

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Gorsey Bank Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£18440	<b>Date of most recent PP Review</b>	Jan '18
<b>Total number of pupils</b>	414	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	Mar '20

2. Current attainment (based on 1 pupil in 2018-19 cohort)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected Standard in reading</b>	<b>100%</b>	<b>TBC</b>
<b>% achieving Expected Standard in writing</b>	<b>100%</b>	<b>TBC</b>
<b>% achieving Expected Standard in maths</b>	<b>100%</b>	<b>TBC</b>
<b>Average progress in reading (or equivalent)</b>	<b>TBC</b>	<b>TBC</b>
<b>Average progress in writing (or equivalent)</b>	<b>TBC</b>	<b>TBC</b>
<b>Average progress in maths (or equivalent)</b>	<b>TBC</b>	<b>TBC</b>

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)

E.	Home learning environment	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
A.	<p>Attainment of disadvantaged pupils will be equivalent or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> <li>• There is no % difference between disadvantaged and non-disadvantaged pupils meeting age-related expectations in each year group</li> <li>• Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in end of key stage assessments</li> <li>• Disadvantaged pupils meet age-related expectations in Reading, Writing and Maths at the end of key stage 1 and 2</li> <li>• The progress of disadvantaged pupils is the same, if not better, than non-disadvantaged pupils</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year assessment data for all year groups and end of year ARE trackers</li> </ul>	<p>Disadvantaged pupils will be making at least good progress from their respective starting points.</p> <p>Pupils' 'knowledge base' will be noticeably improving as a result of teaching focus on working vs long-term memory.</p> <p>Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths</p>

<p><b>B.</b></p>	<p>Targeted support, based on academic and pastoral needs, enables disadvantaged pupils to make greater progress than their peers with similar starting points</p> <p>Disadvantaged pupils receive targeted support for both their academic and pastoral needs</p> <ul style="list-style-type: none"> <li>• Class teachers prioritise the needs of disadvantaged pupils in both academic and pastoral capacities, resulting in the positive development of the ‘whole child’</li> <li>• Pastoral manager and other members of teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic and social situations</li> <li>• Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals’ current circumstances</li> <li>• Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group</li> </ul> <p>The desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year monitoring documents e.g. ARE Tracker, Pupil Progress Review Meetings, Child Profiles</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice</li> <li>• Adult observations and knowledge of the child, alongside parent/carer views</li> </ul>	<p>Teachers review academic and pastoral needs and progress with SLT each term – updating child profile as part of this</p> <p>Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child</p> <p>Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life</p> <p>Parent views relating to their child’s academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication e.g. Parents’ Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day</p>
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<p><b>C.</b></p>	<p>Pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development.</p> <ul style="list-style-type: none"> <li>• Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings</li> <li>• Pupils respond well to marking and feedback, both written and verbal</li> <li>• Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age related expectations (where appropriate), exuding an increasing sense of confidence and pride in their abilities</li> </ul> <p>The desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Observations of pupils in sessions</li> <li>• Book moderations, including Home Learning</li> </ul> <p>Pupil progress reviews (in addition to whole class reviews) and disadvantaged monitoring schedule</p>	<p>Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this.</p> <p>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.</p> <p>Pupils are confident in demonstrating their potential and remain resilient in the face of increasing levels of challenge.</p>
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## 5. Planned expenditure

Academic year

2019-20

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?
Pupils retain taught facts and can apply these to new contexts	Implementation of strategies in line with research into cognitive science and creating the optimal conditions for learning enhanced by 'expert teachers'	Dylan Wiliam recently described Cognitive Load Theory as 'the single most important thing for teachers to know. Peps McCrea and John Hattie's research into what defines 'expert teachers' and 'high impact teaching' aligns with our approach to teaching and learning across school. Each body of research recognises the importance of honing the craft of teaching and in creating habits that enable teachers to respond to pupil needs effectively. The evidence summarised in Ofsted's 'Education Inspection Framework – Overview of Research' and Rosenshine's 'Principle of Instruction' will underpin the Professional Learning Schedule for staff during the 2019-20 academic year.	Sequence of Professional Learning (PL) meetings will study theories with direct links to implications for the classroom.	SLT & Core Subject Leaders	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

Improved metacognition and self-regulation in teaching and learning activities	Explicit teaching of metacognitive strategies e.g. planning for extended writing	EEF states that pupils benefit from explicit teaching of these strategies in specific contexts as they are better equipped to make connections and apply their understanding more easily. Professional Learning Meeting's will draw on the research outlined in EEF's 'Metacognition and Self-regulated Learning' will inform the work of our Teaching and Learning Teams research project(s) and the development of our learning environment	English strand of Professional Learning will introduce developments in our Oracy curriculum and strategies for supporting pupils with their thinking about planning for, and evaluating their written outcomes. The organisation and structure of Working Walls and wider classroom environments will foster greater opportunities for independence and self-regulation in lessons	Deputy Head of School (DHoS) & English Lead	Termly book moderations, Lesson Observations
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Work with pupils on specific areas of need through targeted support in small group teaching, additional interventions and work with pastoral manager	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'. Utilising the skills and expertise of our Pastoral Manager will be used to identify appropriate and targeted support for disadvantaged pupils	Timetabling of additional intervention, small group teaching and 1:1 support is well-planned and regularly reviewed to ensure maximum impact.	SLT support Pastoral Manager / SENDCO	As part of Pupil Progress Review Meetings, Disadvantaged monitoring exercises, Pastoral Manager/HoS meetings

Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further developed	Immersion in carefully selected, high-quality literature (termly bookshelves) and the development of approaches to whole-class guided reading sessions	'On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	Key focus of SDP for 2019-20. Creativity and Standards Leads to deliver Professional Learning and provide teaching staff with guidance and support in this area. Utilise expertise of specialist teachers from within school (and Trust) to target support for developing disadvantaged pupils' ability, engagement and motivation to read for pleasure	SLT & Creativity and Standards Lead, specialist SEND teacher	PL schedule (incl. Jan INSET) Subject and Curriculum review meetings at the end of each half term Specialist teacher summary to senior leaders and tracking of progress against their baseline assessment in Speech and Language
<b>Total budgeted cost</b>					<b>£12500</b>
<b>ii. Targeted support</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>
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	DHoS and SENDCo/Pastoral Manager/Specialist Teacher	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	DHoS and SENDCo/Pastoral Manager/Specialist Teacher	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 to include the child's voice  -'shadowing' by SLT to learn more of pupils' daily experiences of school	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.	DHoS and SENDCo/Pastoral Manager/Specialist Teacher	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) Reading Record Books monitored Parent Meetings	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	Home Learning & Reading Record books to be looked at in relation to those of peers and linked to performance in class in relevant foci	SLT	Termly progress reviews to evaluate impact
Best practice is being followed with maximum impact on pupil outcomes	External Review with SLE to ensure objective(s) are being met	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	SLT	Autumn review
<b>Total budgeted cost</b>					<b>£3000</b>
<b>iii. Other approaches</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>

Knowledge base is broad and secure	Strategies including the development of 'Knowledge Organisers', regular low stakes testing and embedding the usage 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 and deliberate practice so all staff understand the theory behind their implementation	SLT Maths Lead Standards Lead	Capture Points and PPR Meetings  Book moderations and lesson observations
Class Teachers have more ownership and are more accountable for progress of Disadvantaged Pupils	Class Teachers to inform discussions around 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  Class teachers will contribute to discussions surrounding how funding is spent. They will make suggestions as part of the pupil profile documentation.	Head of School and Class Teachers	Using funding plan completed prior to approval (see left)
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Develop a positive culture of potential and success relating to teaching and learning	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	PL schedule (incl. INSET) maps out the regularity of opportunity to revisit this area of learning.  Explicit reference to application of theory in practice.  Encouraging a culture of high ambition/expectations and continual improvement for DA pupils and providing forums for advice and support in overcoming barriers	DHoS, Leadership Team, Class Teachers + additional support staff as required for individuals	Through formal monitoring opportunities (including pupil progress review meetings) and informal interactions with staff, pupils and parents during the school day
<b>Total budgeted cost</b>					<b>£3000</b>

6. Review of expenditure				
Previous Academic Year		2018-19		
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
Pupils retain taught facts and can apply these to new contexts	Implementation of strategies in line with research into cognitive science and working/long term memory	Professional learning provided a balance of theory and practical guidance for teachers. The use of low-stakes testing has been implemented in Maths and is being used regularly to identify gaps in learning that need to be revisited in a timely manner (both in class and through further, small group/1:1 intervention). The use of Knowledge Organisers in Science, Art and RE are in place.	Ongoing work continues in this area. Maths lead continues to refine approaches in this area to ensure that the intended impact aligns with our approaches to teaching and learning in Maths. Extend opportunities for low-stakes testing in other subject areas has begun to be used e.g. Languages. This will continue to be implemented by Subject Leaders across the curriculum	£1561  Professional Learning (PL) time, supply cover, supporting resources
Improved metacognition and self-regulation in teaching and learning activities	Explicit teaching of metacognitive strategies e.g. planning for extended writing	Staff note that pupils attitudes and confidence in English writing are very positive, particularly at the end of key stage two. Pupils are independently accessing support slides and resources to plan, edit, redraft and improve their writing. Amendments to assessment criteria has had a positive impact on pupil and parental perceptions of their ability in core subjects	Work ongoing on this. English Lead and Leadership Team are working with English specialists within the trust to refine our approaches to teaching and learning to ensure that all pupils are provided with learning opportunities with high levels of challenge that engage and motivate pupils to write. T	£1078  Supply costs for staff, PL time

Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Work with pupils on specific areas of need through targeted support in small group teaching, additional interventions and work with pastoral manager	Pupil Progress Review meetings, intervention and class timetables and monitoring exercises show evidence of targeted support for disadvantaged pupils through a needs led approach. This targeted support extends to the support that pupils receive through working with additional adults and our Pastoral Manager. The impact of these sessions is reviewed regularly with HoS and Pastoral Manager.	Continue to refine the ways in which the whole school monitoring cycle ensures disadvantaged pupils receive targeted support as a result of their individual needs. Work with new Pastoral Manager to ensure there is a smooth transition into the new academic year and utilize the expertise of specialist teachers, including an external review of our provision for Disadvantaged pupils.	£2541  SLT time in book moderations, T&L Teams budget
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further developed	Immersion in carefully selected, high-quality literature (termly bookshelves) and the development of approaches to whole-class guided reading sessions	Disadvantaged pupils made good progress and achieved, or exceeded, age-related expectations at the end of the year. English Lead and Leadership team have continued to provide Professional Learning opportunities that reinforce the vision of this approach and regularly review the impact so far and identify next steps to be taken. Additional teaching and learning opportunities to read and understand are timetabled using Class Teacher and additional adult support for disadvantaged pupils. Author visits and workshops have provided children with the opportunity to meet, question and be inspired by real life authors – seeking inspiration for their own reading and writing habits and preferences	Continue to maintain a high profile of reading for pleasure, whilst maintaining a secure understanding of texts through Professional Learning opportunities for all staff. The development of our Pupil Parliament, including our Reading Ambassadors, will provide opportunities for peer to peer inspiration and leadership within school. Adding to our existing library and reading scheme collection with new books will ensure pupils receive a variety of text types that target the development of their reading ability and opportunities to challenge their understanding. A focus on the use and understanding of ambitious vocabulary will be included in our plans for 2019-20.	Professional Learning Time, external specialist support, purchase of reading books
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Support pupil progress by taking into account individual needs	Target interventions and quality first teaching with focus pupils in mind	The regularity and reduced number of individuals in small group interventions had a positive impact on individual's progress towards reaching/exceeding age-related expectations in core subjects.	This proved highly effective and will be developed this year to include pupil voice and extend to other areas of our curriculum.	£1300 SLT Time
Needs of pupils are known and matched to support	DA specific monitoring schedule including book moderations, progress meetings and pupil shadowing	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.	Tracking to be adapted to be working documents for each individual pupil to be reviewed in pupil-specific meetings each term.	£1000 SLT Time (& release time for staff)
The 'whole child' is developed alongside academic progress being made	Extra context built up to support the objective inc:  -pupil profiles to include the child's voice  -'shadowing' by SLT to learn more of pupils' daily experiences of school	Pupil Profiles and Review Meetings provide a useful context for better understanding the individual, the barriers that they face in their learning/social situations.	Class teachers to write/update pupil profiles next year to increase levels of engagement throughout the year and communicate relevant information with additional adults that support the individual with their learning	£2850

External factors are properly explored, and any barriers addressed	Home Learning Book Moderations (and tracking of spelling test results) Reading Record Books monitored, Parent Meetings	Knowing the daily routines of individuals provided useful context for better understanding the barriers individuals may face e.g. attendance and punctuality	Monitor attendance as part of tracker and challenge any unauthorised absences with parent/carer(s)	£2070  (representative of time spent with PP pupils)
Best practice is being followed with maximum impact on pupil outcomes	External Review with SLE to ensure objectives are being met Mid-year financial review with TPFO	External review with link Governor provided opportunities to challenge impact,	SLT continue to report to governors on the provision for and progress of PP pupils and utilise colleagues within the Trust to support in this area	£400  SLT time  Autumn review
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Knowledge base is broad and secure	Strategies including the development of 'Knowledge Organisers', regular low stakes testing and embedding the usage of 'Times Tables Rockstars'	Knowledge Organisers have been introduced in Science, Art and RE through PL sessions. 'TT Rockstars' has been introduced and the effectiveness of its implementation has begun to be reviewed.	Continue with developments in this area. SLs to create Knowledge Organisers for their respective subjects and monitor the impact of their implementation and use during 2019-20. Maths and Standards Lead to work with local colleagues on further improving the effective use of 'TT Rockstars' across LKS2.	£1500  PL time, external staff training

Class Teachers have more ownership and are more accountable for progress of Disadvantaged Pupils	Class Teachers to inform discussions around how funding is spent for DA Pupils in their	Teachers discussed this at Pupil Progress Review Meetings/PP Review Meetings.	Class teachers to write/update pupil profiles next year to increase levels of engagement throughout the year and communicate relevant information with additional adults that support the individual with their learning	£2600 Resourcing and staffing
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Develop a positive culture of potential and success relating to teaching and learning	PL schedule (incl. INSET) included regular opportunities to revisit this area of learning and provide staff with practical ways of implementing agreed approaches in their practice, alongside their personal approach to their wider lives. A culture of high ambition/expectations and continual improvement for DA pupils has been built upon and opportunities for advice and support in overcoming barriers through the monitoring cycle have been used.	Continue to explore the ways in which staff advantage the disadvantaged through Professional Learning and whole school monitoring exercises. Utilise the expertise of Trust colleagues to further strengthen our provision	£1540 Professional learning, SLT monitoring Autumn review
<b>Total budgeted cost</b>				<b>£18,440</b>