



Pupil premium strategy statement: Garswood Primary School

1. Summary information					
School	Garswood Primary School				
Academic Year	2016/17	Total PP budget	Upto April 2017 £27,720 From April 2017 £34,520 +£600EYPP	Date of most recent PP Review	n/a
Total number of pupils	207	Number of pupils eligible for PP	29 increased to 32 2 EYPP	Date for next internal review of this strategy	July 2017

2. Current attainment by the end of KS2 (3 pupils)		
	Average	(National Average SS)
Standardised scores in reading at KS2 (100 is the expected level)	105.3	103
Standardised scores in grammar at KS2 (100 is the expected level)	108.3	104
Standardised scores in mathematics at KS2 (100 is the expected level)	107	103

3. Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Early Speech and Language – both in terms of understanding language and in terms of speech skills have been lower for some pupils eligible for PP, therefore impacts across the curriculum.
B.	Aspirations, self-belief and confidence – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations of themselves.
C.	Mobility of PPG pupils is relevant and a high percentage of our PPG have not been on the school roll for their entire school age. In fact this accounts for 36% of the pupils currently on the PPG register. The associated challenges and barriers can be brought about when children have joined school at a mid-way point in their schooling – including transition, social and emotional support, curriculum coverage and engagement.
aa.	Reading diet and acquisition of wide vocabulary. This is limiting the access to the more classical texts for pupils. Linked to A - children with less actual experiences have not had the opportunity to experience some vocabulary or be introduced to it.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance – primarily linked to term time holidays of this group results in attendance low figures when compared with others nationally
E.	Behaviour at home and family relationships- Within those eligible for pupil premium funding some families report the challenges they face with managing the behaviour of children at home, leading to lack of sleep for children, not completing homework and increased negativity at home.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation	Pupils eligible for pupil premium funds accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.
B.	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback	Progress of PPG by the end of KS2 compares favourably with nonPPG nationally including those children who are more able.
C.	Children who move into Garwood from another school settle quickly - feeling safe, secure (ensuring all needs on the pyramid of Maslow's hierarchy of human needs are met) and their needs are quickly identified in order to secure optimum opportunity for learning. Measured by pupil and parental voice, observation, class engagement and contributions.	Children who transition into Garswood School at a time other than the usual admission time will progress rapidly and favourably in comparison with progress of other pupils nationally.
D.	Attendance of the group eligible for pupil premium includes and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 96% in line with target attendance.
E.	Children present in school on time, ready to learn with a positive attitude, homework is completed	Improved punctuality for key group. Emotional wellbeing for the group improves. Homework is completed more frequently.
aa.	Increased exposure to experiences beyond immediate experiences and literature beyond that they have experienced before which will in turn impact on children's own general knowledge and associated language. Measured by improvement increasing trend in outcomes of writing and reading scores by the end of KS2.	In reading and writing scores at the end of KS2 there will be an increasing trend over time for pupils eligible for pupil premium.

