



Pupil Premium Strategy Statement

Principles
<ul style="list-style-type: none"> At GHF we ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget	£62,040	Date of most recent PP Review	-
Total number of pupils	333	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Feb 2018

2. Current attainment				
<i>Achievement of pupils at the end of KS2 in 2017 (7 pupils eligible for Pupil Premium)</i>	<i>GHF Pupils eligible for PP</i>		<i>Pupils not eligible for PP School / National - 2017</i>	
% achieving the expected standard in reading, writing & maths at the end of KS2	57%	*(67%)	59%	67%
Reading progress score and scaled score	-2.21 and 102	*(-0.24 and 104)	-0.96 and 105	+0.33 and 105
Writing progress score and percentage achieving the Expected Standard	-6.41 and 71%	*(-3.59 and 83%)	0.10 and 85%	+0.19 and 81%
Maths progress score and scaled score	-0.84 and 103	*(+1.77 and 106)	-0.14 and 106	+0.28 and 105

*Excluding an outlier – PP/SEN pupil joined in Y6 with attainment no better than KS1 baseline. Pupil's performance/data does not typically reflect the cohort.

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	A number of disadvantaged pupils have not developed reading skills (decoding and comprehension) in line with other pupils which will slow their progress in reading and across the curriculum in subsequent years.	
B.	Oral language skills in Reception are often lower for pupils eligible for PP than other pupils, which hinders their phonics attainment and slows their reading progress in subsequent years.	
C.	Disadvantaged pupils do not achieve as well in writing, particularly as due to weaker grammar and transcription skills.	
D.	A number of disadvantaged pupils joined in KS2; comparing their prior attainment (from low, middle and high ability groups) with current attainment suggests their rates of progress are lower than other pupils and their progress is not on track based on their KS1 starting point.	
E.	Some pupils' attitudes (including those eligible for PPG) to learning often limit the progress they make. Some pupils have lower aspirations, are less intrinsically motivated and more prone to give in or be less focussed when learning is challenging. This leads to an over-reliance on adults and limited progress.	
External barriers		
F.	A large proportion of disadvantaged pupils do not read as regularly at home, practise spellings and timetables etc or complete homework.	
G.	A large proportion of disadvantaged pupils have or are experiencing difficult family relationships/issues which affect their emotional wellbeing and impact on learning.	
4. Desired outcomes		Success criteria
A.	Improved attainment and progress in reading.	PP pupils' reading attainment and completion of the Phonics Screen at end of KS1 is in line with other pupils nationally. PP pupils make accelerated progress in reading to catch up with their peers.
B.	Improved oral language skills for PP pupils in Reception class.	Pupils eligible for PP in Reception classes make rapid progress by the end of year so that all pupils eligible for PP meet age related expectations.
C.	Improved attainment and progress for PP pupils in writing.	PP pupils make better progress in writing in order to meet end of year expectations.
D.	Accelerated rates of progress for pupils eligible for PP, particularly in KS2.	Pupils eligible for PP in KS2 make greater rates of progress so that they catch up with other pupils and achieve expected outcomes at the end year and end of KS2.
E.	Attitudes to learning, levels of resilience and independence are improved in pupils eligible for PP.	PP pupils make progress in line with other pupils in order to meet end of year expectations.

F.	Pupils are encouraged and supported to complete home-learning tasks that support improved progress.	PP pupils make progress in line with other pupils in order to meet end of year expectations.
G.	Support provided for emotional well-being and resilience of pupils eligible for PP.	Improved attendance for small number of PP pupils who are persistent absentees.

