



Pupil premium strategy statement

Gedney Drove End Primary School 2019/20

1. Summary information				
School	Gedney Drove End Primary School		Pupil Premium Review completed	September 2019
Academic Year	2018/19	Total PP budget	£19,760	
Total number of pupils	38	Number of pupils eligible for PP	8 plus 4 PLAC	

2. Current attainment KS2 2018/19			
	Disadvantaged pupils	School	National Average
% achieving in reading, writing and maths	75%	75%	65%
% achieving expected standard in Reading	75%	75%	73%
% achieving expected standard in writing	75%	75%	78%
% achieving expected standard in maths	75%	75%	79%

Barriers to learning

Behaviour issues of a small minority of pupils, in particular those new to the school.

Parental engagement for some hard to reach families.

Life experiences outside of the village and aspirations.

Early childhood trauma



What do we want to achieve?	How are going to achieve it?	Timescale	Resources Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
Provide good quality intervention to ensure disadvantaged pupils make accelerated progress.	Review QFT English and Maths Reviews.	October 2019	Supply costs	KW/MT/ PD/SW	School have evaluated the effectiveness of TA support in the class. Pupils to attain in line with FFT 20 predictions.	Subject leaders through English and Maths reviews.	How are TAs used effectively? What is it that the most effective TAs are doing? Do we need additional training for teachers and TAs?
	Provide teacher intervention in: QFT intervention for GDE	September 19 - May 20	Small Classes allows for	KW/MT	Children to make good progress from their starting points and previous key stage.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
	Intervention in pre-learning provided - planned by class teachers to support those pupils at risk of falling behind.	September 19 - May 20 September 2019	Teacher led QFT interventions.	MT. HB RA	For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	
	Intervention planned for higher ability pupils.		£22,462				
	Targeted after school booster provided at all schools for pupils in Y2 and Y6 identified from FFT with potential for Greater Depth.	October 2019	TA costs £6,426		Pupils to attain in line with FFT 20 predictions.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?



What do we want to achieve?	How are going to achieve it?	Timescale	Resources/Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
Provide early intervention in EYFS 9.2	All children to be WELCOMM screened as part of the school baseline. Provide phonics and early language interventions in EYFS. Take part in the Spread the word project.	September 2019	£776	RA/HP	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
Provide Phonics Intervention 9.3	Phonic screening to take place in January and identified boosting to be targeted at those pupils at risk of not meeting the standard.	January 2020	£1000	RA/HP	Progress is accelerated for all children receiving intervention. For disadvantaged pupils to attain in line with no disadvantaged pupils nationally.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
For disadvantaged pupils to be resilient and have full access to the curriculum.	DEN outreach to be provided for GDE. Access to the family support worker.	September 2019	Cost covered by Westmere	KW/ES/KS	Vulnerable children are supported to ensure that their emotional wellbeing is nurtured.	KW through pupil progress meetings.	Are vulnerable children falling behind? What is the percentage of these pupils making good progress?



Gedney Drove End Primary School
Learning Together for Excellence

What do we want to achieve?	How are going to achieve it?	Timescale	Resources/Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
To improve planning and QFT in mixed aged classes	For teachers in HSM and GDE to take part in the small schools maths and English project.	October 2019	Supply - costs refunded by the LA	KW	For outcomes for children to improve due to QFT.	SLT through reviews and work scrutiny	Are we seeing accelerated progress in the small schools?
To ensure that the attainment and progress of all pupils, but particularly the most able pupils is accelerated. 9.5	For PPM meetings to use the FFT data for early identification of where children are falling behind. English and Maths challenge lesson study to take place termly	September 2019 January 2020	Cover for PPA Staff Meeting	KW	Progress is accelerated for all children.	KW through pupil progress meetings.	What percentage of children in these groups are making accelerated progress?
To ensure the curriculum meets the needs of all pupils - in particular vulnerable pupils 9.6	Designing new curriculum that is bespoke and targets areas of identified weakness. These oracy are language and oracy skills and independence.	October 2019	SLE support £350	SM	The curriculum will ensure all children reach their full potential in all subject areas.	SLT through reviews and work scrutiny	Is it clear from books/deep dives that all children - particular the most vulnerable are making good progress.
To improve reading attainment 9.7	Key action in the SIP Additional home readers provided for all children. Reading intervention. Reading incentives.	September 2019 ongoing	£200 resources £1000 intervention	SW	Progress is accelerated for all children receiving intervention. For progress and attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.	SLT through PPM.	What percentage of children in these groups are making accelerated progress?

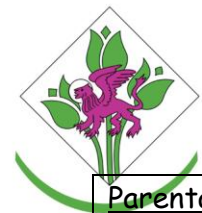


Gedney Drove End Primary School
Learning Together for Excellence

What do we want to achieve?	How are going to achieve it?	Timescale	Resources/Cost to school	Lead Person	Success Criteria	Monitoring. When? How? Who?	Impact - How will we know if we are successful? What questions do we need to ask?
To improve attendance 9.8	Family support worker to work alongside families to improve attendance FPN issued Incentives for good attendance Regular attendance panels.	September 2019 - ongoing	Costs met by Westmere	KW/AC	For attendance for disadvantaged to be in line with on disadvantaged national figures. To reduce persistent absenteeism.	Governors through HT report.	Is attendance improving?



