

Pupil Premium Strategy Statement

£1320

1. Summary information					
School	Gilbert Scott Primary				
Academic Year	2018-19	Total PP budget	£	Date of most recent PP Review	November 2018
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Attendance rate for disadvantaged pupils are below the government target of 96% as is the whole school
B	Pupils experiencing emotional/mental health difficulties impacts on their engagement in the classroom
C	Quality of planning and expectations in English and Mathematics (Quality first teaching)
D	Pupil's not reading at home and having access to a wide range of texts. KS1 gap of 34% (improved from 57%) KS2 gap of 10% (Improved)
E	Pupils with learning and medical needs impact on their learning
F	Pupils have lack of experience in a variety of outdoor skills, social skills and culture
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance rate for disadvantaged pupils are below the government target of 96% (93.4%)

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Attendance to improve for all pupils and the gap to close between disadvantaged pupils and the rest	Reduce the number of persistent absentees eligible for PPG to 10% or below. Overall PPG attendance improves from 93.4% to 95% in line with non-PPG pupils
B	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn and the behaviour of disadvantaged children to improve	Pupils are ready to learn and are able to focus in class. Pupils reduce the amount of times they lose their behaviour passport.
C	All targeted children to achieve age related expectations at the end of the year and on track to make sufficient progress and the end of each Key Stage and close identified gaps	Pupils achieve (or exceed) expected targets in reading, writing and maths and make (or exceed) expected progress.
D	Progress and attainment in reading improves	The gap of 34% is reduced by half at the end of KS1. Pupils achieve (or exceed) expected targets in reading.
E	Children requiring additional support or needing an adapted curriculum can access the learning.	Pupils make the expected progress in reading, writing and maths
F	Pupils are to experience a wider range of activities. For parents to feel supported so that their children's needs are met and their opportunities are maximised	Pupils attend after school clubs, educational visits and events Pupils make (or exceed) expected progress in all areas of the curriculum

3. Planned expenditure					
Academic year		2017-18			
A Attendance					
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?
Attendance to improve for disadvantaged pupils	To subsidise the cost of attending breakfast club. Continue to focus on Year 6 during SATs week.	- Pupils who arrive to school without breakfast do not perform as well and have difficulty concentrating. This can also lead to poor behaviour	Pupils offered a place at breakfast Club. Vacancies advertised throughout the year on Newsletters.	Attendance Lead	Termly
	Attendance Lead to track levels of attendance and hold meetings with families of poor attendance to discuss strategies to help them improve. Persistent non-attendees are referred to the EWO who will meet with families and monitor further attendance	Government target of 96% has not been met (94.6%). Poor attendance can result in children not making progress and not achieving expected attainment	Attendance is tracked weekly with points given to classes based on their attendance. EWO meets with Attendance lead once a week. Copies of letters are seen by Principal. Attendance report shared regularly at Governors' meetings	Attendance Lead EWO	Termly
Total budgeted cost					

B Pupils are ready to learn

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?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	Two TAs to support children diagnosed with ADHD including supervised movement breaks during the day and necessary exercises to be carried out. Lunch time clubs to be run to support behaviour during lunch time	Behaviour causing concern and having a negative impact on their learning. Advice from CAHMS to refer to OT. OT care plans to be carried out.	Monitor impact of one to one support. Monitor pupil engagement with learning. Check OT exercises are carried out at a specified time each day. Check identified children are attending lunch time clubs	SENCo	Termly
	P & FSW and a member of SLT to meet and greet pupils and parents/carers at the pupil's entrance from 8:30am	Small issues can be resolved quickly. Ensure children are happy and ready for the school day.	Observe manner of greetings. Observe behaviour of children before the start of school	Head of school	
	1:1 play-based therapy or small group therapy	Counselling in schools has been shown to be highly effective. A Department of Health's (2015) report highlighted counselling services as "a valuable complement to CAMHS."	Will be closely monitored by the senior leadership team	P & FSW	Termly
Behaviour of disadvantaged children to improve	Reward children who keep their behaviour passport	Disadvantaged children are losing their passports. Incentives are in place to reward chosen good behaviour	Monitor loss of passports. Circle time sessions on behaviour. Meet with parents/carers and if necessary implement a behaviour plan	Head of School	Half-Termly
Total budgeted cost					