5. Planned expenditure

Academic year

2017/18

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?
E - Attitudes to learning, levels of resilience and independence are improved in pupils eligible for PP.	Continue to develop ethos of growth mindset and learning to learn. Improve the quality and effectiveness of feedback	NFER briefing says most important building block is ethos of high attainment for <i>all</i> pupils. EEF Toolkit for Meta-learning show high impact for little cost. EEF report on improving Maths says that school should build pupils' independence and motivation. There is also extensive evidence with EEF to show that feedback can have high positive impact on learning.	Regular assemblies and lessons to maintain prominence of GHF BRAIN learning muscles. Regular SDMs to revisit with staff and Chris Quigley training for teachers. Ensure whole school implementation is consistent with regular monitoring. Participation in Mobilise project with time for DHT to lead the project and deliver training to all staff (including part time staff).	Head DHT	April 2018 Chris Quigley 'Learner Resilience and Mind-set' training £800 Release for DHT to lead Mobilise £1032

<p>A - Improved attainment and progress in reading.</p>	<p>Continue to develop approach to teaching reading comprehension – including purchase of class readers.</p> <p>Active Learn e-books subscription for Y1-6, including reading assessments. Additional home reading books.</p>	<p>The EEF reports on Improving Literacy shows there is extensive evidence that developing approaches to reading comprehension improves outcomes in reading. Schools should also target teaching and support through accurate assessment which is provided within Active Learn. We need quality texts for each pupil in order to teach improved strategies. Pupils should practise their decoding skills through regular home reading and the subscription to online books (which can also be used as a class teaching tool) provides activities to support development of reading comprehension.</p>	<p>Ensure strategy is taught consistently and effectively through regular CPD and monitoring and build into performance Management. Purchase class reading books to support teaching programmes.</p> <p>Through the lunch time home learning clubs we, ensure PP pupils have access to online subscriptions and know how they can use them at home.</p>	<p>English Leader</p>	<p>March 2018</p> <p>Active Learn subscription £1212</p> <p>Contribution to class novel sets £1400</p>
<p>D - Accelerated rates of progress for pupils eligible for PP, particularly in KS2.</p>	<p>Continue to develop pupils' mathematical fluency through use of Big Maths strategy and Mathletics subscription</p>	<p>Big Maths has supported huge impact on maths attainment (including PP pupils) and pupils' enthusiasm for home-learning has increased through use of Mathletics. For home use pupils are supported with online tutorial content. EEF report on improving Maths states that school need to ensure pupils develop a rich network of math knowledge. These strategies support pupils in developing fluent recall of facts and procedures.</p>	<p>Through continued subscription to Big Maths online and continued regular timetabling and monitoring. Regular monitoring of pupils' use of Mathletics and ensuring access at lunch time club.</p>	<p>Maths Leader</p>	<p>Jan 2018</p> <p>Big Maths and Mathletics subscriptions £2382</p>
<p>A - Improved attainment and progress in writing – particularly in spelling and transcription skills.</p>	<p>Improve the effectiveness of the teaching of Spelling and Grammar</p>	<p>EEF improving Literacy report says that schools should develop pupils' transcription and sentence construction skills through extensive practise. This needs to be developed in the curriculum, providing pupils with greater opportunities to practise and apply, including through home learning.</p>	<p>Focus through school improvement plan. 1 day for full staff CPD on delivery of No-Nonsense strategies which support staff with progressive planning and structure. On line Active Learn spelling and grammar tool to support delivery and home learning.</p>		<p>Feb 2018</p> <p>Spelling and Grammar bug subscription £309</p> <p>Allocation towards training costs £800</p>

