

Gorseybrigg Primary School pupil premium strategy statement

1. Summary information					
School	Gorseybrigg Primary School				
Academic Year	2016-17	Total PP budget	£20100	Date of most recent PP Review	
Total number of pupils	236	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2017

2. Current attainment 2015 -2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS	1 pupil	
% achieving GLD	0	72
Key Stage 1	3 pupils	
% achieving the expected standard at the end of in reading	100	78
% achieving the expected standard at the end of in writing	67	70
% achieving the expected standard at the end of in maths	100	77
% achieving the expected standard at the end of in reading, writing & maths	67	
Key Stage 2	2 pupils	
% achieving the expected standard at the end of in reading	100	72
% achieving the expected standard at the end of in writing	100	79
% achieving the expected standard at the end of in GaPS	100	78
% achieving the expected standard at the end of in maths	50	76
% achieving the expected standard at the end of in reading, writing & maths equivalent)	50	60

Progress score in reading (or equivalent)	3.98	0
Progress score in writing (or equivalent)	2.83	0
Progress score in maths (or equivalent)	-3.86	0
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low self-esteem and lack of confidence, combined with difficulty in managing emotions and behaviour impacts on pupils' and the progress being made.	
B.	Additional needs of pupils.	
C.	Pupils' understanding of key mathematic concepts such as place value and language associated with calculations slows their progress in maths, particularly in reasoning and problem solving.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates	
F.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved self-esteem, confidence and ability to manage emotions in challenging situations.	Children demonstrate greater resilience and positive attitudes to learning.
B.	Appropriate resources in place to ensure pupils access learning in class and access interventions as appropriate.	Pupils make at least expected progress.
C.	Improved understanding of key mathematical concepts and ability to reason. Increased confidence and ability to apply mathematical concepts to reasoning and problem solving.	All PPG pupils making at least expected progress and a greater proportion working at greater depth.

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?
Improved self-esteem, confidence and ability to manage emotions in challenging situations.	School and class reward systems.	This is an approach that pupils are familiar with and works in school. A greater emphasis is now to be placed on learning behaviours with children rewarded for demonstrating positive learning behaviours.	All staff currently use the whole school reward systems (smile files, house points). Each class teacher also has a class based reward system. Records will be kept to ensure all children are included.	N White	April 2017 July 2017
Appropriate resources in place to ensure pupils access learning in class and access interventions as appropriate.	Audit and improve each classroom environment.	In order to improve learning for all, each classroom will be audited and resources provided. To promote independent learning for all each class will have a range of resources and equipment available for pupils to use.	Feedback from staff/pupils Lesson observation/learning walk	N White	April 2017 July 2017

<p>Improved understanding of key mathematical concepts and ability to reason.</p> <p>Increased confidence and ability to apply mathematical concepts to reasoning and problem solving.</p>	<p>Each class has access to a wider range of resources to support the Maths learning.</p>	<p>The White Rose Maths scheme promotes the use of a concrete – pictorial – abstract approach to Maths. It is therefore necessary to have a range of resources to enable the children to develop the concrete and pictorial: practical resources, Abacus Maths scheme.</p>	<p>Work scrutiny</p> <p>Lesson observations</p> <p>Data analysis</p>	<p>H Bradbury P Tibble</p>	<p>Feb 2017 April 2017 May 2017 July 2017</p>
<p style="text-align: right;">Abacus Scheme</p> <p style="text-align: right;">Resources</p> <p style="text-align: right;">Training/supply</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£3000</p> <p>£1000</p> <p>£1500</p> <p>£5500</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?
Improved self-esteem, confidence and ability to manage emotions in challenging situations.	Positive play	This has produced positive outcomes in the past and it was felt appropriate. Staff visit to positive play centre.	Training will be provided for five members of staff. Quality space and resources will be provided for the sessions. Clear communication throughout the process between all involved (class teacher, staff delivering positive play, parents)	N White	At the completion of the training period. April 2017 June 2017
Appropriate resources in place to ensure pupils access learning in class and access interventions as appropriate.	Targeted use of support for individuals/small groups.	TA supporting individual pupil to enable them to fully access lessons. Teacher – working with groups (booster, extension). This will be a class teacher who is familiar to and with the children. This will ensure maximum progress is made.	Feedback from staff. Observations. Data analysis.	N White	April 2017 July 2017

<p>Improved understanding of key mathematical concepts and ability to reason.</p> <p>Increased confidence and ability to apply mathematical concepts to reasoning and problem solving.</p>	<p>Small group and individual interventions.</p>	<p>Pupils are identified using pre-learning tasks or during class teaching. Support is then provided to enable the children to return to the class to access the curriculum.</p> <p>Small group support to enable pupils to develop their own confidence through mathematical reasoning.</p>	<p>Feedback from staff</p> <p>Data analysis</p>	<p>H Bradbury P Tibble</p>	<p>Feb 2017 April 2017 May 2017 July 2017</p>
<p style="text-align: right;">Positive Play (training, resources, staffing)</p> <p style="text-align: right;">Booster/Intervention (teacher/TA)</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£4000</p> <p>£10000</p> <p>£14000</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?
Improved self-esteem, confidence and ability to manage emotions in challenging situations.	Enable children to attend after school activities, residential and day visits.	To extend the range of opportunities that the children experience. This will allow them to develop confidence in new situations and activities.	Support will be provided throughout and the activities adapted if necessary.	N White	At the completion of each after school activity or visit.
Total budgeted cost					£ 600

Previous Academic Year		
Desired outcome	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)
<p>Improve attainment in writing.</p> <p>Improve attainment in GaPS.</p>	<p>100% of PPG pupils achieved the expected standard in reading and maths at the end of Key Stage 1.</p> <p>67% of PPG pupils achieved the expected standard in writing at the end of Key Stage 1.</p> <p>100% of PPG pupils achieved the expected standard in reading, writing and GaPS at the end of Key Stage 2.</p> <p>50% of PPG pupils achieved the expected standard in Maths at the end of Key Stage 2.</p>	<p>Support will continue for Writing and GaPS.</p> <p>Greater Focus will be placed on attainment and progress of PPG pupils in Maths across the school. This will include the provision of appropriate resources for all pupils as well as targeted support to enable pupils to reach the expected and higher standard.</p>