

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Gunthorpe Primary School				
Academic Year	2018-2019	Total PP budget	£208,445.00	Date of most recent PP Review	2018
Total number of pupils	408	Number of pupils eligible for PP	167	Date for next internal review of this strategy	

2. Current attainment – KS2 SAT's 2018-2019			
	Pupils eligible for PP (30)	Non PP	National Average
% achieving expected standard or above in reading, writing & maths	23%	53%	65%
% achieving expected standard or above in reading	37%	63%	73%
% achieving expected standard or above in Writing	47%	80%	78%
% achieving expected standard or above in Maths	40%	73%	79%
% achieving expected standard or above in GPS	63%	80%	78%
% making expected progress in reading (as measured in the school)	61%	83%	
% making expected progress in writing (as measured in the school)	73%	87%	
% making expected progress in mathematics (as measured in the school)	63%	80%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lack of experience and knowledge of the world.
B.	Poor oral language skills
C.	Low levels of literacy, including fine motor and phonics knowledge on entry.
D.	Times table knowledge

<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>E</b>	Attendance
<b>F</b>	Parental Engagement
<b>G</b>	Self esteem and confidence
<b>H</b>	% SEN children
<b>Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	
<b>A.</b>	Increase the number of children that are secure in R, W & M.
<b>B.</b>	Close the gap between PP and non PP children.
<b>C.</b>	Quality first hand experiences including; immersion, visits and residential.
<b>D.</b>	Improve the children's confidence and self esteem.
<b>E.</b>	To support parents with methods and ideas for home learning.

## 4. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost																												
<p>Tracking of children on track for combined during Pupil Progress Meetings.</p> <p>PiXL therapies with identified PP/Key Marginal children.</p> <p>PiXL combined tracker completed by year group teams.</p> <p>Intervention given to identified children.</p>	<p>To increase the number of children that are secure in R, W and M to be closer to end of year whole school target of 66% and National data.</p> <p>Year group targets for combined secure by July 2019. Year 1: 71% Year 2: 69% Year 3: 80% Year 4: 51% Year 5: 62% Year 6: 66%</p> <p>Close the gap between PP and non PP children.</p>	<div style="background-color: #2c3e50; color: white; padding: 2px; font-weight: bold;">YEAR 1 PHONICS SCREENING CHECK</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #3498db;"> <th>ALL</th> <th>Pupils eligible for PP</th> <th>Pupils not eligible for PP</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>75% (remove 6 pupils dis-applied from data 84%)</td> <td>65%</td> <td>76%</td> <td>82% ALL 70% PP 84% Non PP</td> </tr> </tbody> </table> <p>4/17 Pupil Premium children were dis-applied from 2019 Phonics Screening = 24%</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #3498db; color: white;"> <th>YEAR 1</th> <th>ALL</th> <th>PP (17)</th> <th>NON-PP (40)</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>63%</td> <td>58%</td> <td>65%</td> </tr> <tr> <td>WRITING</td> <td>56%</td> <td>47%</td> <td>58%</td> </tr> <tr> <td>MATHS</td> <td>61%</td> <td>58%</td> <td>63%</td> </tr> <tr> <td>COMBINED</td> <td>58%</td> <td>59%</td> <td>58%</td> </tr> </tbody> </table> </div>	ALL	Pupils eligible for PP	Pupils not eligible for PP	National average	75% (remove 6 pupils dis-applied from data 84%)	65%	76%	82% ALL 70% PP 84% Non PP	YEAR 1	ALL	PP (17)	NON-PP (40)	READING	63%	58%	65%	WRITING	56%	47%	58%	MATHS	61%	58%	63%	COMBINED	58%	59%	58%	<p>Continue to use our robust system for Pupil Progress and target children.</p> <p>Continue to use PiXL therapies, alongside pre teach/post teach sessions for those identified children.</p> <p>Continue to plan and deliver more opportunities for the children to experience high quality first hand experiences which result in impact on</p>	<p>Teachers x 2 afternoons a week.</p> <p>Various TA wage.</p> <p>Mighty Writer for KS1 &amp; KS2</p>
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All PP chn to participate in first hand experiences, which will inform their writing.

More opportunities for children to write at length.

All PP children will have effective writing scaffolds in place.

Children to reflect on and improve their work daily.

Daily word study/spelling lessons.

Quality first interventions to support chn to reach expected level in writing (Pirate Crew, Dragon Hunters & Premier Stars).

PiXL writing therapies delivered by qualified teachers and SLT.