Total budgeted cost £8,035

ii. Targeted support

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?
A - Improved attainment and progress in reading.	Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-4	We have good evidence of positive impact of intervention programmes such as TELL Phonics and Switch On reading. The EEF states school should use high quality interventions and have published evidence that TAs have been effective delivering these with training.	Organisation of timetable to ensure programme is delivered regularly but causes least interference with pupils' lessons. Regular monitoring of impact by headteacher. Ensure staff are trained in delivering programmes.	Headteacher & English Leader Amanda Orrey	Feb 2018 Staffing costs £20178
B - Improved oral language skills for PP pupils in Reception class.	Additional Teaching Assistant hours in Reception to promote improved C&L and deliver focussed interventions.	We are using some funding to maintain a focussed approach to developing talk within the continuous provision because some pupils need targeted support to catch up with peers. We are also using First Call and SALT language intervention programmes for specific gaps. Both have been recommended by specialists and have proved to be effective.	Organise timetable so staff delivering provision have sufficient preparation and delivery time.	Infant leader	June 2018 Contribution to staffing costs £2337
C - Accelerated rates of progress for PP pupils in KS2.	Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions. Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy Third Space 1:1 online Support for maths	NfER brief suggests that deployment of most skilled staff to pupils who need most support to catch up is a key building block. We will provide additional cover for teachers in Y5/6 to facilitate focussed and rapid intervention work. EEF improving maths report says schools should use quality structured interventions which are effectively targeted. Catch-up numeracy is an intervention recommended through the Mobilise/EEF and Maximising TAs project and has shown to have impact in other cluster schools. We have used Third Space for Y5/6 PP pupils for 2 years and it supports improved outcomes in maths. We have adjusted to school hours to ensure 100% attendance.	Ensure clear focus on improving achievement of PP pupils through regular monitoring of progress. Ensure regular release of Y5/6 teachers through Sports Coach cover of a weekly PE lesson. Additional release in Spring1-Summer1 in preparation for SATs. DHT to regularly release teachers in Y3/4. Purchase Catch-up with training for TAs. Lead TA and head to lead on identification and timetabling with regular monitoring. Class teachers regularly liaise with Third Space to ensure lessons are correctly targeted at gaps.	DHT and Y6 lead teacher AO and Head Y6 lead teacher	March 2018 Contribution to staffing costs £5160 Cover costs MSPro £4144 Third Space £3600 Catch-up Numeracy training £2000 Staffing costs for delivery £4588
Total budgeted cost					£42,817

iii. 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?
E - Pupils are supported to complete home-learning tasks.	Lunchtime Home learning/Nurture Group	Practise is essential for pupils to master the concepts taught. Most pupils at GHF complete homework and this is reflected in their good progress. EEF Toolkit suggests homework can be effective (and we have reviewed our policy and provision) and pupils do better in schools when homework is set regularly and, more importantly, completed.	Learning and Pastoral Mentor to check attendance of PP pupils at lunchtime club and maintain liaison with class teachers on homework set.	Learning and Pastoral Mentor	Feb 2017 Staffing costs £2398
F - Support provided for emotional well-being and resilience of pupils eligible for PP.	Mentor to provide focused support and monitoring of progress, attendance and learning attitudes and active pastoral support along with increased communication with parents, signposting additional support, as appropriate. Follow up attendance concerns for small number of PP pupils who are persistent absentees. Financial support for participation in residential visits and with uniform. Improve support for pupils emotional wellbeing.	NfER briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of home work and opportunity to help identify underlying issues. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom.	Appoint a Learning and Pastoral mentor (12 hours per week) to liaise and support pupils, staff and family as appropriate. Training for all staff to support emotional wellbeing – with Educational Psychologist.	Learning and Pastoral Mentor	Feb 2018 Staffing costs £7500 £1100 Training and support from EP. £1000 support with uniforms and trips.
Total budgeted cost					£11,998

