



## Pupil Premium Strategy Statement: Garswood Primary School

1. Summary information					
<b>School</b>	Garswood Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£34360 (Apr 18 – Mar 19)	<b>Date of most recent PP Review</b>	No external review
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	July 19

2. Current attainment by the end of KS2 (6 pupils)				
	Average PPG	% PPG achieving exp	(National Average SS – all pupils)	% all pupils nationally
<b>Standardised scores in reading at KS2 (100 is the expected level)</b>	<b>105.9</b>	<b>63%</b>	<b>105</b>	<b>75%</b>
<b>Standardised scores in grammar at KS2 (100 is the expected level)</b>	<b>103.5</b>	<b>63%</b>	<b>106</b>	<b>78%</b>
<b>Standardised scores in mathematics at KS2 (100 is the expected level)</b>	<b>101.3</b>	<b>75%</b>	<b>104</b>	<b>76%</b>
<b>Assessment information in writing at KS2 – teacher assessment</b>		<b>75%</b>		<b>76%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Late transfer of PPG pupils across the school and a rise of pupils triggering PP funds in upper Key stage 2 - There continues to be a considerable number of children within the PPG who transfer to the school later than the usual time of admission – limiting or shortening the time we can impact on their attainment and progress. There are only 16 FSMEver 6 pupils, 5 of whom transferred later than the usual time of admission – 31%
<b>B.</b>	Acquisition of a wide vocabulary linked to limited experiences and a narrowed reading diet – language reducing the capacity to think, make links, develop ideas and furthermore to comprehend.
<b>C.</b>	Ability to develop a deeper understanding of mathematical concepts as expressed through complex language and real life experiences to support and develop an understanding of shape and measure, pattern and sequence
<b>D.</b>	Supporting children to focus on education when their concerns sit elsewhere and they have anxieties linked to circumstances.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance of PPG pupils – primarily linked to term time holidays of this group results in attendance figures continuing to be of concern. Figures have improved through the guidance and links with EWO but continue to require focus and tracking.
<b>F.</b>	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.
<b>G.</b>	Maslow's hierarchy of human needs – children needing to feel safe, cared for, listened to, be well nourished, well looked after and valued and not to have worries that follow them into school.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children settle quickly into school and staff assess their needs swiftly – pastorally and educationally enabling children to quickly progress despite lack of time within the school as measured by progress rate and pupil voice.	Pupils eligible for pupil premium funds accelerate quickly as indicated by internal progress measures and at a reportable stage progress rapidly and favourably in comparison with progress of other pupils nationally PPG report process of induction was high standard and report they feel welcome at Garswood
<b>B.</b>	Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.	Children read more and have an increasing amount of experiences from which a broader vocabulary will develop. Across the broad curriculum children engage well and achieve expected levels or beyond. They report positively about the curriculum
<b>C.</b>	Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.	Children achieve in line with national comparison in mathematics.
<b>D.</b>	Children are able to immerse themselves within the curriculum experiences and school is a safe haven.	Children show high levels of engagement when engaged in school activities
<b>E.</b>	Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally.	Improved overall attendance rates of ppg to exceed the national all pupils.
<b>F.</b>	Children present in school with positive attitudes and demonstrate healthy	Improved relations with family members. Emotional wellbeing for the group improves.

