# Pupil Premium Strategy Statement: Gade Valley Primary School

## 1. Summary information

<table>
<thead>
<tr>
<th>School</th>
<th>Gade Valley Primary School</th>
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</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>2019/20</td>
</tr>
<tr>
<td>Total PP budget</td>
<td>£33,000</td>
</tr>
<tr>
<td>Date of most recent PP Review</td>
<td>Autumn 2019</td>
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<tr>
<td>Total number of pupils</td>
<td>230</td>
</tr>
<tr>
<td>Number of pupils eligible for PP</td>
<td>27</td>
</tr>
<tr>
<td>Date for next internal review of this strategy</td>
<td>Autumn 2020</td>
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</tbody>
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## 2. Attainment and progress

Please see our ‘Impact of Pupil Premium Spending: 2018 – 2019’ document for details of attainment and progress for the last academic year.

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

**A.** Progress and Attainment  
In some classes, for some core subjects, school attainment and progress data indicates a gap between eligible pupils and non-eligible pupils, this is especially the case in writing.

**B.** Additional learning needs  
28% of PPG pupils are identified as having specific learning difficulties and a high percentage have had social and emotional issues.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

**C.** Disrupted Education  
Attendance rates for pupil premium children are lower than that of non-pupil premium pupils (1.1% lower last academic year).

**D.** Lack of Cultural Capital  
Some pupil progress pupils have a lack of opportunities/resources to extend to extend their vocabulary/knowledge of the wider world.

**E.** Parental Disengagement  
For some parents, there is poor attendance at key events. In addition, a lack of suitable support at home inhibits home learning.

**F.** Economic hardship  
Some families struggle to provide suitable clothing, equipment and food necessary for school.
<table>
<thead>
<tr>
<th>Desired outcomes and how they will be measured</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> The percentage of pupil premium pupils making positive progress in the core subjects will increase through carefully targeted support and quality first teaching.</td>
<td>Attainment gaps will continue to close with non PPG pupils. The percentage of pupil premium children on track for at least positive progress will have increased by 10% in writing. PPG pupils make progress in every lesson. Additional support outside of the lesson has a positive impact.</td>
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<tr>
<td><strong>B.</strong> Pupil Premium pupils who have been identified as having Special Educational Needs and social and emotional issues will be making measurable progress.</td>
<td>Pupil premium pupils who have a Special Educational Need will have made good progress (at least 2.8 HfL steps) for the core subjects. Pupils who are working at P-levels will have made measurable progress.</td>
</tr>
<tr>
<td><strong>C.</strong> A range of strategies will be used so that the attendance for pupil premium pupils will have improved.</td>
<td>The attendance figure for pupil premium children will need to be at least level with national expectations (96%). 2018/19 pupil premium attendance = 95.3%.</td>
</tr>
<tr>
<td><strong>D.</strong> Pupils will have developed their vocabulary in order to access and understand the curriculum.</td>
<td>Opportunities within school help to build pupil’s vocabulary. Pupils given the opportunity to further their love of reading and develop their vocabularies.</td>
</tr>
<tr>
<td><strong>E.</strong> Develop strategies to encourage some parents to be more involved in their pupil’s education.</td>
<td>Almost all parents will attend parents evening. The majority of parents will attend community events e.g. sports day, sharing assemblies, open evenings etc. Pupils to complete more home-learning activities.</td>
</tr>
<tr>
<td><strong>F.</strong> Families to receive support for pupils to experience available opportunities within school and for extra –curricular activities.</td>
<td>Support and opportunities provided will support pupil premium children to make progress in all areas of the curriculum.</td>
</tr>
</tbody>
</table>
## 5. Planned expenditure

### Academic year

| 2019/20 |

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 (within lessons)