A. Review of expenditure			
Previous Academic Year		2016/17 - £47,520	
i. Quality of teaching for all			
Chosen action / approach	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
Develop ethos of growth mindset and learning to learn.	High: All outcomes for disadvantaged pupils improved in 2017 and, except in writing, they made progress at least in line with other pupils in order to meet end of year expectations. Excluding an outlier*, disadvantaged progress at the end of Y6 would be Reading -0.86, Writing -0.40 & Maths +0.12. Reading is least strong but in line with other pupils in school and an improvement on last year. *The SEN outlier joined in Y6.	These are effective strategies which we will continue to develop through school. Promoting pupils independence and motivation is featured in the recent EEF Improving Maths at KS2&3.	£1500 – contribution
Ensuring Teaching Assistants (TAs) are deployed for maximum positive effect on pupils' learning.			£2000 – contribution
Improve approach to teaching reading comprehension – including purchase of class readers.	Mixed: Improvements were seen in pupils' reading outcomes through school. Although KS2 reading SATs dipped, more disadvantaged pupils achieved EXS in reading than last year. Excluding an outlier, disadvantaged achievement would be close to non-disadvantaged nationally.	This is an effective strategy to be developed further and achieve greater consistency through school. Refer to EEF Improving Literacy at KS1 and KS2 documents in terms of developing further.	£3020
Phonics Bug and Bug Club e-books subscription. Additional home reading books for Reception.	High: Outcomes in phonics and EYFS GLD are above National and disadvantaged outcomes are in line with non-disadvantaged nationally.	This is an effective strategy to be maintained, whilst ensuring more pupils make use of the e-books.	
Continue with Big Maths strategy and improve maths homework with Mathletics subscription.	High: Outcomes for disadvantaged in maths are strong. Excluding an outlier, 100% of Y6 pupils met EXS in SATs.	This is an effective strategy to be maintained, whilst ensuring more pupils make use of Mathletics.	£2300
ii. Targeted support			
Chosen action / approach	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

Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-3.	High: Phonics outcomes are strong and (well above national) and more pupils achieved EXS in reading at KS1. Performance of disadvantaged pupils was in line with non-disadvantaged nationally. Y3 pupils who had fallen behind, made rapid progress with decoding as a result of Switch On intervention.	This is an effective strategy to be maintained but requires strong organisation to ensure no time/funding is wasted. More pupils need access to Switch On and the Infant Reading Leader is ensuring that the intervention is delivered consistently effectively.	£18900
Additional Teaching Assistant hours in Reception to promote improved C&L and deliver focussed interventions.	High: proportion of disadvantaged pupils achieving GLD improved on previous year and is only 3% lower than other pupils in school and above other pupils nationally.	This is an effective strategy to be maintained. Speech and Language interventions need to be rapid and more staff need to be able to deliver them.	£2000 – contribution
Additional teacher hours in Y5/6 to deliver targeted interventions.	Mixed: Pupils in Y5/6 did make accelerated rates of progress. Although SATs for 2016 dipped on previous year, this cohort was less strong and their progress increased particularly in Y5/6. Excluding an outlier, disadvantaged achievement in reading and writing would be close to non-disadvantaged nationally. Outcomes for disadvantaged in maths are strong. Excluding the outlier, 100% of Y6 pupils met EXS in SATs and progress is +0.12.	This is an expensive strategy but can be effective. We are reviewing our organisation so that additional cover for teachers to work with small groups starts at the beginning of the school year but is for shorter periods of the day. We will be looking at training TAs for an effective maths intervention in the coming year. We are continuing the use of Third Space, although we have changed the timings as it was difficult to maintain attendance after school.	£10000
Third Space online 1:1 maths tuition for Y6 PP/Service pupils.			£2612

iii. Other approaches

Chosen action / approach	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
Lunchtime Home learning/Nurture Group	High: pupils with significant social and emotional needs were well supported to be in school alongside their peers with some impact of this on learning and in academic outcomes (details cannot be given without identifying individuals). We ensured that disadvantaged pupils always had access to lunchtime club and regularly used Mathletics for home work. Most PP pupils took part in residential visits which they might have otherwise been unable to attend.	Supporting the emotional well-being and resilience of disadvantaged pupils is a continual need but DHT (with other needs of the school) is not always available to fulfil this role. Supporting emotional wellbeing is everyone's business and this is an area of development for all staff. It will also be more cost effective and provide greater consistency to employ a specific person to fulfil the a learning and pastoral mentor role.	£2188
DHT to provide focused monitoring of progress, attendance and learningcs attitudes and active pastoral support along with increased communication with parents, signposting additional support, as appropriate.			£2000 – contribution
Support for participation in residential visits and with school uniform			£1000 – contribution

B. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.