	relationships with parents and carers.	Homework is completed more frequently and punctuality improves.
<b>G.</b>	Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice	Where concerns are noted EHATs are used to support a wider engagement from families Children are well nourished, and report they feel listened to and well cared for. Teachers report that pupils are able to focus well on learning.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</b>	<p>Increase the books system and banding approach to y6 so all children across KS2 have a broader range of texts – increasing the reach and variety of the language they experience in texts</p> <p>Introduce the 100 book challenge for y5/6</p> <p>Promote the use of the library through the reading challenge and mischief makers</p> <p>Enrichment and activity across the school of high standard and high level including – day in a decade, Shakespeare performance, trip to pgl/London; cookery;</p>	<p>Historically the children have reduced the reading diet as they move through ks2 – limiting their breath. Therefore the reintroduction of banded books will require children to read from an identified pool of texts which includes variety beyond their preferred authors. As limiting author breadth may result in limited vocab development. The same principle sits behind the 100 book challenge – adding a competitive element to engage the less eager readers with rewards. In order to maintain interest children will still be able to select books of their own choice from the library when they are fluent readers.</p> <p>The rich opportunities within the curriculum will ensure all children experience things that some less advantaged children may not unless it happens at school. This includes trips and visits, sensory rich opportunities, knowledge expansion activities and access to consistent new experiences.</p>	There will be a book banded system in place for children until they leave in Y6. The reading challenge will be promoted and have high status in school. As a result of these initiative children will generally read more often.	<b>PP lead and English lead</b>  AHT to monitor enrichment	Termly review and report to Governors in sub committee meetings
Children can tackle the complex mathematical activities due to their increased	<p>Maths cpd programme for staff with SLE and new staff with maths no problem – live coaching where appropriate</p> <p>Close monitoring of coverage and depth in maths</p>	<p>Expertise to support QFT to ensure the children have the best opportunities</p> <p>In addition a high priority placed upon their group will give a focus for all staff and this increased</p>	There will have been a programme of CPD staff will have undertaken	<b>PP lead, maths lead and maths sle</b>	Termly review and report to Governors in sub committee meetings

understanding linked to vocabulary and experience developing thinking skills.	teaching and puma and nfer testing to evaluate the impact of the teaching  Preteach to increase confidence and RM maths intervention to secure and consolidate	awareness will naturally impact on the FIRST approach – securing more opportunities.	PP reviews will pick out the PP children as a focus for discussion  RM maths usage will show that the children are using regularly and this is showing a positive impact  All staff during lesson obs will be seen to target and support this group	SLT to monitor the implementation	
<b>Total budgeted cost</b>					£3000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children settle quickly into school and staff assess their needs swiftly – pastorally and educationally enabling children to quickly progress despite lack of time within the school as measured by progress rate and pupil voice.	All teachers to give additional time and phone calls home to engage parents and children and embrace them into Garswood  Pastoral lead to arrange a termly meeting to ensure settling in and address any niggles	Children need to settle quickly in order for all of Maslow's hierarchy of human needs to be met.  Arrangement with pastoral lead will quickly identify any necessity of early help support and any other multi agency intervention.	Measured by pupil and parental voice, observation, class engagement and contributions we will see that the group are pastorally well supported and settle well.	PP lead and pastoral lead and all teacher  SLT to monitor	Termly review and report to Governors in sub committee meetings

<p>Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.</p>	<p>Y6 children to invited to addition breakfast club focused on maths support</p> <p>Additional intervention support via catch up numeracy – across the school for identified children.</p>	<p>Additional time for children to access the curriculum will build confidence and allow children to settle into the school day with a calm start to the morning</p> <p>Catch up numeracy has proven record of impact and fills missing gaps as a result of absences or lack of understanding of particular concepts</p>	<p>There will be breakfast club in place for y6 children and da pupils will be engaged with catch up numeracy</p>	<p>Y6 staff and SENCO</p> <p>Monitored by PP lead and SLt</p>	<p>Termly review and report to Governors in sub committee meetings</p>
<p>Children present in school with positive attitudes and demonstrate healthy relationships with parents and carers.</p>	<p>Facilitated by the Pastoral lead – an open door policy to support individuals with difficulties requiring guidance and links to support mechanisms and groups.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multiagency working</p> <p>Coffee mornings and family cookery classes used as a means of an opportunity to meet like minded individuals.</p>	<p>Support for families through the Pastoral Lead’s role is significant in maintaining strong school-home links. The support can be seen as a way of ensuring pupils engage appropriately and effectively with school.</p> <p>This has had a proven impact over time as families engage well will the pastoral lead and parents become integrated into the school ethos and see school as another way of supporting them as and when necessary.</p>	<p>Families will engage well with Pastoral lead through various strategies such as coffee mornings, small group meetings and workshops. Progress will be logged and kept alongside pupil records of progress made. Action plan to be organised to show progress and successes throughout the year.</p>	<p>PP lead and pastoral lead</p>	<p>Termly review and report to Governors in sub committee meetings</p>
<p>Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice</p>	<p>Facilitated by the Pastoral lead – an open door policy for children</p> <p>Quick and swify referral to other agencies as and when needed</p> <p>Pastoral lead ensuring systems in place for pupil voice and monitoring of worry boxes and of staff concerns via cpoms system to ensure swift action can be taken</p> <p>Sports kits/uniform and supplementary foods as and when needed</p> <p>Promote the use of Fur clemt and a targeted cookery class facilitated by pastoral lead.</p>	<p>Children supported by the pastoral lead report the positive impact in the past. The support can be seen as a way of ensuring pupils engage appropriately and effectively with school.</p> <p>Children require the kits and resources in order to have the appropriate opportunities available to them.</p> <p>Success in the past has been seen with the targeted cookery class and also provides an opportunity for children to access healthy foods in constant and appropriate quantities.</p>	<p>All disadvantaged children will have the necessary resources.</p> <p>Furclemt will be used and there will be a cookery class available.</p> <p>There will be a positive culture and the pupil voice from this group will reflect this. Parental feedback will also indicate a supportive culture</p>	<p>PP Lead and Pastoral lead</p> <p>Monitored by SLT</p>	<p>Termly review and report to Governors in sub committee meetings</p>

