



Gamesley Primary School

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**Pupil Premium Planned Expenditure
2019-2020**

1. Summary information				
School	Gamesley Primary School			
Academic Year	2019-2020	Total PP budget	£220,400	Date for internal reviews of this strategy
Total number of pupils	304	Number of pupils eligible for PP	168	
2. Current attainment				
Based on Y6 standards in 2019		School 18/19 PP	National 18/19 PP	National 18/19 Other
% achieving standard+ in reading, writing & maths		38.7%	51.4%	78.7%
% achieving a high scaled score in reading, writing and maths		3.2%	4.7%	12.9%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor communication and language skills on entry to Reception Class impact attainment in all areas of the curriculum other than maths despite the fact that children make good progress from very low baselines.
B.	Outcomes for pupils who are eligible for PP, particularly boys, are lower than other children at the end of KS1. This puts them at a disadvantage in KS2 and compromises their ability to fully access the curriculum. Outcomes at the end of KS2 demonstrate that disadvantaged pupils make better progress than other pupils in Reading and Writing. This is not however, rapid enough to close the gap with other pupils or disadvantaged children nationally. Disadvantaged children do not make enough progress in maths to close the attainment gap.
C.	A number of pupils eligible for PP also have SEN, which impacts progress.
External Barriers	
D.	Poor home learning environments have a detrimental effect on the progress of pupils, the majority of whom are eligible for PP. Some home environments lack support for language, communication and literacy skills.
E.	Limited enriching experiences which would support and nurture children's curiosity and understanding of the world in which we live.
F.	A number of children eligible for PP funding have complex social and emotional needs which impact negatively on their readiness to learn
G.	A high proportion of pupils eligible for PP funding have complexities in home life and support from Social Services.

2. Desired outcomes		Success Criteria
A/B	<p>PP children achieve the ELGs by the end of Reception, making accelerated progress in order to close the gap with their peers.</p> <p>Improve oral language skills for pupils eligible for PP including more able children in Reception class.</p>	<p>Pupils eligible for PP in Reception make rapid progress so that a higher percentage meet age related expectations and achieve a GLD.</p> <p>All learners are supported and stretched resulting in a higher percentage of PP children, including boys, exceeding in reading, writing and language and communication.</p>
B.	<p>Higher rates of progress across KS1 and KS2 for all PP pupils with a particular focus on PP boys, ensuring that children meet Expected Standard at end of KS2 and a higher proportion of PP children achieve greater depth.</p>	<p>Pupils eligible for PP including those identified as high ability, make as much or more progress as other children of similar ability. 100% of children (not SEND) in Year 1 pass the phonics screening. The attainment gap between PP children and Non Pupil Premium children will decrease in all year groups. At the end of KS1, the attainment gap in reading, writing and maths will be no more than 10%, with an overall average percentage in line with national outcomes. At least 10% of PP children will achieve greater depth. Percentage of children achieving Expected Standard at the end of KS2 in line with other children and national average. At least 15% of PP children will achieve greater depth.</p>
C.	<p>PP children with SEN receive an inclusive and appropriate curriculum.</p>	<p>All PP children participate in a broad, rich curriculum that supports best possible progress and helps them to overcome barriers to learning.</p>
D/E	<p>Pastoral support strengthens parental engagement. Parents are able to focus on their children's educational needs and value educational opportunities.</p> <p>Home learning environments support and nurture children's curiosity about the world and provide meaningful learning experiences</p>	<p>Parents support and value work done by the school. Parental engagement supports deeper understanding of themes and vocabulary linked to topics.</p> <p>Children develop a love of reading and do so regularly for pleasure.</p> <p>Children develop a curiosity about the world in which they live.</p>

F/G	Families are well supported by pastoral manager and referred to external agencies when appropriate. Provision meets the needs of all children and is supportive of those with social and emotional needs.	Children become more engaged in their learning, resilient when faced with challenge, more self-motivated and make better progress. Improved learning behaviour, raised self-motivation and self-esteem supports increased progress across KS1 and KS2.
G.	Improved engagement of families. Greater capacity to establish a supportive, nurturing and safe environment at home.	Pastoral manager and/or external agencies offer continuing support. Parents aspire for their children to reach their academic potential. Children enjoy a safe and supportive environment at home which supports self-esteem and self-worth in school, leading to accelerated progress.

