



Inspire ~ Believe ~ Achieve

Pupil Premium Strategy Statement | 2019-2022**Introduction | What is Pupil Premium?**

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publication_s/Pupil_Premium_Guidance_iPDF.pdf

Strategy: A tiered approach

At Gillingstool Primary School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1 Teaching:

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher and teaching partner is in every class. That every teacher and teaching partner is supported to keep improving in line with our areas of focus. This is a top priority of our Pupil Premium strategy and wider school improvement plan.

2 Targeted Academic Support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning. Support will be informed by precise and robust assessment.

3 Wider Strategies

Our fundamental approach is to provide support for success at school, including attendance, behaviour, social and emotional support and parental involvement.

GILLINGSTOOL PRIMARY SCHOOL: 3 tiered approach

Teaching

Our teaching and learning strand focusses on the following, given our areas of focus:

- Developing oracy
- Modelling
- Targeted responsive teaching
- In the medium term, embedding meta-cognition

Targeted Academic Support

Booster sessions for English and Maths

Focussed phonics booster sessions.

Small group support for pupils with complex learning needs

Individualised curricular for specific children.

Respond to individual needs

Wider Strategies

Free Rise and Shine breakfast club

Employed E.L.S.A and School Counsellor

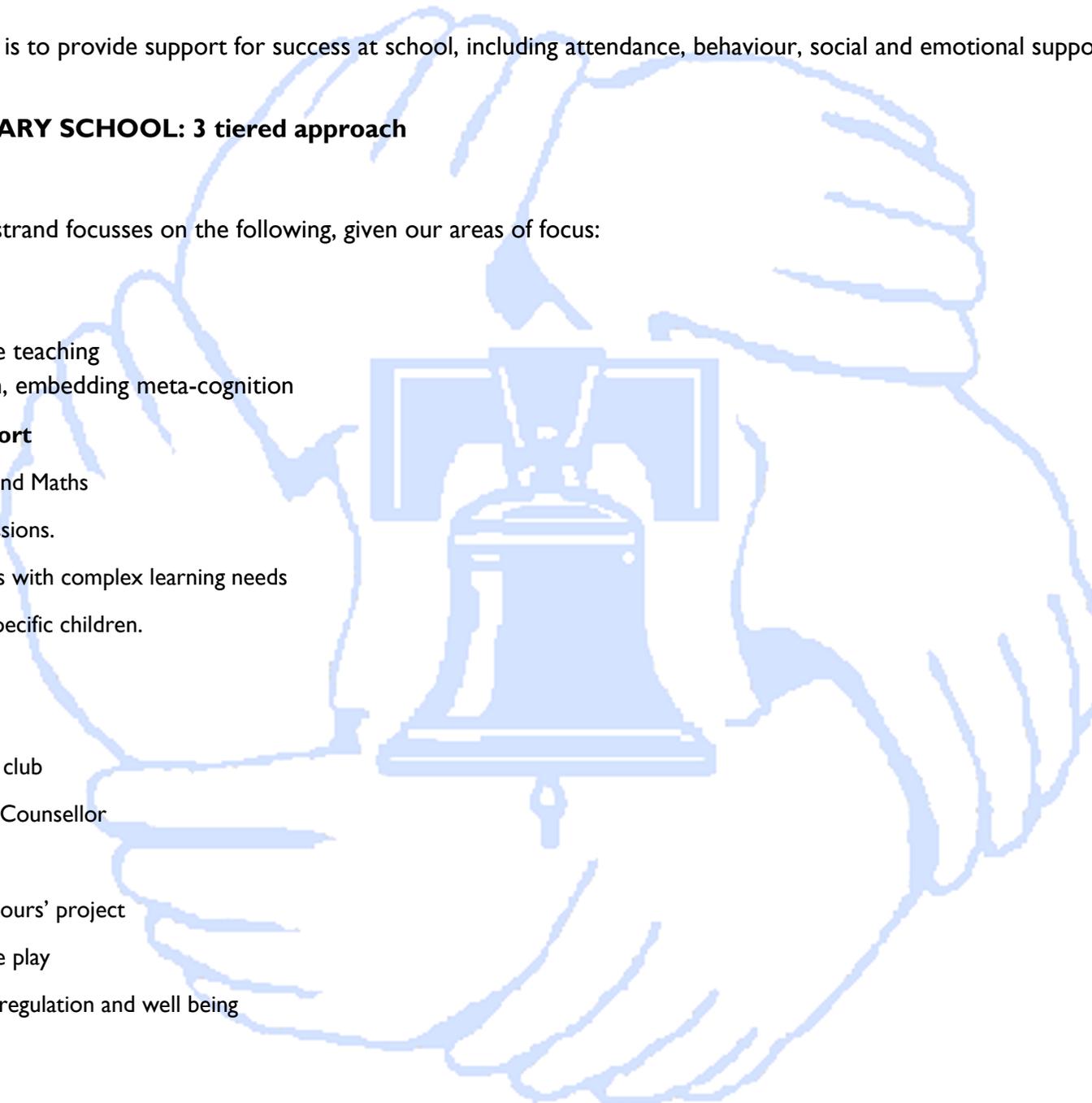
Subsidised trips and visitors

Participation in 'Better Behaviours' project

Playpod to encourage creative play

Yoga classes to promote self-regulation and well being

Community Learning



Contextual: Basic

School name	Gillingstool Primary School
Pupils in school	148
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£64,986
Academic year or years covered by statement	2019 - 2022
Publish date	January 2020
Review date	January 2021
Statement authorised by	Caroline Carter
Pupil premium lead	Tom Mullins
Governor lead	Dave Llewellyn

Contextual Information | Barriers

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Unity Schools Partnership

Areas of Focus:

<p>In school:</p> <ul style="list-style-type: none"> - Raising achievement in English and Mathematics, ensuring pupils are secure in age related expectations. - Development of speaking and listening skills. - Building levels of independence. - Building self-esteem and confidence. 	<p>External Areas of Focus:</p> <ul style="list-style-type: none"> - Improve attendance and punctuality. - Enhancing parental engagement, home support and family wellbeing. - Providing a rich wider curriculum.
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Contextual Information | Key Stage 2 Outcomes

Disadvantaged pupil progress scores | 2017 to 2019

	2017	2018	2019
Reading	-1.10 (-0.70)	-5.29 (-0.60)	-0.51 (-0.61)
Writing	-1.37 (-0.40)	-2.51 (-0.40)	-2.25 (-0.50)
Maths	-1.04 (-0.60)	-4.51 (-1.30)	-3.33 (-0.71)

Disadvantaged pupil performance overview | 2017 to 2019

	2017	2018	2019
Meeting expected standards at KS2	44% (48%)	58% (51%)	50% (51%)
Achieving high standard at KS2	22% (4%)	0% (4%)	0% (5%)