<b>Total budgeted cost</b>	£24774.57 £3,600
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to immerse themselves within the curriculum experiences and school is a safe haven.	Pastoral leader serves as a beacon in the school to support all children Children have a multitude of experiences both within school time and after school to enjoy – including residential trips	It is recognised and accepted that the greater amount of opportunities a child is exposed to the more immersed they will be in the opportunities that present themselves along with raising their aspirations and finding talent	Tracking of opportunities via spreadsheet and ensuring FIRST policy is implemented and monitored by senior staff	PP lead and SBM  Monitored by slt	Termly review and report to Governors in sub committee meetings
Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.	Links with EWO team to highlight particular individuals – home visits and supportive meetings to .  Records used to monitor impact of rewards strategies to support attendance.  Continue to issue penalty notices to discourage chosen absences  EHATs to engage with health professionals	EWO enable a more formal approach whilst maintaining positive relationships with the school staff – this has had proven impact in the past  Regular monitoring will ensure the impact of rewards and consequences of penalty notices will serve as a deterrent – partic for term time holidays.  For absences linked to health the further multi- agency involvement will enable effective signposting and professional involvement with appropriate absences being identified and inappropriate ones being eliminated.	Pastoral lead to ensure initiation, implementation and impetus.  Data analysis and close tracking of the target group from Pastoral lead with overview reports from EWS to measure impact and feedback	PP lead and pastoral lead	Termly review and report to Governors in sub committee meetings
<b>Total budgeted cost</b>					£3000

6. Review of expenditure				
Previous Academic Year: 2017/18				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>Improve depth of understanding of mathematical concepts in pupils particularly at upper key stage 2 thus narrowing the gap in attainment between them and their non PPG peers.</p>	<p>Use of O-Track and data analysis to highlight particular individuals across the school in most need of mathematical intervention strategies.</p> <p>Links with Maths specialists in school to help suggest most suitable actions and track progress termly.</p>	<p>There has been limited impact – however notable is the lack of specificity within the chosen action/approach. Along with the cohort challenges faced in the last academic year this has proven to have been a cumulative impact.</p> <p>In addition a number of the strategies implemented – including maths no problem – will take time to embed and show actual impact on outcomes and progress</p> <p>Maths continue to be a focus</p>	<p>Ensure specificity on pp strategy to indicate the exact strategies to be used</p> <p>Allow opportunity to measure impact over a longer period therefore continued use of the maths no problem resources may impact in the longer term as the deeper learning becomes more established.</p>	<p>Maths no problem resources</p>