To increase the number of children who are secure in writing and bring it in line with reading and maths.

END OF KS1- YEAR 2				
	ALL (59)	Pupils eligible for PP (26)	Pupils not eligible for PP (33)	National average
% achieving expected standard or above in reading, writing and maths	62% (+)	27%	76%	
% achieving expected standard or above in reading	70%	62%	79%	75% ALL 60% PP 78% Non PP
% achieving expected standard or above in writing	63%	42%	79%	70% ALL 53% PP 73% Non PP
% achieving expected standard or above in maths	80% (above 2018 National)	62%	94%	76% ALL 61% PP 79% Non PP
% achieving greater depth standard in reading	18%	15%	18%	
% achieving greater depth standard in writing	7%		9%	
% achieving greater depth standard in maths	20%	19%	18%	
% making expected progress in reading	74%	58%	75%	
% making expected progress in writing	70%	54%	73%	
% making expected progress in maths	83%	65%	85%	

YEAR 3	ALL	PP 22	NON-PP 35
READING	70%	67%	80%
WRITING	53%	28%	63%
MATHS	68%	48%	74%
COMBINED	53%	27%	66%

YEAR 4	ALL	PP 23	NON-PP 30
READING	55%	52%	57%
WRITING	42%	43%	40%
MATHS	62%	48%	70%
COMBINED	40%	39%	37%

YEAR 5	ALL	PP 28	NON-PP 31
READING	61%	57%	65%
WRITING	53%	43%	61%
MATHS	58%	50%	65%
COMBINED	47%	36%	55%

their attainment and progress.

We have planned five themed weeks into our curriculum for next year, as well as five dis aggregated RE days.

Continue to plan opportunities for writing at length across the curriculum.

Increase planned writing moderations across the SET.

<b>li Planned Intervention</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>PiXL therapies with identified PP/Key Marginal children.</p> <p>Data analysis.</p> <p>Intervention given to identified children.</p> <p>All PP children to receive some 1-1 to 1-3 extra adult support throughout each week.</p> <p>TAs aware of all PP children within their class and those that are not making expected progress.</p> <p>TAs receive support and/or training on high quality interventions supported spelling, numicon.</p>	<p>To close the gap in attainment between PP and non PP children in R, W and M in all year groups.</p> <p>To ensure high quality intervention is in place for all PP children.</p>	<p>Individual teacher Pupil Progress forms shows impact of interventions and PiXL therapies – please see whole school data above.</p>	<p>As above</p>	<p>Teachers x 2 afternoons a week.</p> <p>Various TA wage.</p> <p>Focus education- key assessment criteria for staff.</p>
<b>lii Other approaches</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
<p>Subsidised trips for PP children.</p> <p>Teachers plan and deliver learning opportunities to support the whole child as well as educational achievement.</p> <p>Teachers ensure the curriculum is active, investigative and supports</p>	<p>To ensure children can access learning opportunities outside the classroom.</p>	<p>See children’s voice – on website.</p>	<p>Continue to subsidise trips and residential for PP children.</p> <p>See website for our long term curriculum plans and topic webs.</p>	<p>Caythorpe Residential</p> <p>Trips for all year groups.</p> <p>Transport for sporting events and Maths Challenge.</p>

the children to be independent learners.				Art day materials.
Uniform vouchers for all PP children.  Breakfast club  Wolf Cubs during afternoon sessions for identified children.  Music lessons.  Dance/drama lessons- Future Stars.  Nurture group.	To develop pupils self-esteem and confidence to support their educational attainment.	See children's voice – on website.	Continue with Wolf Cubs as this has a high impact on increasing children's self esteem and confidence.  Next year identify strengths of PP children and plan opportunities to further develop these strengths and confidence.  More opportunities for children to attend nurture group or YMCA counselling.	Supplies for breakfast club.  Payment for Future Stars, Music teachers and Youthdreams boxercise/music therapy sessions.  Learning Mentor wage.  YMCA therapy sessions  Chromasport school uniform vouchers and book bags.  M&M Productions –Wizard Of Oz.
Introduce Dojo as a whole school behaviour system and a tool for effective communication.  Send home QLA for every child, so parents can see their child's strengths and areas to work on.  Teachers to plan in parent workshops throughout the year.	To support parents with methods and ideas for home learning.	See whole school survey.	Continue to plan in key workshops throughout the year, however we have also planned in a range of celebrations for parents to attend.  Continue to send home and discuss with parents QLA.  From Sept every teacher will post a video to model and pre teach the children over the weekend ready for learning on Monday.	