



## 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

<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£60,720	<b>Date of most recent PP Review</b>	-
<b>Total number of pupils</b>	320	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	Feb 2020

### 2. Current attainment

<i>Achievement of pupils at the end of KS2 in 2019 (10 pupils eligible for Pupil Premium – 4 pupils also had special needs SEN)</i>	<i>GHF Pupils eligible for PP All PP / PP without SEN</i>		<i>Pupils <u>not</u> eligible for PP School 2019 / National 2018</i>	
% achieving the expected standard in reading, writing & maths at the end of KS2	50%	90%	70%	70%
Reading progress score and scaled score	-0.8 and 101	-0.4 and 105	-2.2 and 104	0.31 and 106
Writing progress score and percentage achieving the Expected Standard	-1.3 and 70%	+1.3 and 100%	-0.5 and 85%	0.24 and 83%
Maths progress score and scaled score	+0.8 and 104	0.0 and 106	-0.7 and 106	0.31 and 105

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	A large proportion of disadvantaged pupils have SEND and/or have not developed reading and writing skills in line with other pupils which slows their progress in subsequent years.
<b>B.</b>	Historically, disadvantaged pupils have not achieved as well in maths and/or they are less likely to achieve greater depth in maths.
<b>C.</b>	For various reasons (e.g. mobility, home issues, poor attendance), the progress of many disadvantaged pupils has been interrupted and they have some way to catch up in order to achieve the end of KS2 expectations based on their KS1 starting point.

#### External barriers

<b>D.</b>	A large proportion of disadvantaged pupils do not read as regularly at home, practise spellings and timetables etc or complete homework.
<b>E.</b>	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

<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.

## 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?
A - Improved attainment and progress in reading.	Improve the provision for teaching pupils to decode fluently – including phonics Introduce Phonics Bug teaching tool to help increase pace and expectations and increase access to phonetically decodable books. 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 phonics approaches develop early reading and enable children to master the basics of reading. The EEF also supports that developing approaches to reading comprehension improves outcomes. Schools should also target teaching and support through accurate assessment which is provided within Active Learn. Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. The subscription to online books (which can also be used as a class teaching tool) allows us to allocate the precise books to each pupil at the right time.	Ensure phonics is taught consistently and effectively through regular CPD and monitoring and build into Performance Management.  Through the lunch time home learning clubs and Reading Volunteers we, ensure PP pupils practise reading phonetically decodable books and have access to online subscriptions and know how they can use them at home.  Focus through school improvement plan – Priority 1.	English Leader/ SLT and AO	March 2020  Active Learn subscription £1660  Additional subscription for Phonics Bug whole class teaching tool £600  £3500 CPD on Phonics Additional support for delivery of phonics and guided reading in Rec/Y1  Contribution to home reading books £800
A - Improved attainment and progress in writing – particularly in spelling and transcription skills.	Continue to 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 practice. This needs to be developed in the curriculum, providing pupils with greater opportunities to practise and apply, including through home learning.	On line Active Learn spelling and grammar tool to support delivery and home learning. Nessy sessions for additional support to SEN.		Feb 2020 Spelling and Grammar bug subscription £309 Nessy Subscription £225

<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>Further staff development to 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. Pupils are motivated to practise multiplication tables using Times tables Rock Stars.</p> <p>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. Staff had CPD on problem solving and reasoning and breaking learning into small steps which has strengthened teaching. Further CPD on subject knowledge and underpinning concepts will help this further.</p>	<p>Through continued subscription to Big Maths online and continued regular timetabling and monitoring.</p> <p>Regular monitoring of pupils' use of Mathletics and ensuring access at lunch time club.</p> <p>Maths Hub CPD for Math leader share fundamental learning through all staff CPD. CPD with specialist Gareth Metcalfe supported by his Isee reasoning resources for teaching.</p>	<p>Maths Leader</p>	<p>Jan 2020</p> <p>Big Maths, Times tables rock-stars and Mathletics subscriptions £2527</p> <p>£1000 contribution towards Maths CPD</p>
<b>Total budgeted cost</b>					£10,621
<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>
<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.</p> <p>Ensure staff are trained in delivering programmes.</p>	<p>Headteacher &amp; English Leader</p> <p>AO</p>	<p>Feb 2020</p> <p>Staffing costs £13,459</p>

