



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	2020/21	Total PP budget	£59,180	Date of most recent PP Review	-
Total number of pupils	314	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Feb 2021

2. Current attainment

<i>Achievement of pupils at the end of KS2 in 2019 as there was no data recorded for 2020 (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 eligible</u> 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		
A.	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.	Historically, disadvantaged pupils have not achieved as well in maths and/or they are less likely to achieve greater depth in maths.	
C.	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		
D.	A large proportion of disadvantaged pupils do not read as regularly at home, practise spellings and timetables etc or complete homework.	
E.	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.	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.
E.	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 **2020/21 £59,180**

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. Focus through school improvement plan – Priority 1. On line Active Learn spelling and grammar tool to support delivery and home learning.	English Leader/ SLT and AO	March 2021 Active Learn subscription £1103 Additional subscription for Phonics Bug whole class teaching tool £299 Feb 2021 Spelling and Grammar bug subscription £309 TA intervention £12662
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			

<p>B - Improved attainment and progress in Maths.</p> <p>C - Accelerated rates of progress for pupils eligible for PP, particularly in KS2.</p>	Continue to develop pupils' mathematical fluency through use of Big Maths strategy and Mathletics subscription	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.	Through continued subscription to Big Maths online and continued regular timetabling and monitoring. Regular monitoring of pupils' use of Mathletics.	Maths Leader	<p>Jan 2020</p> <p>Big Maths, Times tables rock-stars and Mathletics subscriptions £2,699</p>
Total budgeted cost					£17,072
li 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	
A - Improved attainment and progress in reading and writing. Particular improved progress to be evident for SEND/PP pupils.	Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-6	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.	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.	Headteacher & English Leader	£16,848

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 5 years and it supports improved outcomes in maths.	Teachers to identify and timetable for Catch Numeracy with regular monitoring by SLT. Class teachers regularly liaise with Third Space to ensure lessons are correctly targeted at gaps. This is in school hours to ensure 100% attendance.	SLT Teachers Y6 lead teacher	
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.	NfER brief suggests that deployment of most skilled staff to pupils who need most support to catch up is a key building block. Last year, we provided additional cover for teachers in Y5/6 to facilitate focussed and rapid intervention work. This was very successful in aiding PP pupils to make more rapid progress so has been extended to the whole of KS2 this year. EEF supports that teaching can be	Ensure clear focus on improving achievement of PP pupils through regular monitoring of progress. Ensure regular release of KS2 teachers through Sports Coach cover of a weekly PE lesson. Additional teacher in Spring Summer terms for smaller class focus in Y5/6	KS2 Teachers	March 2021 Cover costs MSPro £4760 Spring/Summer additional teacher for half of week - £10,000 contribution
Total budgeted cost					£31,608
lii 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 - 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. 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 Mentortwo years ago, 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&PM to monitor attendance and behaviour records to quickly identify pupils who may have underlying issues.</p>	<p>Learning and Pastoral Mentor</p>	<p>Feb 2021</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>
Total budgeted cost					£10,500

A. Review of expenditure			
Previous Academic Year		2019/20 - £60,720	
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
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.	Due to lockdown, none of the end of year assessments were completed		£10,087
Continue to improve the effectiveness of the teaching of Spelling and Grammar			£534
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
Continue to develop pupils' mathematical fluency through use of Big Maths strategy and Mathletics subscription	Both are having a positive impact regarding engagement for pupils, end of year data is not yet collected.	Continue with support from the hub	£10,600

Further staff development to improve the effectiveness of teaching maths concepts and reasoning	Moved across into next year when maths will be supported by the Hub	Continue with support from the hub	£16,709
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
Teaching Assistants delivering 1:1 phonics and reading interventions in Y1-6	Yes	Yes	£10,800
Provide better quality and structure catch-up interventions for maths – Catch-up Numeracy Third Space 1:1 online Support for maths	This has been done to a limited degree and gaps are closing, however this is not a target which has been met due to lockdown and bubble restriction	yes	£1,990
Regular opportunity (e.g. cover support) in KS2 for <i>teachers</i> to deliver targeted interventions.	Yes, this has increased from the plan and further funding has come from the ‘catch up’ grant. Positive impact has been felt	Yes	£10,000

B. Additional detail

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