5. Planned expenditure

Academic year

2016/17

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?
Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation	<p>Review the texts available to ensure there is adequate numbers of texts exposing children to repetition, rich vocab alongside phonetically decodable texts</p> <p>Work with parents to support with early talk – from tots group and throughout EYFS</p>	<p>Literature and sharing books has proven impact on the development of early language</p> <p>Previous impact studies on working with parents</p>	Monitoring and tracking of key group Engagement with the texts and pupil feedback. Assessment and observational data including those utilising the ExAT system.	Sue Bagshaw	<p>April review – Data indicates 92.3% of pupils at 40-60m in understanding and 3 disadvantaged pupils have all made more than expected progress</p> <p>Review again in July 2017</p>
Increased exposure to experiences beyond immediate experiences and literature beyond that they have experienced before which will in turn impact on children's own general knowledge and associated language. Measured by improvement increasing trend in outcomes of writing and reading scores by the end of KS2.	<p>Whole school review of literature and balance of text types and genre exposure – including ensuring classics permeate (ie Tennyson, Conan-Doyle, Oscar Wilde and Beatrix Potter)</p> <p>Review of curriculum to secure a wide array of enrichments incl off-site <small>visits</small>.</p> <p>Reintroduce RW1 'Get Spelling materials' and ensure staff subject matter secure to deliver grammar through carefully chosen texts</p>	<p>Reading progress and writing progress for the disadvantaged group was -0.3 (compared to 1.67) and -1.69 (compared to 1.78) respectively. Though we recognise this only related to a small number of pupils, maths progress was 1.6 (compared to 0.93).</p> <p>Analysis of papers indicated that from a QLA perspective, summarising para and explaining how content relates to the whole are areas for this group in addition from the GPAS, antonyms and synonyms, prefixes, standard English, tense consistency.</p> <p>No disadvantaged pupils attained higher level in reading.</p> <p>Wider evidence has proven the impact of reading and experience on vocabulary.</p>	<p>Monitoring and tracking of key group – though pupil prog reviews, scrutiny, drop ins, pupil voice and formal obs.</p> <p>Monitoring of the application and implementation of the whole school reading review of literature and the engagement from children</p> <p>Monitoring the richness of the curriculum and the experiences children receive as part of their life at Garswood.</p>	Sue Bagshaw	<p>April review –</p> <p>Pupil progress reviews and monitoring progress overviews indicate across the school the percentage of pupil premium children on track for their challenging target in maths is 79%, Reading is 97% and Writing is 86%. The percentage on track to exceed challenging target is 10%.</p>

<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback</p>	<p>Increase exposure to professionals and enrichment activities across the curriculum</p> <p>Take y6 children to London and expose to various activities</p> <p>SEAL activities across the curriculum</p> <p>Careers fair and input from professionals</p> <p>Author visits</p> <p>Real opportunities to engage with practical maths application to see the purpose behind the maths and career possibilities</p>	<p>Eradicate the culture of 'reality TV' being a future ambition and allow children to see real opportunities for them to aspire towards</p> <p>Often the children have not been to the capital city. This opportunity will open up children to the wider world – the vast opportunity along with various career pathways (West End, Theatre and Film production, Parliament)</p> <p>SEAL has had a proven impact on improving children's self-belief and confidence</p>	<p>Drop in observation of SEAL sessions Pupil voice informal and formally Parental voice sought Effective communication, reassurance and encouragement from all staff.</p> <p>Formal feedback on London experience along with more informal discussions on pupils aspirations before and afterwards.</p> <p>Formal feedback from careers fair</p> <p>Impact on approach and attitudes to reading</p>	<p>Andrew Yearsley</p> <p>Sue Bagshaw</p> <p>Les Moon</p>	<p>Review July 2017</p>
Total budgeted cost					<p>£1800 From April £4500</p>

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?
Children present in school on time, ready to learn with a positive attitude, homework is completed	<p>Pastoral Lead engages parent and invites to meeting to formulate plan</p> <p>Refer to agencies for support and if possible source in school parenting classes</p> <p>Homework club provision as needed</p> <p>Breakfast club placement/nurture group as needed and one to one conferences and consultation with pupils</p> <p>Incentive and rewards system</p> <p>Targeted HT phonecalls to address stubborn punctuality and attendance issues</p> <p>Further literature including the traffic light leaflet recently produced to be shared with families,</p>	<p>The key to our children arriving in school on time is engagement of families and supporting families in the home.</p> <p>Breakfast/nurture provision may reduce the stress for some families along with the removal of the need to do homework within the home environment.</p>	<p>Pastoral Lead records Monitoring of attendance records , including school and EWS late gates.</p> <p>Completion of home learning and engagement of key group.</p>	Lynne Mills	<p>April 2017</p> <p>Attendance of pp group continues to be a challenge though there is evidence of some improvement. For instance 80% of pupils on FSM have improved attendance figures when compared with the same period last year.</p> <p>Review again July 2017</p>