NB: figures in brackets denote the national average

Pupil Premium Strategy | Aims

Priority	Desired Outcomes
Improve oracy through the introduction of a new curriculum that has language at the heart of learning.	Children understand what effective communication looks like and are able to communicate effectively in different situations. Children are equipped with the words, oracy and communication skills needed to flourish in school.
Pupil Premium pupils to make greater than expected progress	Assessment information used to identify gaps in learning and plan next steps. Children make greater progress.
Projected spend	£8,100

Quality of Education | Teaching priorities for current academic year

Aim	Target	Target Date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 20
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 20
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 20
Phonics	Achieve national average expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils to LA average (96.0%)	July 20

Quality of Education | Targeted academic support for current academic year

Priority	Desired Outcomes
Improve oracy through the introduction of a new curriculum that has language at the heart of learning.	<ul style="list-style-type: none"> Children understand what effective communication looks like and are able to communicate effectively in different situations. Children are equipped with the words, oracy and communication skills needed to flourish in school.
Refine use of assessment to impact upon learning and outcomes.	<ul style="list-style-type: none"> Lessons are well-constructed and well-taught, which leads to good results; Daily pre & post interventions/ support provided; Children know more, remember more and are able to do more.
Projected spend	£40.650

Personal Development, Behaviour & Attitudes | Wider strategies for current academic year

Priority	Desired Outcomes
Develop a consistent approach to behaviour within the school.	<ul style="list-style-type: none"> New Behaviour Policy agreed and applied consistency. Staff will have specialist knowledge in supporting children with additional behaviour needs. Behaviour across the school will be Good
Improve attendance across the school to be in line with national averages.	<ul style="list-style-type: none"> Good attendance is high profile within the school culture. The number of holidays during term time reduced. All poor attendance will be addressed by the EWO
Projected spend	£15,250

Monitoring and Implementation | Challenges and mitigation actions

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given to staff to allow for professional development.	Use of INSET days and additional cover being provided by senior leaders. Continued DDI's to promote and inform staff CPD.
Targeted Support	Ensuring materials for developing language acquisition are relevant, effective and made available in a timely manner.	Ensure Oracy training available and a consistent approach is established, developed and monitored.
Wider Strategies	Ensuring understanding of good attendance and the impact it has on progress and attainment is shared and understood.	Establish clear criteria, and use the principles of ethical leadership to ensure decisions are made with integrity & justice.