C - E 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?
CLA pupil to make sufficient progress from KS1 to KS2	<p>One to one support for 1 hour per week for English and maths</p> <p>TA to support with pupil's personal care and medical needs</p>	<p>Attainment from previous data is not at age expected and is not on track to make sufficient progress by the end of KS2</p> <p>Medical needs require medication and support for personal care.</p>	<p>Support is timetabled in weekly. Regular discussions with class teacher. Monitor books</p> <p>Monitor care through PEP and PHP meetings.</p>	Head of school	July 2017
All targeted children to achieve age related expectations at the end of the year and on track to make sufficient progress and the end of each Key Stage and close identified gaps.	<p>Children to be targeted for Precision Teaching and Pre Teach.</p> <p>Small group tuition taken by an HLTA for identified pupils</p> <p>TA to support targeted children in the EYFS</p>	<p>From class data, PPG children not on track to achieve age related expectations and making expected progress. Evidenced through pupil progress meetings</p>	<p>Specific children identified during pupil progress meetings. HLTA /TA timetabled to support identified groups of children. HLTA/TA observed delivering support. HLTA/TA in discussions with class teacher.</p> <p>CT to timetable pre-teach sessions</p>	Head of school	Termly
	<p>Access to online interactive activities for English and maths</p>	<p>Children are engaged and learn from activities they enjoy</p>	<p>Monitor lessons when these are being used. Monitor progress of pupils on each program used</p>		

Progress and attainment in reading improves	CTs to make use of 2eskimos and Benchmark for assessing reading	A consistent approach to assessing reading will give a more accurate measure to the progress being achieved. CTs will have a clearer understanding of the needs of the children to improve progress.	Progress and attainment will be tracked termly	English Coordinator	Termly
Children requiring additional support or needing an adapted curriculum can access the learning	Educational Psychologist to observe identified children and offer advice from observations	Children with learning difficulties need the curriculum activities adapted to their level of understanding. Resources need to be provided to also support the learning	Observe and monitor the planning and activities provided	SENCo	Termly
Pupils with specific medical needs make sufficient progress	Adults working with Type 1 diabetes pupil are trained to carry out necessary processes. TA to work closely with pupil and check readings and administer insulin	Pupil spending time away from the learning if readings are too high or low. Staff have knowledge of how to address readings.	Monitor child's progress Discuss with TA if readings are stable	SENCo	Termly
Total budgeted cost					

F 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?
Pupils are to experience a wider range of activities.	Selsdon Education Partnership run a range of curriculum enrichment sessions. Subsidised Educational visits (in particular residential visits)	To raise children's personal aspirations. To allow disadvantaged pupils to take part and experience new skills	Plan activities through SEP meetings and assess activities. Pupil voice Feedback from pupils. Check itinerary for visit and adult participation.	Head of School	Termly

	<p>Subsidised drumming lessons</p> <p>Employ Swimming instructor</p> <p>Service swimming pool hoist to allow CLA to attend swimming lessons</p> <p>Run after school clubs for disadvantaged pupils to attend</p>		Observe and monitor the delivery and the progress children make		
For parents to feel supported so that their children's needs are met and their opportunities are maximised	Meetings/home visits, signposting to other agencies eg parenting courses or in-house support	Research has found that early help for families is key	Staff are continually updating their training and receiving clinical supervision where appropriate.	P & FSW	Termly
				Total budgeted cost	

Academic Review of Year 2017-18

2. Attainment 2017-18 EYFS			
<i>Gilbert Scott figures for pupils eligible for PP</i>		<i>Gilbert Scott figures for pupils not eligible for PP</i>	
% achieving Good Level of Development (GLD)	50	% achieving Good Level of Development (GLD)	
% achieving expectations in reading, writing and maths		% achieving expectations in reading, writing and maths	
% achieving expectations in reading		% achieving expectations in reading	
% achieving expectations in writing		% achieving expectations in writing	
% achieving expectations in maths		% achieving expectations in maths	

2. Attainment 2017-18 KS1			
<i>Gilbert Scott figures for pupils eligible for PP</i>		<i>Gilbert Scott figures for pupils not eligible for PP</i>	
% achieving expectations in reading, writing and maths		% achieving expectations in reading, writing and maths	
% achieving expectations in reading	58	% achieving expectations in reading	92
% achieving expectations in writing	50	% achieving expectations in writing	77
% achieving expectations in maths	83	% achieving expectations in maths	100