<p>Children who move into Garwood from another school settle quickly - feeling safe, secure (ensuring all needs on the pyramid of Maslow's hierarchy of human needs are met) and their needs are quickly identified in order to secure optimum opportunity for learning.</p>	<p>Transition buddy system</p> <p>Pastoral lead secures effective transition through planned systematic meetings with family, child and collectively. Information detail sought from previous school</p> <p>Uniform swap shop provision and any required resources provided</p>	<p>A large % of pupils identified as eligible for pupil premium funding have transferred at a time other than the usual Reception admission date. Evidence indicates that their progress and the attainment levels are not as significant as those children who are eligible and have been at Garswood since Reception.</p>	<p>Measured by pupil and parental voice, observation, class engagement and contributions.</p>	<p>Lynne Mills</p>	<p>April review Some of our pupils have continued to be mobile with 3 pp moving on to alternative school this term. However, feedback from staff, pupils and parents about transition has been extremely positive and progress rates of new starters is excellent as evidenced in work scrutiny.</p> <p>Review again July 2017</p>
<p>Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation</p>	<p>Early Talk Boost – include involvement of families. Build on through into family phonics</p> <p>Speechlink for identified individuals as needed</p>	<p>Proven impact of Family Phonics and Speechlink</p> <p>Early Talk Boost if successful will impact and result in the required outcomes</p>	<p>Data and tracking analysis alongside pupil, family and staff feedback</p>	<p>Lucy Myatt</p>	<p>April review Speechlink in place. ETB assessments taking place on entry 3x per year for nursery. Family phonics Y1 complete and planned for next term Rec.</p> <p>Data indicates 92.3% of pupils at 40-60m in understanding and 3 disadvantaged pupils have all made more than expected progress. In speaking From the 3 disadvantaged pupils 100% have made more than expected progress</p>
<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback</p>	<p>Adventure Service Challenge</p> <p>Volunteer activities through the programme of activities such as Real Junk Food and Dawn Patrol, monitor roles in school and responsibilities given including enterprise opportunities with Garsmart</p>	<p>Early impact of ASC shows positive engagement and raised confidence levels</p> <p>Sense of greater contribution to the community can have impact on self-belief.</p>	<p>Pastoral lead to ensure initiation, implementation and impetus. Pupil and family voice alongside staff reports to measure impact and feedback</p>	<p>Lynne Mills</p>	<p>April review Number of initiatives have been launched including ASC, Real junk Food and Garsmart. Dawn Patrol did not have enough uptake. Clear impact – see case study. Further activities planned.</p> <p>Review again July 2017</p>
<p>Total budgeted cost</p>					<p>£24000 £150</p>

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?
Attendance of the group eligible for pupil premium includes and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.	<p>Incentives along with weekly raffle and ½ termly celebration</p> <p>Engage services of EWS and penalty notices.</p> <p>Home visits and involvement of school nursing service where appropriate</p> <p>DHT to research successes in other schools and share successful practice to impact on improved attendance for this group</p> <p>HT phonecall on first day of absence. Office has target children noted and immediately highlight absence.</p>	Attendance figures for this group serve as a barrier and reduces the capacity for further progress. In some cases this is simply due to absence linked to holidays in term time. Despite these being unauthorised this is not a deterrent	<p>Pastoral lead to ensure initiation, implementation and impetus.</p> <p>Data analysis and close tracking of the target group from Pastoral lead with overview reports from EWS to measure impact and feedback</p>	Lynne Mills	<p>April review</p> <p>Attendance remains challenging with PP attendance % mirroring last year though there is some evidence of impact – for instance 80% of children who access FSM have improved their attendance when compared with the same period last academic year.</p> <p>Further actions required to have the required significant impact.</p>
Total budgeted cost					<p>£1300 +£600</p> <p>April £1300</p>

