

Pupil premium spending 2020-21 - REVIEWED

SUMMARY INFORMATION			
Date of most recent pupil premium review:	March 2019 March 2020	Date of next pupil premium review:	November 2019, 2020, 2021 July 2020, 2021, 2022
Total number of pupils:	19-20 300 20-21	Total pupil premium budget:	£199 320
Number of pupils eligible for pupil premium:	123	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

The Pupil Premium will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. We ensure that teaching and learning opportunities meet the needs of all of our 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. 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. All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.

The overall aims of your pupil premium strategy:

- To reduce attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- Facilitating pupils' access to the curriculum
- Addressing barriers to learning

Assessment information

EYFS 2019			
	Pupils eligible for pupil premium (PP) (4)	Pupils not eligible for PP (14)	
		School Average	National average
Good level of development (GLD)	50%	86%	72%
Reading	50%	83%	77%
Writing	50%	83%	73%
Number	50%	83%	79%
Shape	50%	83%	81.5%

YEAR 1 PHONICS SCREENING CHECK 2019		
Pupils eligible for PP (14)	Pupils not eligible for PP (12)	National average
79%	83%	82%

END OF KS1 2021 2019

	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (18)</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	89%	81%	65%
<i>% making expected progress in reading</i>	89%	85%	75%
<i>% making expected progress in writing</i>	89%	81%	69%
<i>% making expected progress in maths</i>	100%	93%	76%

END OF KS2 2019

	<i>Pupils eligible for PP (30)</i>	<i>Pupils not eligible for PP (25)</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	44%	42%	65%
<i>% making expected progress in reading</i>	51%	51%	73%
<i>% making expected progress in writing</i>	82%	81%	78%
<i>% making expected progress in maths</i>	62%	61%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Social, emotional and mental health needs – A significant number of pupils have additional needs that demand a personalised approach to the provision and their pastoral support. A number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.
B	SEND - the school has 5% of pupils with EHCPs compared to 1.3 nationally. There are also 12 EHCP applications in progress to support pupils needs better. The school serves an additional 21% pupils with SEN support.
C	Attendance and persistent absenteeism

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Social deprivation - the deprivation indicator places the school in the highest quintile nationally. A large number of children miss out on opportunities for educational enrichment outside of school.
E	Diversity - 88% of pupils are from a range of different cultures placing the school in the highest percentile. 42% of pupils have English as an additional language which is higher than other schools nationally.
F	Falling roll- the school faces a large amount of mobility as the local area is regenerated. Families are forced out of the area due to the rising cost of living.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	EYFS - diminish the differences between pupil premium and non-pupil premium pupils at the end of EYFS	<ul style="list-style-type: none"> • Gaps diminishing between PP and non PP pupils and pupil's attainment • Pupil engagement and tracking of SEND pupils shows good progress
B	To increase percentage of PP children working at greater depth	<ul style="list-style-type: none"> • End of key stage data shows PPG and non PPG working at GD is in line • In school data shows PPG and non PPG pupils are in line with national for GD (25%)
C	Continue embedding strategies to support pupils and families with SEMH needs	<ul style="list-style-type: none"> • Parents are well engaged with WAHM's work • Pupils with SENH make good progress and achieve AE outcomes • Families are well supported to access other services • In school tracking shows good progress where children are working below year group expectations
D	To support the most vulnerable PPG pupils so that improvements in learning to AE outcomes or	<ul style="list-style-type: none"> • All interventions are in place for the most hard to reach children • Key PPG children in each year group are highlighted, known to all and monitored closely •
E	Attendance improves and persistent absenteeism reduces (top 50% of schools)	<ul style="list-style-type: none"> • Parents and children are aware of the importance of coming to school and value learning • Case studies show improvements for targeted families • PA reduces due to support and challenge

Planned expenditure for current academic year 2020-21

ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact
To ensure quality first teaching and sharing best practice across the school	Improved outcomes for PP in all year groups	EEF guide to pupil premium suggests that quality first teaching is the key to improving outcomes for disadvantaged pupils. Leaders to be released to support across the school to improve quality first teaching. Team teaching and planning, modelled lessons and coaching sessions. CPD	Monitoring of books, learning walks, data, pupil voice Half termly subject focus All core subject leaders members of SLG Headteacher to model monitoring and feedback where needed	Half termly subject review update Improved quality first teaching. Teachers have been supported through lockdown and weekly coaching and feedback by middle leaders to improve provision.
To embed home reading for PPG pupils	To improve pupils literacy skills	The Department for education's: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report suggest that improving pupils' literacy skills impacts significantly on pupil progress.	Home reading tracking	Reading lead monthly monitoring and feedback on home readers has led to better engagement and home reading progress. PPG children read one to one with staff if home reading is not completed.
Leaders will develop and provide targeted support/intervention for pupils to address underachievement & developing effectiveness of support staff	To accelerate progress of the lower attaining pupils.	EEF guide to pupil premium suggests linking structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Data progress Raising attainment meetings	Interventions have shown gaps in learning have been closed. Middle leaders have monitored effective interventions to support learners.