B - Improved attainment and progress in Maths.	Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy  Third Space 1:1 online Support for maths	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 4 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.	AO and Head  Y6 lead teacher	Contribution to staffing costs for delivery of interventions including Catch-up Numeracy £7,000 (contribution)  Third Space £3600
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. EEF supports that teaching can be more effective with smaller classes (where teacher can deploy strategies to meet needs) and classes/groups of similar attainment	Ensure clear focus on improving achievement of PP pupils through regular monitoring of progress. Ensure regular release of Y6 teachers through Sports Coach cover of a weekly PE lesson. Additional teacher in Spring Summer terms for smaller class focus in Y5/6	AHT and Y6 lead teacher	March 2020  Cover costs MSPro £3040  Spring/Summer additional teacher for half of week - £10,000 contribution
<b>Total budgeted cost</b>					£37,099
<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>
D - Pupils are supported to complete home-learning tasks.	Lunchtime Home learning/Nurture Group	Practice 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 (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 2020  Staffing costs £2500

E - Support provided for emotional well-being and resilience of pupils eligible for PP.	<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>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.</p> <p>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&amp;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.</p>	<p>Learning and Pastoral mentor (15 hours per week) to liaise and support pupils, staff and family as appropriate.</p> <p>Learning and Pastoral Mentor to deliver structured programmes (ELSA, FRIENDS, Mental Health First Aid) that she has been trained to use.</p> <p>L&amp;PM to monitor attendance and behaviour records to quickly identify pupils who may have underlying issues.</p> <p>Senior Leader to take part in Mobilise Research Project and develop further.</p>	Learning and Pastoral Mentor	<p>Feb 2020</p> <p>Staffing costs £9000 (contribution)</p> <p>Ongoing CPD contribution £500</p> <p>£1000 support with uniforms and trips (contribution and seek further funding from external agencies/charities)</p>
<b>Total budgeted cost</b>					<b>£13,000</b>

A. Review of expenditure			
Previous Academic Year		2018/19 - £58,080	
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
<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>In Y6 and Y2 in 2018/19, a significant proportion of disadvantaged pupils were also SEND (50% in Y2 and 40% in Y6). High: Although reading attainment at the end of KS2 dipped in 2019, improvements continue to be seen in pupils' reading outcomes through school. All disadvantaged pupils made better progress than Other pupils, and attainment at EXS was strong for those without SEND.</p>	<p>This is an effective strategy to be maintained, whilst ensuring more pupils make effective use of the e-books and focussing on improved fluency for SEND readers. Refer to EEF Improving Literacy at KS1 and KS2 documents in terms of developing further.</p>	£2460
<p>Improve the effectiveness of the teaching of Spelling and Grammar</p>	<p>Mixed: 100% of disadvantaged pupils without SEND achieved EXS in KS2 writing SATs and progress is good when compared with other pupils. 70% achieved EXS in the GPS test – 100% of non-SEND/PP pupils.</p>	<p>This is an effective strategy to be maintained.</p>	£309
<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>Mixed: Maths outcomes continue to be strong even with a comparatively weaker cohort. 90% of Y6 disadvantaged pupils met EXS in SATs and their progress was better Other pupils. Only 1 disadvantaged pupil achieved a high score in maths. Pupils have good fluency but all pupils need to continue improving in reasoning and explaining.</p>	<p>This is an effective strategy to be maintained. To ensure more pupils achieve greater depth, continue to work on problem solving, reasoning and explaining.</p>	£3305
<p>Continue to develop 'GHF Brain' in school but focus on the 'giving things a go' element.</p>	<p>GHF pupils, including disadvantaged, are becoming more resilient and work hard when challenged.</p>	<p>This is an effective strategy to be maintained.</p>	£1000

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 Y1-6	High: Phonics outcomes are strong and disadvantaged pupils meet the expectation. Disadvantaged pupils make good progress and catch up. At the end of KS2, PP pupils made stronger progress in reading than other pupils. 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. Pupils generally need to improve their fluency and this starts with phonics.	£17,306 Contribution
Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy	High: 50% of KS2 pupils achieved EXS in reading, writing and maths combined but this was 90% for Non-SEND pupils. PP/SEND pupils made good progress in maths. Through additional support from teachers and the interventions, disadvantaged pupils were enabled to catch up.	This is an effective strategy for Y5/6 and will continue.  Signs of impact are beginning to show and, now that TAs are trained, it can be fully implemented and make more impact.  This is an effective strategy to be maintained. Requires careful selection of pupils as less effective for those with SEND.	£13,600 Contribution
Third Space 1:1 online Support for maths			£7600
Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions.			
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	£2500



<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>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 Mathematics 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>	<p>£10,000 – contribution</p>
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## B. Additional detail

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