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>What is the evidence and rationale for this choice?</th>
<th>How will you ensure it is implemented well?</th>
<th>Staff lead</th>
<th>When will you review implementation?</th>
</tr>
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<tbody>
<tr>
<td><strong>A.</strong> The percentage of pupil premium pupils making positive progress in the core subjects will increase through carefully targeted support and quality first teaching.</td>
<td>Small group support within lesson with additional qualified teacher. Approach of pre-learning and overlearning before and after particular lessons. Small group support within lesson with additional experienced teaching assistant. Daily core lesson with SENCO. Time for SLT to monitor. Focused monitoring on PPG pupils. Teachers to develop a personal approach to identify barriers.</td>
<td>Through data analysis and monitoring, it is evident that some pupil progress children need to make accelerated progress. At Gade Valley, it is very important that the pupils get quality first teaching and so not miss out on these learning opportunities. Therefore, within lessons these pupils will receive additional support (where necessary). Evidence within Gade Valley shows us that this has a positive effect on pupil progress. In addition, last year’s data shows that there is a gap with PPG pupils exceeding age related expectations. It is important to understand the individual needs in order to maximise learning. A simple pro-forma makes support plans more visible and easier to measure impact.</td>
<td>Training will be given to ensure that all adults are aware of how they can maximise progress. In addition, quality time for meetings will be given to ensure that all adults are fully aware of their role. Throughout the monitoring cycle, the effectiveness of support will be evaluated. This will come in the form of observations, book scrutinies, data analysis and pupil voice. In addition, there will be four pupil progress meetings throughout the year – twice in the autumn term and once each in the spring and summer term. During these meetings the Headteacher, SENCO and class teacher will evaluate the progress and learning needs of the pupil premium pupils. As a result, a plan will be put into place regarding additional support within lessons. SLT to help create a simple proforma that can be reviewed fortnightly.</td>
<td>Headteacher SLT Subject Leaders Class teachers</td>
<td>Termly data and intervention evaluations will be analysed. Class teachers will complete action plans and pupil premium evaluation forms.</td>
</tr>
<tr>
<td><strong>B</strong> Pupil Premium pupils who have been identified as having Special Educational Needs and social and emotional issues will be making measurable progress.</td>
<td>Small group support within lesson with additional experienced teaching assistant. 1:1 support within lessons with experienced teaching assistant. SENCO to deliver training. Reasonable adjustments to be made to give a soft start to the morning/afternoon (if needed). Where there is a pupil premium/SEN overlap it is important to support pupils to access the curriculum. This improves learning and pupil wellbeing. Pupils learn best when they are calm and content – pupils will be given reasonable strategies to engage them before lessons.</td>
<td>Through monitoring and support, the SENCO will ensure that the provision is maximising progress.</td>
<td>SENCO</td>
<td>Half Termly</td>
<td></td>
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</table>
D Pupils will have developed their vocabulary in order to access and understand the curriculum. Develop timetable, so that all classes will share a whole-class reading book. Teachers to develop explanation of vocabulary. Classrooms to develop displays. Teachers to undertake action research.

Research suggests that PPG pupils are less likely to develop cultural capital which provides a solid foundation in which they can build on further knowledge, skills and understanding. According to one article, cultural capital takes one tangible form: a pupil’s vocabulary. DFE research suggests that, by the age of 7, the gap between children could be 3000 words. Training and teacher time will be given to fully maximise the development of vocabulary. Feedback from action research will help to cascade and develop successful practice. Monitoring in the form of classroom environments, observations and pupil voice will show the effectiveness of this approach.

Headteacher
SLT
Teachers

Half Termly

Total budgeted cost £17,892

ii. Targeted support (outside of lessons)

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action/approach</th>
<th>What is the evidence and rationale for this choice?</th>
<th>How will you ensure it is implemented well?</th>
<th>Staff lead</th>
<th>When will you review implementation?</th>
</tr>
</thead>
</table>
| A The percentage of pupil premium pupils making positive progress in the core subjects will increase through carefully targeted support and quality first teaching. | Small group interventions with qualified teachers. 1:1 regular reading sessions with qualified teacher or experienced teaching assistant. 1:1 regular intervention with experienced teaching assistant. Providing good quality resources for interventions. 1:1 Headteacher intervention groups. Time for SLT to monitor. SENCO to support training. Interventions will cover: Spelling, handwriting, phonics, comprehension, sentence structure, maths, fine motor skills, greater depth. Small group reading programme sessions. Continue subscription and promotion of TT rockstars and Accelerated Reading. | The children will be receiving quality first teaching. In addition, to consolidate and/or accelerate learning, additional supported learning opportunities will be given to pupil premium children by qualified teachers and experienced teaching assistants. Small group interventions and 1:1 interventions with qualified and experienced staff have been shown to be effective not just from previous experience within Gade Valley but also through reliable evidence such as visible learning by John Hattie and the Sutton Trust. Analysis of interventions last year showed that these had been effective in accelerating progress in maths, reading and writing within KS1 and KS2. | There will be four pupil progress meetings throughout the year – twice in the autumn term and once each in the spring and summer term. During these meetings the Headteacher, SENCO and class teacher will evaluate the progress and learning needs of the pupil premium pupils. As a result, a plan will be put into place regarding additional interventions outside of the classroom. The majority of these opportunities will take place in the afternoons so that children do not miss quality first teaching. The Headteacher and SENCO will then monitor the impact of these interventions. | Headteacher  
SENCO  
Classteachers | Termly data and intervention evaluations will be analysed. Class teachers will complete action plans and pupil premium evaluation forms. |
<table>
<thead>
<tr>
<th>B</th>
<th>Pupil Premium pupils who have been identified as having Special Educational Needs and social and emotional issues will be making measurable progress.</th>
<th>Small group interventions with experienced teacher or teaching assistant. 1:1 support and overlearning sessions with an experienced teacher or teaching assistant. Interventions will cover: Reading, Spelling, handwriting, phonics, comprehension, sentence structure, maths, fine motor skills, greater depth. Penn Resilience Program used to identify anxious pupils and provide them with strategies to better cope with learning challenges.</th>
<th>Where there is a pupil premium/SEN overlap it is important to support pupils to access the curriculum. Evidence from monitoring at Gade Valley shows that SEN pupils benefit greatly from overlearning or recap sessions out of the classroom. This improves learning and pupil wellbeing.</th>
<th>Through monitoring and support, the SENCO will ensure that the provision is maximising progress.</th>
<th>SENCO</th>
<th>Half Termly</th>
</tr>
</thead>
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<tr>
<td>D</td>
<td>Pupils will have developed their vocabulary in order to access and understand the curriculum.</td>
<td>Deliver 1:1 reading to ensure that pupils are reading regularly each week to an adult. Purchase Accelerated reader programme for KS2. Train staff on maximising impact of AR. To create lunchtime reading club. TT Rock Star club</td>
<td>DFE research suggests that by the age of 7, the gap between children could be 3000 words. Evidence from Gade Valley in 2018/2019 has shown that 1:1 reading with an experienced teacher or teaching assistant has a tremendous impact in terms of the qualified adult being able to meet the needs of the individual. For example, by being able to explain and discuss vocabulary pertinent to that individual child. The child is able to access vocabulary and have it explained at their level which promotes rapid and sustained progress.</td>
<td>Training and teacher time will be given to fully maximise the development of vocabulary. Teaching assistants will receive training for how best to promote development of vocabulary. Teachers will deploy teaching assistants to work with daily 1:1 readers. 1:1 Reading sessions will be monitored by SLT.</td>
<td>SLT</td>
<td>Termly</td>
</tr>
<tr>
<td><strong>Total budgeted cost</strong></td>
<td><strong>£15,775</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
### iii. Other approaches