<p>The promotion of inspiring pathways and career opportunities is to increase and will be designed to demonstrate to PPG pupils what possible career paths would be open to them and the pathways required to acquire them in the future.</p>	<p>Opportunities through careers fairs, links to businesses through the St Helens chamber and SEAL activities will support pupils in making informed choices about their own future. Giving them the opportunity to explore pathways they may not have had prior to attending Garswood.</p> <p>Pupils will be given the opportunity to learn life skills such as writing letters of application, how to organise a CV. Visit local businesses and discuss with visitors what they perhaps need to do in term of qualification to achieve their aspirations.</p>	<p>The curriculum enrichment has been hugely successful – however the opportunity to measure the impact of this on the long terms difficulty.</p> <p>The ReMa actual overall scaled score for this group of FSM ever 6 was 103.6 and this is an improvement on 2017 outcomes.</p> <p>Aspire currently (oct 2018 report FSM ever 6 progress at 0.9</p>	<p>SEAL continues to be appropriate Careers fair was not actioned but children were given numerous opportunities to explore different roles through numerous trips and visitors – this was due to the lack of impact from the careers fair operated in the previous year.</p>	<p>Curriculum enrichment</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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 curriculum needs are quickly identified in order to secure optimum opportunity for learning.	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 through carefully structured interventions as and when necessary. Links with EWO team to highlight particular groups and individuals. O-track to be used o highlight particular needs. PP meetings used to discuss particular groups and/individuals for work.	Depending upon the time of transfer and a variety of other factors has impacted on the success of this strategy.  Due to low numbers we can call upon case studies to indicate measures of success.  Any transfer at the time not usual to the time of admission has an impact on all pupils so again – this focus is important not just for disadvantaged pupils but for all pupils.	We will continue to provide this as a priority area for support as without this there is not the opportunities for these children to gain the immediate access to the curriculum and learning opportunities.  Each cild needs tailored support in order for their own particular needs to be met when settling into lide at Garswood – however 100% report that they settled well	Per pupil funding and contribution of such to the pastoral lead salary  Cost for EWO  Cost for o track  Costs for staff salary

<p>Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces and becomes more in line with non PPG pupils in the school.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.1% to 96% + in line with target attendance.</p> <p>Contact with EWO maintained to enhance the impact of strategies to encourage poor attendees across the school.</p> <p>Records used to monitor impact of rewards strategies to support attendance.</p>	<p>Overall attendance for the group was 94.7% based on the 24 pupils last year compared to all at 96.7% Although not in line with all pupils it does show an improvement of 0.6%</p> <p>PA figures dropped for all pupils for 11 to 9 pupils</p>	<p>This approach has shown a positive impact with the overall attendance for the group improving.</p>	<p>EWO costs</p> <p>Attendance awards costs</p>
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<p>Children present in school with positive attitudes and demonstrate healthy relationships with parents and carers.</p>	<p>Improved relations with family members. Emotional wellbeing for the group improves. Open house policy to support individuals with difficulties requiring guidance and links to support mechanisms and groups. Help to be provided to ease day to day pressures of parenting. Coffee mornings used as a means of an opportunity to release.</p>	<p>Pastoral leader time monitoring has indicated that considerable time has been spend on ensuring well being of pupils</p> <p>Coffee mornings have focused on children with additional needs and has also called upon external agency support including ADDvanced solutions.</p>	<p>Coffee mornings have been very well attended with excellent feedback collated formally and informally</p> <p>EHATs have been actioned and other agencies are involved with families where needed – including referrals through for early help, troubled families, school nurse, educational psychologist, lasc, young carers, triple p. Referrals not always accepted but continue to be an appropriate route to access support. Lessons learned will be to escalate within agencies if school believe support required for families and access to this not gained.</p>	<p>Salary costs</p> <p>Cover costs for SENDCO and teachers as needed</p>
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<p><b>7. Additional detail</b></p>
<p>Garswood Primary School's commitment to effective application of the pupil premium funding has been celebrated over recent years. A 'Pupil Premium Award', including a £1000 prize in December 2014 and once again in 2016 is one such example of the recognition of the work being carried out in the school.</p> <p>In addition to this; The Head teacher was invited to share 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.</p> <p>More recently, and as further evidence of the schools commitment to PPG, the Deputy Head Teacher has now been trained as a Pupil Premium Reviewer. This will enable him to visit other schools to discuss and guide them on their own schools provision.</p> <p>A recent Ofsted inspection stated that; "The pupil premium grant for improving the progress of disadvantaged pupils is used extremely effectively. Funding is focused appropriately to support the academic and social development of disadvantaged pupils. Pupils are supported well in a range of activities, for example enriching reading experiences. Staff also work closely with the whole family. The early years pupil premium is used to support speech and language intervention programmes to develop the skills of particular children".</p>