

Gunthorpe Primary School

Pupil Premium Strategy 2017 - 2018

Total number of pupils on roll	415
Number of pupils eligible for PPG	159 (including leavers)
PPG funding received per pupil	£1320
Total PPG Funding	£207,680

<u>Desired Outcome</u>	<u>Actions</u>	<u>Monitoring</u>	<u>Impact and Evaluation</u>
To close the gap in attainment between PP and non PP children in R, W and M in all year groups.	<ul style="list-style-type: none"> - PiXL therapies with identified PP/Key Marginal children. - Data analysis. - Intervention given to identified children. - All PP children to receive some adult support throughout each week. 	<ul style="list-style-type: none"> - Regular data analysis of the gap between PP and non PP children in R, W and M in each group. - Share data analysis with both teachers and TAs so they are aware of gaps in attainment. - Pupil progress meetings to discuss PP children who are behind in attainment to ensure timely intervention. 	
<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 45%.</p> <p>Year 1: 69%</p> <p>Year 2: 68%</p> <p>Year 3: 56%</p> <p>Year 4: 52%</p> <p>Year 5: 55%</p> <p>Year 6: 45%</p>	<ul style="list-style-type: none"> - Tracking of children on track for combined during Pupil Progress Meetings. - PiXL therapies with identified PP/Key Marginal children. - PiXL combined tracker completed by year group teams. - Intervention given to identified children. 	<ul style="list-style-type: none"> - Book looks within teams and by PP leader to ensure good progress and appropriate level of challenge. - PP TA logs to be monitored to ensure all PP children are receiving support across the week - 	

<p><i>To ensure high quality intervention is in place for all PP children.</i></p>	<ul style="list-style-type: none"> - <i>All PP children to receive some adult support throughout each week,</i> - <i>TAs aware of all PP children within their class and those that are not making expected progress.</i> - <i>TAs receive support and/or training on high quality interventions (Better Reading, Pirates, Dragons)</i> - <i>PiXL therapies delivered by qualified teachers and SLT.</i> 	<ul style="list-style-type: none"> - <i>PP lead to observe some high cost interventions to ensure high quality delivery and support where needed.</i> - <i>PP TA logs to be monitored to ensure all PP children are receiving support across the week,</i> - <i>Data analysis to identify rapid progress from PiXL therapies.</i> 	
<p><i>To increase the number of children who are secure in writing and bring it in line with reading and maths.</i></p>	<ul style="list-style-type: none"> - <i>All PP chn to participate in first hand experiences, which will inform their writing.</i> - <i>More opportunities for children to write at length.</i> - <i>All PP will have effective writing scaffolds in place.</i> - <i>Chn to reflect on and improve their work daily.</i> - <i>Daily word study/spelling lessons.</i> - <i>Quailty first interventions to support chn to reach expected level in writing (Pirate Crew, Dragon Hunters & Premier Stars).</i> - <i>PiXL writing therapies delivered by qualified teachers and SLT.</i> 	<ul style="list-style-type: none"> - <i>Whole school moderation of writing.</i> - <i>External writing moderations.</i> - <i>Book looks by ESL and within teams to ensure good progress and appropriate level of challenge.</i> - <i>Planning look by ESL and within teams to ensure frequent first hand experiences and opportunities to write at length.</i> - <i>Pupil progress meetings to discuss PP children who are behind in attainment to ensure timely intervention.</i> - <i>Data analysis to identify rapid progress from PiXL therapies and interventions.</i> 	

<i>To develop pupils self-esteem and confidence to support their educational attainment.</i>	<ul style="list-style-type: none"> - Uniform vouchers for all PP children. - Creative Learning Pathway during afternoon sessions for identified children. - Nurture group. - 1:1 support from MC 	<ul style="list-style-type: none"> - Evidence of confidence/self-esteem improvement seen by class teachers after completing CLP session. - Inclusion manager to analyse improvement using the checklist and then compare this to educational attainment/progress. 	
<i>To support parents with methods and ideas for home learning.</i>	<ul style="list-style-type: none"> - Love 2 Learn workshops led by teachers to parents, enabling them to support their children with learning at home. - Reading Café for each year group, promoting a love of reading between children and their parents. - Learning postcards to support parental questioning. - KS1 children given access to Active Learn (Abacus and Bug Club) for use at home as well as within school time. 	<ul style="list-style-type: none"> - KS1 teachers to monitor use of Active Learn at home, ensuring children have access to appropriately challenged books and Maths learning. - Pupil voice questionnaire/discussion to take place about homework - Parental feedback about the café and Love 2 Learn workshops. 	
<i>To ensure children can access learning opportunities outside the classroom.</i>	<ul style="list-style-type: none"> - Subsidised trips for PP children. - Teachers to discuss learning opportunities to support the whole child as well as educational achievement. 	<ul style="list-style-type: none"> - Teachers to monitor uptake of trips to ensure all PP children attend. - PP lead to get pupil voice about learning opportunities outside the classroom to improve these further. 	

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