



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	2016/17	Total PP budget	£47,520	Date of most recent PP Review	-
Total number of pupils	334	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Feb 2017

2. Current attainment

<i>Achievement of pupils at the end of KS2 in 2016 (7 pupils eligible for Pupil Premium)</i>	<i>GHF Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing & maths at the end of KS2	14	60
Reading progress score and scaled score	-2.69 and 96.1	0.33 and 103.8
Writing progress score and percentage achieving the Expected Standard	-6.17 and 29%	0.12 and 79%
Maths progress score and scaled score	0.02 and 99.9	0.24 and 104.1

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	A number of disadvantaged pupils in Y2-Y3, have not developed decoding skills 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 lower for pupils eligible for PP than other pupils, which hinders their phonics attainment and slows their reading progress in subsequent years.	
C.	At least 70% of current KS2 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 (particularly for pupils in Y5/6) 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, 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		
E.	A large proportion of disadvantaged pupils do not read regularly at home, practise spellings and timetables etc or complete homework.	
F.	At least 75% 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, particularly at end of Y2 and Y3.	PP pupils' reading attainment and completion of the Phonics Screen at end of KS1 is in line with other pupils nationally. Y3 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.	Accelerated rates of progress for pupils eligible for PP, particularly in Y5/6.	Pupils eligible for PP in Y5/6 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.	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.

5. Planned expenditure

Academic year

2016/17

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?
D - Attitudes to learning, levels of resilience and independence are improved in pupils eligible for PP.	<p>Develop ethos of growth mindset and learning to learn.</p> <p>Ensuring Teaching Assistants (TAs) are deployed for maximum positive effect on pupils' learning.</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.</p> <p>NFER briefing suggests we should ensure that TAs are well trained in supporting pupils' learning as well as in delivering interventions so pupils do not become over-reliant on them. EEF evidence suggests that TAs can have a negative impact on learning if not deployed appropriately and has developed principles for effective deployment.</p>	<p>Use InSET days to deliver training; ensure all staff, including TAs (even those that are part time) take part. Ensure whole school approach to implementation with regular monitoring.</p> <p>Participation in Mobilise project (in partnership with EEF) with time for DHT to lead the project and deliver training to all staff (including part time staff).</p>	<p>AHT</p> <p>DHT</p>	Feb 2017
<p>A - Improved attainment and progress in reading.</p> <p>B - Improved oral language skills for PP pupils in Reception class.</p>	<p>Improve approach to teaching reading comprehension – including purchase of class readers.</p> <p>Phonics Bug and Bug Club e-books subscription.</p> <p>Additional home reading books for Reception.</p>	<p>The EEF shows there is extensive evidence that developing approaches to reading comprehension improves outcomes in reading, especially for pupils aged 8+.</p> <p>We need quality texts for each pupil in order to teach improved strategies. Younger pupils 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>Training for English Leader.</p> <p>Training for whole staff and build into performance Management.</p> <p>Ensure strategy is taught consistently and effectively through regular monitoring.</p> <p>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>Infant Leader</p>	March 2017

C - Accelerated rates of progress for pupils eligible for PP, particularly in Y5/6.	Continue with Big Maths strategy Mathletics subscription	Big Maths has supported huge impact on maths attainment (including PP pupils) in 2015/16. We want to tap into pupils' enthusiasm for technology through use of Mathletics both at home and at school. For home use pupils are supported with online tutorial content.	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.	Maths Leader	Jan 2017
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Total budgeted cost £10,000

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 Y1-3	We have some highly skilled TAs and want to use them to deliver daily intervention programmes such as TELL Phonics and Switch On reading which have previously shown impact. The EEF have published evidence that TAs have been effective delivering structured, planned interventions 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 2017
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 develop a more 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 2017

C - Accelerated rates of progress for pupils in Y5/6.	Additional teacher hours in Y5/6 to deliver targeted interventions.	NfER brief suggests that deployment of most skilled staff to pupils who need most support to catch up is key building block. We want to provide additional teacher hours in Y5/6 during spring and summer terms to allow for more focussed and rapid intervention work with teachers within classes.	Ensure clear focus on improving achievement of PP pupils through regular monitoring of progress. Specific timetabling for mornings or Spring and Summer terms 2017.	AHT and Y6 lead teacher	March 2017
	Third Space 1:1 online Support for maths	We tried individual maths tuition but found ineffective, mainly as pupils did not enjoy it. Last year we tried Third Space afterschool for Y6 PP pupils and they loved it. Their end of KS2 achievement in maths was good, particularly compared to that in reading and writing.	Class teachers regularly liaise with Third Space to ensure lessons are correctly targeted at gaps. Y6 teacher/SLT, oversees delivery of online 1:1 tuition which is after school and does not require time out of lessons.	Y6 lead teacher	January 2017