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action/approach</th>
<th>What is the evidence and rationale for this choice?</th>
<th>How will you ensure it is implemented well?</th>
<th>Staff lead</th>
<th>When will you review implementation?</th>
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<tr>
<td>C Range of strategies will be used so that the attendance for pupil premium pupils will have improved.</td>
<td>Develop a set of letters to send out to PPG parents. HT to monitor and report on attendance half-termly. HT to meet and support families with low attendance. SENCO and staff to be available at the start of the day. Opportunities for pupils to be in 'early bird' club. Purchase incentives, for example badges, end of year prize.</td>
<td>There is a 1.3% attendance gap between pupil premium children and non-pupil premium children; this is the equivalent of missing almost 3 school days a year. By children not being in school, they are missing out on vital learning opportunities. Working with pupils and families to promote good attendance will see an increase in progress.</td>
<td>Attendance will be monitored weekly. Headteacher to analyse every half-term. Headteacher to meet with attendance improvement officer.</td>
<td>Headteacher, SENCO, Office Manager</td>
<td>Half Termly</td>
</tr>
<tr>
<td>E Develop strategies to encourage some parents to be more involved in their pupil’s education.</td>
<td>Class teachers to phone pupil premium parents to discuss their child’s learning each half-term. Ensure that pupil premium children receive a positive text home every half-term. Involve Year 6 pupil premium parents in action research (Greatest number of PP children in one class)</td>
<td>Communicating with parents enables them to feel listened to. It gives them an opportunity to talk about what is going well and what they might be struggling with, with their child. Evidence from Gade Valley shows that parents really appreciate receiving positive texts about their children. This should be maximised for pupil premium children and used as a means of starting the dialogue mentioned above. Action research has proved to be highly successful at Gade Valley when conducted in the classroom. Parents could pick one aspect to work on – for example, leaving the house on time or ensuring their child has breakfast each morning. They would work on the aspect for a term and then report back to the teacher during the half-termly phonecall.</td>
<td>Ensure teachers are given time to contact parents. Monitor the number of texts sent home. Produce and administer parent voice questionnaire.</td>
<td>SLT</td>
<td>Half-termy</td>
</tr>
<tr>
<td>F Families to receive support for pupils to experience available opportunities within school and for extra – curricular activities.</td>
<td>Financial support for clubs, school trips and residential trips. Teachers to proactively look for opportunities to meet pupil premium children’s needs by</td>
<td>These experiences provide children with cultural capital which, as seen through DFE research, is crucial to their development.</td>
<td>Discuss at pupil progress meetings</td>
<td>Teachers and SLT</td>
<td>Half-termy</td>
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</table>
Pupil Premium Strategy Statement for 2019/20: Gade Valley Primary School

- furthering the individual child's interests and passions.

| Total budgeted cost | £4,329 |

| Total PPG Received | £33,000 |
| Total Estimated Expenditure | £37,996 |
| PPG Deficit (supplemented from school budget share) | £4,996 |