



Pupil Premium Strategy Statement

Principles

- 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	2018/19	Total PP budget	£58,080	Date of most recent PP Review	-
Total number of pupils	321	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Feb 2019

2. Current attainment

<i>Achievement of pupils at the end of KS2 in 2018</i> (6 pupils eligible for Pupil Premium)	<i>GHF Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i> <i>School 2018 / National - 2017</i>	
% achieving the expected standard in reading, writing & maths at the end of KS2	100%	73%	67%
Reading progress score and scaled score	2.0 and 110	1.1 and 107	0.33 and 105
Writing progress score and percentage achieving the Expected Standard	-0.6 and 100%	1.0 and 86%	0.19 and 81%
Maths progress score and scaled score	-2.2 and 105	0.4 and 105	0.28 and 105

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	A large proportion of disadvantaged pupils have SEND and/or have not developed reading and writing skills in line with other pupils which will slow their progress in subsequent years.	
B.	Disadvantaged pupils do not achieve as well in maths.	
C.	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.	
D.	Some pupils' attitudes (including those eligible for PPG) to learning often limit the progress they make. Some pupils have lower aspirations, a negative learning attitude, are less intrinsically motivated and lack perseverance or be less focussed when learning is challenging. This leads to an over-reliance on adults and limited progress.	
External barriers		
E.	A large proportion of disadvantaged pupils do not read as regularly at home, practise spellings and timetables etc or complete homework.	
F.	A large proportion of disadvantaged pupils have or are experiencing difficult family relationships/issues which affect their attendance, emotional wellbeing and resilience which impact negatively on their learning.	
4. Desired outcomes		Success criteria
A.	Improved attainment and progress in reading and writing. Particular improved progress to be evident for SEND/PP pupils.	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 and writing to catch up with their peers.
B.	Improved attainment and progress for PP pupils in maths.	PP pupils make better progress in maths in order to meet end of year expectations.
C.	Accelerated rates of progress for pupils eligible for PP, particularly in KS2 so they are at least on track from their KS1 starting point.	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.
D.	Attitudes to learning, levels of resilience and independence are improved in pupils eligible for PP. Pupils eligible for PP are willing to give things a go independently, persevere on challenging tasks and have a more positive learning attitude.	PP pupils make progress in line with other pupils in order to meet end of year expectations.
E.	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.

F.	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. Improved resilience and progress of PP pupils.
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5. Planned expenditure

Academic year	2018/19
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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?
A - Improved attainment and progress in reading.	Continue to develop approach to teaching reading comprehension – including purchase of class readers. Active Learn e-books subscription for Y1-6, including reading assessments. Additional home reading books.	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 engaging 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.	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. 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.	English Leader	March 2019 Active Learn subscription £1660 Contribution to class novel sets £800
A - Improved attainment and progress in writing – particularly in spelling and transcription skills.	Improve the effectiveness of the teaching of Spelling and Grammar	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.	Focus through school improvement plan. On line Active Learn spelling and grammar tool to support delivery and home learning.		Feb 2019 Spelling and Grammar bug subscription £309

<p>B - Improved attainment and progress in Maths.</p> <p>C - 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>Improve the effectiveness of teaching maths concepts and reasoning</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. More teachers participate in</p> <p>Maths Hub Lesson Design study and share fundamental learning through all staff CPD.</p>	<p>Maths Leader</p>	<p>Jan 2019</p> <p>Big Maths and Mathletics subscriptions £2305</p> <p>£1000 contribution towards CPD</p>
<p>D - PP pupils make progress in line with other pupils in order to meet end of year expectations.</p>	<p>Continue to develop 'GHF Brain' in school but focus on the 'giving things a go' element.</p>	<p>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. Having made observations across school and from staff feedback, there is are issues with children giving up too easily, unwilling to take risks and often not learning from their mistakes. This is holding their progress and attainment back.</p>	<p>Twilight session in November on 'Mindset and Challenge' led by SLT</p> <p>Learning and Pastoral Mentor to support individuals with these difficulties.</p> <p>Focus on the element of the GHF Brain (Giving things a go) to raise the profile in school.</p>	<p>SLT</p>	<p>July 2019</p> <p>£1000 contribution towards CPD and support given by Learning and Pastoral Mentor</p>

Total budgeted cost £7,074

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?
<p>A - Improved attainment and progress in reading and writing. Particular improved progress to be evident for SEND/PP pupils.</p>	<p>Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-6</p>	<p>We have good evidence of positive impact of intervention programmes such as TELL Phonics and Switch On. The EEF states school should use high quality interventions and have published evidence that TAs have been effective delivering these with training.</p>	<p>Organisation of timetable to ensure programme is delivered regularly but causes least interference with pupils' lessons. Regular monitoring of impact by SLT. Ensure staff are trained in delivering programmes.</p>	<p>Headteacher & English Leader</p> <p>Amanda Orrey</p>	<p>Feb 2019</p> <p>Staffing costs £17306 (Inc. £13,500 for AO)</p>

B - Improved attainment and progress in Maths.	<p>Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy</p> <p>Third Space 1:1 online Support for maths</p>	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. Pupils who started the intervention last year are making better progress. We have used Third Space for Y5/6 PP pupils for 3 years and it supports improved outcomes in maths.	Lead TA and head to lead on identification and timetabling for Catch Numeracy with regular monitoring. Class teachers regularly liaise with Third Space to ensure lessons are correctly targeted at gaps. This is in school hours to ensure 100% attendance.	<p>AO and Head</p> <p>Y6 lead teacher</p>	<p>Contribution to staffing costs for delivery of interventions including Catch-up Numeracy £10,000</p> <p>Third Space £3600</p>
C - Accelerated rates of progress for PP pupils in UKS2.	Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions.	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.	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 and Y6 lead teacher	<p>March 2019</p> <p>Spring cover is included in contribution above.</p> <p>Cover costs MSPPro £7,600</p>
Total budgeted cost					£38,506
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	<p>Feb 2019</p> <p>Staffing costs £2500</p>

