



Gisburn Road Community Primary School

Pupil Premium Strategy 2020-21

| I. Summary Information | | | | | |
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| School | Gisburn Road Community Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget inc. CLA | £55,100 | Date of most recent PP Review | September 2020 |
| Total number of pupils | 226 (27 Nursery) | Number of pupils eligible for PP | 46 25 SEN & PPG | Date for next internal review of this strategy | September 2021 |

| 2. Current attainment Last Nationally Recorded data | | | | | | | | | |
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| Attainment | Year | No. of PP pupils | PP % at expected levels (July 19) | | | No. of Non-PP pupils | Non-PP % at expected levels (July 19) | | |
| | | | Read | Write | Maths | | Read | Write | Maths |
| | Y1 | 5 | 20% (1) | 20% (1) | 20% (1) | 25 | 68% (17) | 56% (14) | 64% (16) |
| | Y2 | 3 | 33.3% (1) | 33.3% (1) | 33.3% (1) | 26 | 61.5% (16) | 61.5% (16) | 61.5% (16) |
| | Y3 | 6 | 66.7% (4) | 50% (3) | 66.7% (4) | 22 | 81.8% (18) | 63.6% (14) | 81.8% (18) |
| | Y4 | 8 | 37.5% (3) | 37.5% (3) | 25.0% (2) | 21 | 71.4% (15) | 71.4% (15) | 66.7% (14) |
| | Y5 | 7 | 28.6% (2) | 28.6% (2) | 28.6% (2) | 20 | 80% (16) | 60% (12) | 75% (15) |
| | Y6 | 8 | 50% (4) | 62.5% (5) | 62.5% (5) | 19 | 89.5% (17) | 84.2% (16) | 89.5% (17) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A | Oral language skills entering school are low for a number of children eligible for Pupil Premium. This hinders the acquisition of vocabulary and higher order skills i.e. reasoning, explanation, evaluation, using and applying. This slows progress in both the main areas of learning; maths and reading as they move into Key Stage 2. |
| B | Low levels of self-confidence and self-esteem resulting in a poor self-image for learning. A number of the PP children are children looked after, on a child protection or child in need plan, making these vulnerable children. |
| C | Behaviour issues for a small number of children eligible for Pupil Premium in each year group- this has a detrimental effect on their academic progress and that of their peers. |
| D | A high proportion of children eligible for Pupil Premium also have Special Educational Needs which affects progress when compared to their peers. |
| E | PPG children make a steady level of progress, but in some children this needs to be accelerated to narrow the gap with their peers. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| F | Limited support from families to provide out of school learning opportunities for pupils eligible for Pupil Premium |
| G | Average attendance rates for pupils eligible for PPG is 94.47% compared to non PPG 95.18%, reducing number of hours in school impacting on the time for learning (data from 18-19 academic year) |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A | Improve oral language skills for PPG children in Reception and key stage 1- early identification and intervention. This will impact on the attainment for reading and writing as the children move into KS2. | Increased number of children achieving GLD in Reception for communication and language and increased number of children passing the Phonics screening at the end of Year 1, a large majority of PPG children making the expected standard at the end of KS1 and KS2. |
| B | PPG children develop a mindset and become confident, resilient learners with a positive attitude to learning. | Children make accelerated progress and achieve age related expectations. |
| C | Behaviour issues are addressed within the classroom and as a whole school approach. | Children make expected progress/ better than expected progress due to engagement with their learning. |

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| D | Pupils eligible for Pupil Premium with SEN will make expected progress in reading, writing and maths. | Quality first teaching and an inclusive approach will help reduce barriers to learning. Targeted interventions will address misconceptions and address individual barriers. |
| E | PPG children will make accelerated progress and achieve the expected level of attainment. | PPG children make accelerated progress and this is identified through assessment and monitoring, narrowing the gap with their peers. |
| F | Additional opportunities for PPG children to; read with an adult, complete homework tasks, access a range of life experiences- enriching their knowledge of the world. | Identified PPG children will be provided with enriching opportunities to enable them to develop their social, emotional character and ultimately impact on their attainment. |
| G | Increased attendance rates for pupils eligible for PPG. | Reduce the % of poor attendees. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2020-2021 | | | |
| 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? Overall cost |
| C. Behaviour issues are addressed within the classroom and as a whole school approach. | Whole school behaviour policy | A consistent approach through their school life from when they enter Reception to leaving Year 6. Expectations and non-negotiable are standard and embedded consistently throughout every school day. | School policy is non- negotiable. | HT Whole staff team | Termly |