Total budgeted cost £31,000

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.	DHT to check attendance of PP pupils at lunchtime club and maintain liaison with class teachers on homework set.	DHT	Feb 2017

F - Support provided for emotional well-being and resilience of pupils eligible for PP.	<p>DHT to provide focused monitoring of progress, attendance and learning attitudes and active pastoral support along with increased communication with parents, signposting additional support, as appropriate.</p> <p>Financial support for participation in residential visits and with uniform.</p> <p>Follow up attendance concerns for small number of PP pupils who are persistent absentees.</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. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. More regular monitoring of aspects such as progress, attitude in class, attendance, completion of home work will help to identify underlying issues.	DHT is specifically allocated 1.5 hours per week for this strategy. As deputy DSL, she will attend TAC/Early Help Forums to find possible avenues of support for families.	DHT	Feb 2017
Total budgeted cost					£6,520

A. Review of expenditure			
Previous Academic Year	2015/16		
i. Quality of teaching for all			
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
Big Maths Online for all year groups and InSET training package	High: Maths outcomes for all pupils were much improved and attainment and progress for all pupils was significantly above national. PP pupils made rapid progress in Y6 and achieved much better outcomes than in reading and writing.	This was one of most effective strategies. We will continue with Big Maths as our daily approach to mental maths and with the purchase of the on-line subscription to maintain consistency in teaching.	£2,500
Additional maths equipment and resources			£2,000
Phonics training and resources	High: At 90%, all pupils' outcomes were above national in Y1 phonics screen. 100% of PP pupils in Y1 passed the screen compared with 60% last year.	Phonics outcomes for all pupils and disadvantaged are a strength of our school this year. Phonics will remain a key focus in EYFS and Y1.	£1,000
New home reading books to motivate pupils reading	Mixed: outcomes for all pupils in some prior attainment groups (e.g. KS1 emerging, KS2 low disadvantaged) were below national but pupils did make good progress in last year.	See below	£4,000
ii. Targeted support			
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
Teaching Assistant delivering specific reading and phonics interventions in LKS2	Mixed: the Switch On research results showed good impact and effectiveness of programme and improved progress of pupils who took part. The impact of other interventions was limited depending on how structured the intervention.	Continue Switch On as a reading intervention, ensuring that TAs are trained to deliver it. Use of this structured intervention highlighted need to review use of interventions. Review deployment of TAs and provision for pupils who require most support.	£10,437
Participation in Switch On Reading & Writing Research Project Release staff for training and delivery			£4,000
Third Space online 1:1 maths tuition for Y6 PP/Service pupils	High: PP pupils made rapid progress in Y6 in order to achieve expected or close to it. Outcomes for PP were much better in maths than in reading and writing.	Pupils really enjoyed this on-line tuition compare with previous 1:1 support. The success depends on good liaison with class teacher and engaging support from parents for pupils to stay after school.	£1,610

Additional Teaching Assistant hours in Reception to deliver focussed interventions	High: proportion of PP pupils achieving GLD is only 2% lower than other pupils and improved on previous year.	We have noted that often PP pupils not achieving GLD have S&L difficulties. Need a clear focus on C&L.	£2,000
Teaching Assistant for KS1 (additional hours for the delivery of interventions)	Mixed: At 90%, all pupils' outcomes were above national in Y1 phonics screen. 100% of PP pupils in Y1 passed the screen.	Phonics outcomes for all pupils and disadvantaged are a strength of our school this year. Phonics will remain a key focus in EYFS and Y1.	£5,000
Teaching Assistant for UKS2 RALF reading intervention	Outcomes for all pupils in some prior attainment groups (e.g. KS1 emerging, KS2 low disadvantaged) were below national but pupils did make good progress in last year.	Need to review reading interventions and delivery in KS1 and upper KS2 to ensure they have better impact.	£3,000

iii. Other approaches

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
Service sensory room so useable for PP/LAC pupils	Mixed: 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). Most PP pupils took part in residential visits, including those with 1:1 support.	Will continue and have identified need for training on supporting pupils with Attachment Disorder.	£700
Lunchtime Nurture Group			£1,800
Behaviour training			£500
Support for participation in residential visits and with school uniform			£1,200

B. Additional detail

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