2. Attainment 2017-18 KS2			
<i>Gilbert Scott figures for pupils eligible for PP</i>		<i>Gilbert Scott figures for pupils not eligible for PP</i>	
% achieving expectations in reading, writing and maths	36	% achieving expectations in reading, writing and maths	58
% achieving expectations in reading	36	% achieving expectations in reading	58
% achieving expectations in writing	57	% achieving expectations in writing	75
% achieving expectations in maths	57	% achieving expectations in maths	75

2. Progress 2017-18 KS2			
<i>Gilbert Scott figures for pupils eligible for PP</i>		<i>Gilbert Scott figures for pupils not eligible for PP</i>	
Progress score in reading	-5.64	Progress score in reading	-5.99
Progress score in writing	-1.49	Progress score in writing	-2.14
Progress score in maths	-2.14	Progress score in maths	-1.83

Objective	Provision	Cost	Impact July 2018
To increase attainment and progress in reading, writing and maths	Precision teaching and Pre-teach 1-1 and small group as relevant run by TA's and teachers across the school every day	£21,140	PPG Pupils made greater progress than the rest in reading and writing at the end of KS2
To provide targeted support to increase amount of children achieving the expected standard in reading, writing and maths at the end of KS1	Small Group Tuition by HLTA Precision teaching and Pre-teach 1-1 and small group as relevant	£4,150	All PPG children achieved expected targets.
To sign post families towards services and advice To develop positive parenting.	Family Support Worker to support families	£16,621	Behaviour improved. Children were emotionally prepared for their learning.
To increase levels of attendance especially with children from disadvantaged families	Attendance Officer tracking levels of attendance and meeting families with poor attendance.	£16,621	Targets families supported. Improvement on families that had 80% - 90% attendance.
To meet the emotional and wellbeing needs of pupils to break down the barriers to learning	Pupil Support Worker will work with targeted children	£15,715	Children are able to settle in class and access learning enabling progress.
To increase levels of punctuality To ensure children get a good start to the school day.	Meet and Greet at the children's entrance at the start of the day.	£854	Concerns dealt with immediately. Children settled into lessons quickly.
To support working parents To increase attendance and punctuality	Breakfast Club (subsidised rate)	£6,152	Children remain at Gilbert Scott. Children have a good start to the day and are able to concentrate on their learning
To allow Year 6 PPG pupils to have a good start to the day during the week of KS2 SATs	Breakfast for Year 6	£260	All Year 6 PPG pupils were on time for SATs week. Able to concentrate for their tests.
To increase levels of attendance. To support targeted families with very poor attendance	Education Welfare Officer	£2,556	The attendance of PPG children targeted and actions taken where appropriate. Gap closed but not significantly
To observe identified children and offer advice from their observations	Educational Psychologist	£4,896	EHCP approved for a PPG student. Support in place. Advice given to support children.
To improve levels of progress and attainment by allowing online interactive access to English and maths activities	ICT learning Resources	£1,704	85% progress made from year 5 to year 6 in all areas. Samsung tablets used in class to support learning

To enable all pupils to take part in educational visits	Subsidised Educational Visits (in particular residential visits)	£500	Rise of PPG children taking part. New outdoor adventure skills learnt and used.
To enable PPG pupils to participate in drumming lessons	Drumming Lessons once a week by a peripatetic teacher	£2,942	Behaviour and confidence improved
To improve behaviour and reward pupils with excellent behaviour	Resources to Support Behaviour	£852	Good behaviour rewarded. Percentage of pupils keeping their behaviour passport improved over the year.
To improve levels of attainment and progress towards the Early Learning goals	EYFS Pupil Premium Learning	£1,800	Increase of PPG pupils gaining GLD – 23% baseline, 50% at the end of EYFS
To ensure PPG children can swim at least 25m before leaving Gilbert Scott Primary	Swimming Instructor one lesson per week over 6 weeks for years 1 - 6	£1,620	Children gaining confidence in the water
To ensure families entitled to FSM have applied to receive them. To ensure FSM children are accessing lunch. To organise the admin for PPG children to receive drumming lessons. To organise the admin for the residential school journey and apply for funding.	Admin staff available for PPG admin Apportionment	£11,476	Families entitled to FSM have applied. Information available and up-to-date. Smooth running of drumming lessons. Funding received for school journey
		£112,000	