4. Our schools use our pupil premium spend on a number of initiatives that are included in the Sutton Trust EEF Teaching and Learning Toolkit. Examples are included below.	
<u>After school programmes</u>	The schools offer a variety of after school clubs. There are a number of sports focussed clubs. More recently some academic clubs have been by invitation to targeted clubs.
<u>Small group tuition</u>	All three schools provide one to one tuition for pupils requiring support. This is sometimes specific programmes, but can also be as a result of not being able to do something in the classroom and additional tuition is needed. The tuition also takes place during split input sessions in class. The small group work is carried out by teaching assistants and teachers.
<u>School uniform</u>	Some pupil premium children have accessed free school uniform. Although the EEF toolkit would suggest no month's improvement, it is important for social reasons that children are not made to look different
<u>Phonics</u>	The schools have provided additional members of staff to deliver phonics teaching and phonics intervention.
<u>Social and emotional learning (SEL)</u>	The pastoral teaching assistant at Westmere has planned SEL interventions four afternoons per week. These support children with social and emotional difficulties. There are some children that require the work for a small amount of time where others require it longer term. We have also referred children and families to family support workers and counselling where necessary. We have also recently started a nurture group to further support children's SEL.
<u>Sports participation.</u>	We now employ a number of sports coaches who work at all three schools. They deliver lunchtime and after school clubs. The schools are now part of a football league with other local primary schools. All three schools also take part in sports competitions..



Gedney Drove End Primary School

Learning Together for Excellence

<u>Parental Involvement</u>	We have planned in several workshops this term to encourage parental engagement. School are working with the children's centre to further develop parental involvement.
<u>Outdoor adventure learning.</u>	The schools take part in two residential visits, one for Y3/4 which takes place on a farm and one for Y4/5/6 which takes place at Hilltop, an outdoor pursuit's centre. The school provide funded places for pupil premium children to these.
<u>Behaviour interventions</u>	The pastoral teaching assistant is used to support with behaviour. The schools also employ a number of TAs to support children with behavioural difficulties to avoid exclusion where there is not statutory funding in place. The schools also employ a family support worker. All three schools also have access to the DEN provision at Westmere.
<u>Mastery Learning</u>	Interventions take place at all three schools; these are child focussed around what the children need.
<u>Meta-cognition and self-regulation</u>	HSM and GDE have used the Chris Quigley materials the secrets of success. This scheme of work based on Stephen Covey's book, the seven habits of highly effective people, gives children the opportunity to develop independence and resilience in their work. All three schools use the growth mindset materials.
<u>One to one tuition</u>	One to one tuition takes place at all three schools; it is targeted at those children requiring additional support.
<u>Oral Language Interventions</u>	The increased adult/pupil ratio in EYFS does help to support oral development. The RWI scheme of work for phonics and early reading does involve regular oral interactions within the classroom
<u>Collaborative learning.</u>	Class teachers encourage collaborative working whenever possible. The schools have purchased the Scholastic guided reading scheme that encourages collaborative and independent working.
<u>Feedback</u>	Improving the quality of feedback has been a key area for improvement on our schools. It is a regular focus for our M&E calendar and is a non-negotiable in all subjects. Children also receive teacher pupil progress chats termly.
<u>Early Years Intervention.</u>	Additional adults are used within the EYFS classes to support. All three schools have enhanced adult pupil ratios to support children to reach a GLD. The school have focussed this on the prime areas, in particular PSED skills for boys. The schools are working closely with the pre-schools and children's centre to further develop good transition.



5. <u>Impact of spending 2018/19</u>	
In EYFS	The one child eligible for pupil premium made <i>good</i> progress from their starting points
In KS1	In reading and writing, the two pupils eligible for pupil premium achieved the expected standard, in maths one pupil did not achieve the expected standard and is now receiving small group intervention.
In KS2	Of the four pupils who were eligible for pupil premium, 75% achieved the expected standard in all subjects and combined. Progress for these pupils was above all over pupils and above national averages.
Leadership of Pupil Premium	<p>Senior leaders have observed out of classroom interventions to ensure that pupils are receiving the same quality of teaching they would expect within whole class sessions. The biggest impact has been where teacher led interventions have taken place. During monitoring and PPMs, senior leaders have focused on the quality of teaching and learning of all pupils, but have completed work scrutiny specially looking at pupil premium pupils. Senior leaders are monitoring the progress of these pupils using target tracker, challenging targets are used by using FFT 20. Work scrutiny is completed regularly. The pupil premium strategy is created using evidence from the EEF toolkit.</p> <p>All of our schools offer a range of clubs, we offer sports and academic clubs, although the latter are not well attended, we have also personally invited disadvantaged pupils requiring support, but this has not always been successful. We provide emotional and social support for all of our pupils, but with a particular focus on our pupil premium children. At GDE we use sensory interventions and Lego therapy.</p>
Teaching of pupil premium children	<p>Our children receive high quality constructive verbal feedback and marking daily, it is our view that children learn best when they have verbal feedback. We encourage our teachers to work with all pupils, but ensure that those requiring support should receive the most amount of time from the teacher to ensure equality of opportunity.</p> <p>All teachers complete a pupil premium action plan for their class termly (three times per year) in this they detail who their pupil premium pupils are, what their barriers to learning are and what they will do to support these pupils, either through intervention or targeted QFT.</p> <p>Our pupil premium strategy is based on evidence from EEF and so our teachers use this to ensure they understand what interventions have the most impact. Our strategies for spending specifically match the barriers for learning for our disadvantaged pupils. For example, we are aware that our children come into school with poor oracy skills and we often lack parental engagement. We also have a number of our pupils who have suffered emotional trauma and so require emotional interventions along with academic ones.</p> <p>The targets for pupil premium pupils are aspirational; we use FFT 20 to set challenging and aspirational targets for all pupils including those eligible for the pupil premium funding. The schools provide free breakfast club provision for all pupils.</p>