6. Review of expenditure

Previous Academic Year: 2015/16

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Children are inspired into deeper love of learning through the provision of enriched learning opportunities and experiences.</p> <p>Outcomes for PPG improve with pupils making rapid progress across a challenging new curriculum</p>	<p>Resources to enhance target curriculum areas across all year groups.</p> <p>Events to establish needs of target groups and provide support such as interventions during and before school in reading, writing and maths.</p> <p>Coordinated educational visits (on and off site) used to stimulate individuals imagination and curiosity.</p> <p>Additional extra curriculum opportunities to develop interest and enthusiasm</p>	<p>High: children have responded in an encouraging way and the new enrichments have led to deeper learning for all children</p> <p>Progress of children eligible pupil premium has been positive with evidence of this in the attainment by the end of KS2</p> <p>Monitoring in place and tracking for engagement with enrichment and extra activities</p>	<p>'Extra-curricular activities with sporting partners and educational groups will continue and monitored closely for uptake</p> <p>Other strategies such as 'Forest Schools and 'Learning outside the classroom continue to be used in a similar fashion with the goal of inspiring pupils to take a responsibility for their own learning and appreciating how to learn in different environments.</p> <p>Enrichment activities have been significant in depth of learning for all and will continue</p>	<p>£1,900 per/PPG pupil</p>

ii. Targeted support				
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)	Cost
Raising attainment of writing to narrow the gap between eligible and non-eligible pupils	<p>Assessing, identifying and supporting children with additional language needs in relation to attaining expected yearly/age related outcomes and improving speech and language for identified children (contribution to Learning network for staff training in SLD)</p> <p>Literacy (spelling, phonics, grammar, reading and writing) – ensure target group resources cater to individual pupil need</p> <p>Individual/small group support in Writing/Numeracy/Reading and booster groups, carefully timetabled for maximum impact.</p>	<p>High – the new resources and computer based assessment and screening tools have been supportive in ensuring children are making rapid progress.</p> <p>The challenge presents in ensuring children that transfer to us who are below expected levels rapidly catch up and reach expected.</p>	The early work with language development will continue but as a school we need to look at the high % of pupils who transfer and ensure that these pupils are given the best possible transition and opportunity to progress rapidly.	£1,900 per/PPG pupil

<p>Maths – improve the attainment and progress of pupil premium group – with a focus on KS2 (all operations and practical application)</p>	<p>Individual/small group support in Writing/Numeracy/Reading and booster groups, carefully timetabled for maximum impact.</p>	<p>High: Evidenced by the progress of this group – indicative of high levels of attainment and progress of this group – in particular for maths.</p> <p>The challenge presents in ensuring children that transfer to us who are below expected levels rapidly catch up and reach expected</p>	<p>Staffing support and planning indication will continue to focus on the group identified</p> <p>As a school we need to look at the high % of pupils who transfer and ensure that these pupils are given the best possible transition and opportunity to progress rapidly.</p>	<p>£1,900 per/PPG pupil</p>
<p>Providing emotional and social support by the Pastoral Manager to enable application of support strategies within and beyond the classroom setting</p>	<p>Appropriately tailored CPD and additional support for Pastoral Manager as a means of enhancing the effectiveness of school linked support for families will result in a stronger network of support for all. Training for staff (pastoral lead and teachers) to support families of PPG . Enhanced links with the Behaviour Improvement.</p>	<p>High: The Pastoral Manager is more often than not the first port of call for many PPG families and spends time as and when necessary as an integral part of the support network. The Pastoral Manager facilitates support through other networks and avenues within the authority and is keen to ensure these facilities are used to their potential.</p>	<p>Pastoral Manager’s role is integral within the school-home partnership and vital in communicating the needs of the family through the school. From initial contact informed decisions can be made and initiatives implemented as necessary.</p> <p>Development and application of attendance tracking/late records has made a particular impact on the improvement of attendance of identified groups.</p>	<p>£1,900 per/PPG pupil</p>

7. Additional detail

Garswood Primary School has been accredited with a ‘Pupil Premium Award’ for the past two years, including a £1000 prize in December 2014. The award is evidence of the school being “one of the high achieving schools in the country in terms of the attainment and progress of disadvantaged pupils since 2011”. The award also highlights that “staff have provided disadvantaged pupils with a good start to life and prepared them well for secondary school”.

The Head teacher has shared the impact of the schools’ actions in improving outcomes for pupils with pupil premium funding, having been invited to speak at a North West conference. The school continues to be committed to working to achieve the best outcomes for all pupils.