	Objective	Action	Resources	Cost	Evaluation
A/C	PP children (not SEN) achieve a Good Level of Development by the end of Reception, making accelerated progress in order to close the gap with their peers. A higher proportion achieve Exceeding. Improve oral language skills for pupils eligible for PP including more able children in Reception class.	Early screening and intervention programmes Referrals for those children in need of support from external agencies (SALT) Small differentiated groups for phonics. Six weekly assessment ECAT intervention	Full time support from HLTA Additional TAs for Read Write Inc Phonics – 1 hour per day.	£31,000 £4,370	Small differentiated groups for phonics. Additional ECAT interventions 1:1 x2 per week. Some PP pupils lower attaining than peers but making good progress from low baselines.
B/C	PP pupils receive appropriate interventions and curricula to narrow the gap with their peers.	Interventions planned to meet the needs of all PP children. To include: Rapid Reading	TA and teacher time Full time resourcing and staffing of Poplar Intervention Class	£49,000	Intervention groups and alternative provision groups fully established. Good progress being made and evidence of skills transferring to mainstream classroom where children receive some input in an alternative setting.

		Rapid Maths Fresh Start Literacy Inference Intervention First Class Number Numbers Counts Toe by Toe Power of 2 SALT			
B/C	Quality First teaching development	Continued CPD opportunities both within school and external team planning time	Full time HLTA for cover Cost of training	£31,000	All teachers accessing CPD including: Visits to other settings Moderation meetings Subject leader meetings across the trust Subject leader training – external RWI training in house Two teachers part of the High Peak Maths Hub Teacher EYFS local leader for NCETM supporting colleagues in other schools IN school training (staff meeting time and coaching)
B/D/E	Children access a broad and engaging curriculum that supports access to high quality real life experiences	Cornerstones Curriculum embedded throughout school	Subscription to Cornerstones Additional resources to support topics	£1,100	In place. Still being refined to ensure absolute coverage. Some staff needing support in planning to ensure that children make best progress in acquisition of key skills and knowledge.
C	We respond to the diverse needs of all PP children with SEN and ensure they have access to a rich curriculum that supports their individual needs.	Regular assessment of needs Individual targets for all SEN children Interventions to support progress	Teacher and TA time Deputy Headteacher (Inclusion and Participation lead/SENCO)	£58,000	Achieved for children accessing alternative provision in The Orchard and Poplar Room. However, some teachers require support to ensure that provision within the mainstream classroom builds on the experiences and precision teaching children access in the groups.

		Establishment of The Orchard – a resource base for children with complex learning needs Additional off site activities to support life skills. Hydrotherapy.	Staffing and resourcing of The Orchard Individualised Curriculum Base		
D/G/F	Improved engagement and aspiration of families. The home as a learning environment supports progress Children feel safe in the school environment, are resilient and ready to learn	Parenting Classes One to one ELSA sessions Family support and liaison with social services	Full time pastoral manager	£28,000	Homework books to be introduced. No ELSA or parenting as no capacity in staffing.
D/G	Improved engagement and aspiration of families. The home as a learning environment supports progress	ELKLAN training course for parents	Early years leader 1 hour per week	£1,178	No capacity
F	Children feel safe in the school environment, are resilient and ready to learn	Breakfast Club daily for invited pupils Lunch club daily for invited pupils Nurture afternoon daily	Two TAs for 5 hours per week Two TAs for 5 hours per week Two TAs for 10 hours per week.	£17,110	All in place. Children no longer need the Breakfast Club as very few issues at the start of the day.
A/C/F	Children's needs supported with additional guidance from external agencies	Subscription to Educational Psychology Service Subscription to Behaviour Support Service	Subscription costs Subscription costs	£1,918	Services in place. Direct work with children, assessments and reports.

	Total	£222,739	
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