To improve pupils early reading skills.	To deliver small group sessions to support and extend skills in phonics and reading. Homework packs in EYFS for reading	EEF Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Data progress Raising attainment meetings	Home reading packs have been established in nursery and reception. Home reading packs are used weekly by families and families feedback how helpful these are in scaffolding learning and conversations with them at home. Pupils on the school phonic programme take home phonetically regular books matched to their reading level as well as free choice books.		
				Total Budget	£65 000	
Targeted Support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact		
Targeted speech & language support. Wellcomm intervention	To improve pupils language and communication skills and building vocabulary in EYFS.	EEF research suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	Reports from SaLT Welcomm tracking	Wellcomm intervention shows improvements in all areas of speaking and listening for all groups in EYFS		
Senior leader to lead on improving attendance with the support of the attendance service from the LA	Attendance to be in the top 50% of school nationally and PA to be in the top 50% of schools nationally	Good attendance improves learning outcomes at all key stages	Deputy headteacher	Due to COVID 19 the school did not buy into the attendance service in 2020-21		

<p>Interventions in place to support emotional wellbeing, confidence and self-esteem to help better engage in learning. Continue develop the schools peer mentoring, Champion books, Nurture provision</p>	<p>To supports individual groups of pupils social and emotional wellbeing.</p>	<p>Recommendations from EEF improving social & emotional learning in primary schools.</p>	<p>Behaviour monitoring Champion book checks</p>	<p>Behaviour incidents have significantly reduced across the school. Nurture group pupils have attended and graduated reducing the group from 12 to 4. Champion book monitoring shows children are clear about their targets and what they need to do to manage their SEMH needs.</p>		
<p>To embed and ensure the evolution of the KS 2 Nurture group at Gainsborough</p>	<p>Develop resilient and independent learners</p>	<p>Research demonstrates impact of zones of regulation. Recommendations from EEF improving social & emotional learning in primary schools.</p>	<p>Reduction in behaviour incidents/ event logs Children move through nurture groups as a half termly interventions Nurture group children's behavior is tracked to show improvements in engagement in whole class sessions</p>	<p>Behaviour incidents have significantly reduced across the school. Nurture group pupils have attended and graduated reducing the group from 12 to 4.</p>		
<p>Third teacher working across 2 form entry years groups to teach core subjects and intervene in learning</p>	<p>Children reach AE outcomes in line with national at the end of KS 2</p>		<p>Ongoing tracking of year 6 pupils via data and books KS 2 outcomes</p>	<p>Year 6 intervention teacher has enabled precision teaching and accelerated progress for year 6 groups.</p>		
				<p>Total Budget</p>	<p>£78 000</p>	

Other Approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact		
Release leaders to deliver parent Workshops: phonics, reading, maths, computing to develop skills in supporting children at home	To support parents to overcome barriers to children's learning and increase engagement of pupils learning.	The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development.	Peer feedback on sessions Parent feedback	Parent workshops have been running weekly via zoom with varying attendance rates. Parents have reported an increased awareness of ability, expectation and teaching due to lockdown learning.		
To plan enrichment activities within the curriculum: PA sports competitions, Art exhibition, Spanish Week, Science, Maths and RE weeks	To enrich the curriculum and extend cultural experiences Building confidence and enthusiasm of learners.	The Department for education: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report suggest that improving pupils' cultural experiences is an effective way to improve outcomes.	Senior leaders support teachers CDP Pupil voice Book look Parent feedback	Enrichment weeks have taken place throughout lockdown learning and in school time. Pupils report they experience a range of hooks and experiences that inspire different learning. Book looks show a vast curriculum coverage which exposes children to new and initiative ideas. Due to lockdown the range of trips and PA activities has been reduced.		
Subsidized club places to ensure pupils have access to a range of experiences and	Ensure all children have access to good provision and to support those in need		Ongoing KS 2 data to have upward trend at AE in core subjects	A range of pupils from a range of backgrounds, with a range of needs enjoy a range of clubs! Take up by LAC, PPI and other communities has improved over time.		
				Total Budget	£63 000	