporting resources

Developing confidence in oracy skills	Staff Professional Learning focus on Communication	Increase in oracy content in a range of curriculum subjects and including exploration of debating and aspects such as democracy. <ul style="list-style-type: none"> <li>Increased confidence in a number of pupils noted by staff.</li> </ul>	<ul style="list-style-type: none"> <li>Work ongoing on this. Deputy Head Designate continuing work within MAT on oracy curriculum and extended extra-curricular offer including Latin and performing arts with the intention to extend range to include debating.</li> </ul>	£1078 Supply costs for staff, PL time
Improved progress for all pupils and increase in metacognitive skills	Professional Learning focus on Marking and Feedback and Cognitive Science	Increased quality of self-assessment noted in book moderations and through discussions with pupils. <ul style="list-style-type: none"> <li>Very strong attainment results at Early Years, Phonics Screening, Key Stage 1 and Key Stage 2</li> </ul>	<ul style="list-style-type: none"> <li>Pupils need to have self-assessment modelled, scaffolded and assessed for it to have a positive impact.</li> <li>Work on cognitive science to continue this year.</li> </ul>	£2541 SLT time in book moderations, T&L Teams budget

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Excellent progress and identification of further strategies for support	Additional monitoring by SLT (lesson observations, book moderations, case studies)	Specific monitoring of PP pupils allowed SLT to challenge Class Teachers on their provision for specific pupils and ensure their expectations are constantly high enough.	This proved highly effective and will be developed this year to include specific PP progress reviews, home learning monitoring and observations.	£1300 SLT Time
Excellent progress and identification of further strategies for support	Extra layer of tracking for PP pupils (inc specific meetings / monitoring)	PP-specific tracking document used to summarise and track pupils. PP pupils discussed as part of Pupil Progress Review meetings resulting in interventions being adapted to suit needs.	<ul style="list-style-type: none"> <li>Tracking to be adapted to be working documents for each individual pupil to be reviewed in pupil-specific meetings 4 times over the year.</li> </ul>	£1000 SLT Time (& release time for staff)

Increase in progress and attainment in core subjects	Small group interventions, Year 6 'Booster' sessions and SENDCo support	All PP pupils receiving at least one extra teacher-led intervention per week. <ul style="list-style-type: none"> <li>In Y6 5 out of 8 pupils reached the expected standard in core subjects. Good progress made by PP pupils in other year groups.</li> </ul>	All interventions to be tracked as PP-specific profiles. 'Booster' groups beginning early in Year 5/6 to include PP pupils. <ul style="list-style-type: none"> <li>PP-specific progress meetings to ensure tracking of interventions and classroom support</li> </ul>	£10966  (0.15 UPS teacher, 0.2 M6 teacher, 2hrs pw intervention, 20 wks x3 booster sessions, 0.4 HLTA support)
Ensure development of 'whole child' and remove/counter personal/social barriers to learning	Additional support from Learning Mentor	<ul style="list-style-type: none"> <li>Learning Mentor support for a number of PP pupils addressing range of friendship and confidence / self-esteem issues.</li> </ul>	LM to continue to support specific pupils where appropriate liaising with parents to ensure support from home. <ul style="list-style-type: none"> <li>LM to liaise further with Class Teachers on PP pupils not on her caseload.</li> </ul>	£2070  (representative of time spent with PP pupils)
Ensure provision for Pupil Premium pupils has maximum positive impact	Work with Pupil Premium – specific Governor	<ul style="list-style-type: none"> <li>Link Governor visit conducted July 2017 to quality assure practice and progress of PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>SLT continue to report to governors on the provision for and progress of PP pupils.</li> </ul>	£400  SLT time

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improvements in the way enhance social and emotional development of pupils	Whole school focus on 'Respect' in 16-17 (inc Respect Week) Staff training on Attachment	<ul style="list-style-type: none"> <li>Full PSHE 7-Year overview updated and implemented to include mental health and e-Safety. Assembly focus on Respect and behaviour. Greater focus being put on use of global events to structure discussion around the above.</li> </ul>	Need to evaluate impact of left be gaining more pupils voice and looking at behaviour instances and feedback from colleagues (including Midday Assistants) on pupil behaviour. <ul style="list-style-type: none"> <li>Next step to implement work done on Global Learning as part of the wider curriculum.</li> </ul>	£1500  PL time, external staff training

Development of confidence and less academic skills through wider school experiences	Funding for educational visits (inc. residential) and other extra-curricular	<ul style="list-style-type: none"> <li>The development of Forest School has had an excellent impact on pupils' confidence and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Need to explore further the range of extra-curricular opportunities that we might open up to PP pupils (including, for example, clubs and music tuition)</li> </ul>	<p>£2600</p> <p>Resourcing and staffing</p>
<b>Total budgeted cost</b>				<b>£25,016</b>