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. Since introducing the L&P Mentor last year, she has provided extensive support to pupils and families – the vast majority are PP pupils. Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom. ELSA is seen as an effective intervention for those who need additional support.	Learning and Pastoral mentor (15 hours per week) to liaise and support pupils, staff and family as appropriate. Learning and Pastoral Mentor to deliver structured programmes (ELSA, FRIENDS, Mental Health First Aid) that she has been trained to use. L&PM to monitor attendance and behaviour records to quickly identify pupils who may have underlying issues.	Learning and Pastoral Mentor	Feb 2018 Staffing costs £8000 (contribution) £1000 Training and support. £1000 support with uniforms and trips.
Total budgeted cost					£12,500

A. Review of expenditure			
Previous Academic Year		2017/18 - £62,040	
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
Continue to develop ethos of growth mindset and learning to learn. Improve the quality and effectiveness of feedback	Mixed: All outcomes for disadvantaged pupils improved in 2018, particularly in Reading. Due to most pupils joining us in KS2, the progress measures do not always reflect the excellent progress they made with additional support we have provided.	These are effective strategies which we will continue to develop through school.	£1832 – contribution
Continue to develop approach to teaching reading comprehension – including purchase of class readers. Active Learn e-books subscription for Y1-6, including reading assessments. Additional home reading books.	High: Improvements were seen in pupils’ reading outcomes through school. All disadvantaged pupils achieved EXS in KS2 Reading SATs and the ave scaled score was 110 – higher than Other pupils. 88% achieved EXS at KS1 and 39% achieved greater depth – higher than Other pupils.	This is an effective strategy to be maintained, whilst ensuring more pupils make effective use of the e-books. Refer to EEF Improving Literacy at KS1 and KS2 documents in terms of developing further.	£2612
Continue to develop pupils’ mathematical fluency through use of Big Maths strategy and Mathletics subscription	Mixed: 63% of KS1 disadvantaged pupils achieved EXS in maths. 100% of Y6 disadvantaged pupils met EXS in SATs but KS2 pupils’ progress score is not as strong. This is because only one child (17%) achieved a high score – a greater proportion of Other pupils achieved a high score. Pupils have good fluency but all pupils need to improve in reasoning and explaining.	This is an effective strategy to be maintained, although review use of Mathletics (e.g. not for Y6/older pupils). To ensure more pupils achieve greater depth, more work is needed around problem solving, reasoning and explaining.	£2382
Improve the effectiveness of the teaching of Spelling and Grammar	Mixed: 100% of disadvantaged pupils achieved EXS in KS2 writing SATs, although (due to pupils being behind when they join in KS2) progress is not as strong as it is for other pupils. 75% of KS1 disadvantaged pupils achieved EXS which is in line with the rest of the cohort.	This is an effective strategy to be maintained.	£1109

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 Y1-4	High: Phonics outcomes are strong and (well above national) and more pupils achieved EXS in reading at KS1. Performance of disadvantaged pupils is at least in line with non-disadvantaged nationally. Most LKS2 pupils who are behind with reading, 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.	£20178
Additional Teaching Assistant hours in Reception to promote improved C&L and deliver focussed interventions.	High: Only one child in EYFS was eligible for PPreM and was exceeding in all areas.	This is an effective strategy which will catch those pupils who are likely to become eligible for PPreM as they enter KS1.	£2337
Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions.	High: 100% of KS2 pupils achieved EXS in reading, writing and maths. They were enabled to make rapid progress and catch up. Progress scores are mixed due to disadvantaged pupils often arriving in KS2 with prior attainment data that does not match our assessments of them when they arrive. With small numbers of disadvantaged pupils, variances in progress scores are significant.	This is an effective strategy for Y5/6 and will be increased. Implement in Y2 but less manageable in Y3/4, where daily/individual interventions proved more effective.	£9304 Contribution
Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy		Signs of impact are beginning to show and now that TAs are trained, it can be fully implemented and make more impact.	£6588
Third Space 1:1 online Support for maths		This is an effective strategy to be maintained. Requires careful selection of pupils as less effective for those with SEND.	£3600
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	This is an effective strategy to be maintained. Since the appointment of the Mentor, her hours were gradually increased due to the high level of need. The Mentor has	£2398

<p>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.</p> <p>Follow up attendance concerns for small number of PP pupils who are persistent absentees.</p> <p>Financial support for participation in residential visits and with uniform.</p> <p>Improve support for pupils' emotional wellbeing.</p> <p>Support for participation in residential visits and with school uniform</p>	<p>learning and in academic outcomes (details cannot be given without identifying individuals). Improved support for parents too.</p> <p>Poor attendance was followed up more rigorously and improvements are evident for individuals.</p> <p>We ensured that disadvantaged pupils always had access to lunchtime club and regularly used Mathletics for home work.</p> <p>Most PP pupils took part in residential visits which they might have otherwise been unable to attend.</p>	<p>received training for ELSA and other key strategies as well as Early Help to ensure her support is appropriate.</p>	£8600 – contribution
			£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.