| E. All PP children to make expected or better progress in all areas of the curriculum | Quality First teaching | Quality first teaching ensures that progress is rapid and that attainment is increased. | Programme of staff CPD delivered through weekly staff meetings | HT | Reviewed through termly pupil progress meetings and school appraisal process. |
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| Total budgeted cost | | | | | £3,190 |
| 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. Improve oral language skills for PPG children in Reception and key stage 1- early identification and intervention. This will impact on the attainment for reading and writing as the children move into KS2.</p> | <p>Children will be identified through early intervention. -1:1 and small group provision with WELCOMM intervention for pupils in the Reception Class.</p> <p>Fast track phonics targeted at PPG children in year2- 5 who did not achieve the phonics screening at the end of Year 1 or Year 2. - Targeted children receive 1:1 or small group intervention through additional reading to adults -IDL programme - extra guided read with adult focus -Accelerad accelewrite programme PPG children with specific SEND will be targeted through their individual</p> | <p>Pupils need targeted support to develop effective communication skills are taking part in established programmes which have shown to be effective.</p> | <p>Whole school provision map in place and daily record sheets kept. IMPACT reviewed at pupil progress meetings following assessment week (week 11, 22, 33)</p> | <p>HT/ DHT/ English subject lead</p> <p>Reception Teacher – WELCOMM</p> <p>Year 2 Teacher – Fast Track Phonics</p> | <p>Half termly</p> <p>WELCOMM costs £1360</p> <p>Fast Track Phonics £500</p> <p>IDL software £600</p> |

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| | target plan. | | | | |
| B. PPG children develop a mindset and become confident, resilient learners with a positive attitude to learning. | Support given in school via the Learning mentor system using the programmes below - Tatty Bumpkins - Lego Therapy - Forest School - Life Skills | Pupils who have emotional needs, low self esteem or do not recognise themselves as learners with affixed mindset cannot perform to the best of their ability academically | Pupil interviews Timetabled support from the learning mentors. Case studies of initial assessment and assessment at the end of the programme provided learning mentors | Learning mentors HT SENCO | Half termly |
| C. Behaviour issues are addressed within the classroom and as a whole school approach. | Support given in school via the learning mentor team - 1:1 approach with appropriate reward and sanctions. | Children rewarded for positive behaviour in line with the school policy. Consistently delivered by every class teacher and learning mentor. | Timetabled for the learning mentors to monitor Class teacher input end of lesson, day immediate feedback to the child. | Learning mentors Class teacher | Half termly £9000 |
| D. For all PP children to make expected or better progress including those with SEN. | Fix-it interventions with class TAs. Targeted interventions delivered by class TAs. Track PP children with SEN using PIVATS | Additional teacher input can provide challenge and encouragement for PP children to achieve expected standards and higher attainment. | Tracking documents updated in line with formative and summative assessments. Termly progress meetings outlining | SENCO Subject Leaders Intervention Lead | Termly TA costs £5000 pa Proportion of SENCO allowance £1200+ |

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| | | | next steps for those not on track and not achieving the expected level of progress. | | |
| <p>E. PPG children will make accelerated progress and achieve the expected level of attainment.</p> | <p>Children identified and targeted through marking and feedback and any misconceptions addressed during fix it time or as a targeted session.</p> <p>Boost class for Year 6 PPG children to ensure achieved the age related expectation.</p> <p>-Teaching assistants in class to offer targeted support to continue moving learning forward and remove any barriers to learning within whole class.</p> | <p>Book and planning scrutiny provides high quality feedback to improve T&L and ensure teaching is consistently good or better.</p> <p>Daily assessments identify misconceptions which are addressed through Fix-it interventions when required.</p> <p>Reading/writing/maths planned interventions take place during afternoons with class T.A.</p> | <p>Book and planning scrutiny to ensure the marking is informing the planning.</p> <p>Timetabled fix it time daily.</p> <p>Regular book scrutinies to monitor the quality of marking and feedback. Daily assessments through class teachers day books. Plans annotated and assessments made through daily marking and feedback and children highlighted to target for instant closing the gap, re teach in a small group or 1:1.</p> | <p>Subject Leads</p> <p>SLT monitoring</p> | <p>Termly</p> <p>Termly TA costs £19150 pa</p> <p>Proportion of Subject Lead for PP ½ day per week £4500</p> |

| | | | | | Total budgeted cost | £44,500 |
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| 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? | |
| <p>F. Additional opportunities for PPG children to; read with an adult, complete homework tasks, access a range of life experiences- enriching their knowledge of the world.</p> | <p>Sports coach provides high quality sports coaching and organizes the participation in intra school sports events and competitions.</p> <p>The purchase of a school minibus enables the school to participate in sports events and competitions out of the town which would otherwise be difficult to attend due to transportation.</p> <p>Volunteers in school provide additional opportunities for PPG children to read 1:1 with an adult.</p> <p>Music tuition from Lancashire music services</p> <p>- Financial support for those who cannot access trips/ residential visits and remove the potential cost barrier.</p> | <p>Providing children with activities where they see themselves as learners, developing a positive mindset. Take this back into class to tackle the unknown and have a go when faced with a challenge.</p> | <p>Timetabled afterschool club, liaise with parents for identified children to attend.</p> <p>Volunteers assigned to specific year groups and the class teacher ensures identified children are heard.</p> <p>Identify a child's specific need and link with the opportunity that will provide them with a life experience they would not other be able to access.</p> <p>Class teacher to be aware of children not accessing trips/ residential visits.</p> | <p>Learning mentors</p> <p>Class teacher</p> <p>PPG teacher</p> <p>Class teacher</p> | <p>Termly</p> <p>Insurance £1000</p> <p>Service/MOT £300</p> <p>Diesel £200</p> <p>£150 per pupil per year. Approx £2300</p> <p>£500 day visits</p> <p>£2800 residential visits (Yr.5 Robin Wood £155 per person, Yr.6 York £170 per person)</p> | |

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| G. Increased attendance rates for pupils eligible for PPG | First day response provision | Early identification and partnership working with parents, will address the importance of attending school every day will improve attainment for children. | Attendance policy is followed. Office staff aware of absentees and contact family if not heard from them. If no response by telephone Learning mentor to house call | HT/DHT Learning mentors Office staff | Termly £500 |
| Total budgeted cost | | | | | £8,100 |
| Whole Year budget cost | | | | | £52,600 |

| Previous Academic year | | | |
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| Desired outcome | 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) |
| Improved language development for PPG children in EYFS/KS1/KS2 | Children identified for WELCOMM intervention. Fast Track Phonics programme delivered to Yr.2 pupils who failed to reach the required standards in Yr.1, 2 of these | Impact - Medium WELCOMM intervention delivered to identified pupils with low language in Reception. 5 pupils including 1 pupil in receipt of PPF took part in the programme which ran twice a week over the autumn and spring terms. 2 of the 5 pupils achieved the expected standard (GLD) at the end of the year. Fast Track Phonics programme delivered to Yr.2 pupils who failed to reach the required standard in Yr.1 (6 pupils, 2 of which were in receipt of PPF) 2 of the 6 pupils passed the test in Yr.2, the 4 pupils who did not reach the standard have special educational needs. The IDL online | Use TAs to deliver language intervention programmes. Increase regularity of TA supported sessions to at least 3 times per week. |

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| | <p>children qualifying for PPG. IDL programme delivered along with Accelerate-accelewrite to KS2 PPG pupils requiring the intervention.</p> <p>Working walls include vocabulary referred to during lessons.</p> | <p>reading programme was designed to be completed at home by selected pupils. This was set up and monitored by the previous SENCO. The evidence is that the activities set were not widely completed at home and so TAs would need to be used to deliver this programme in school if it is to be used again.</p> <p>Reports from class teachers suggest the Accelerate-accelewrite intervention programme was much more effective.</p> <p>The use of working walls were discussed in many staff meetings and progress reviews. These, together with word catcher books have promoted the use of more adventurous word choices to all pupils. Teachers report that this has especially benefitted PPG pupils who as a whole tend to have a more limited vocabulary.</p> | <p>Continue to promote the development of vocabulary in classrooms.</p> |
| PPG children show improved growth mindset/learning resilience | <p>Support given in school via the Learning mentor. School bought in specialist service for play therapy/ counselling.</p> | <p>The learning mentor reports that the programmes followed have had a positive impact on the children's attitude towards school and learning.</p> | <p>Intervention by learning mentor team provides positive effects resulting in more children ready to learn</p> |
| PPG pupils show improved behaviour | <p>Support given in school via the learning mentor.</p> | <p>The learning mentor reports that definite improvements in behaviour were demonstrated by many of the pupils who worked with her during the year. She reports that this observation was backed up by feedback from class teachers. Behavioural improvements were not shown by all pupils as many of these displayed more complex and ongoing needs.</p> | |
| More able pupils including those eligible for PPG make accelerated progress. | <p>Support given 1:1 to identified, more able children to provide challenge.</p> <p>Boost class for Year 6 PPG children to</p> | <p>Good progress was made by all the more able pupils in their strength subject.</p> <p>Year 6 pupils received booster support in small groups from extra teacher.</p> | <p>The use of additional teacher to support Year 6 booster groups proved very successful in supporting the class teacher in raising attainment and progress in Year 6.</p> |

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| | ensure achieved the age related expectation. | | Continue to use T. Lloyd for booster groups in Year 6 and begin T. Lloyd booster groups in Year 2. |
| PPG pupils make accelerated progress | Class TAs delivered targeted interventions to address misconceptions and move learning forward. | Impact - Medium Targeted interventions helped many pupils reach age related expectations at the end of the year. | Continue TA led interventions with shorter, more frequent interventions. |
| Desired outcome | 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) |
| Additional opportunities for PPG children | -Additional reading opportunities for PPG pupils to read with an adult took place – 3 reading volunteers -Music tuition from Lancashire music services paid for PPG pupils | 1:1 reading with 3 reading volunteers was targeted towards PPG pupils. Results show that PPG pupils made good progress, however this was not as good as their peers. Pupils playing instruments at school demonstrate improved self-confidence and perseverance | Continue with volunteer reading with a focus on pupils in receipt of pupil premium |
| Increased attendance rates for pupils eligible for PPG | First day response provision for identified PPG pupils | Absences for identified pupils were followed up on the first day by the learning mentor. Data for these pupils shows a mixed result with improved attendance for some pupils but not for others. | Continue with the involvement of the expanded learning mentor team |