

## PPG Expenditure and Impact: September 2019 to August 2020

### Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

### Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will 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. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

<b>Total number of pupils on roll</b>	428
<b>Total number of PP FSM Ever 6 pupils</b>	78
<b>Amount received per PP FSM Ever 6 pupil</b>	£1,320 (£102,960)
<b>Amount received for LAC</b>	£6,600
<b>Amount received for Service Children</b>	£600
<b>Amount received for former LAC</b>	£2,300
<b>Total amount of PP funding received</b>	£112,460

### Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.
- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.

- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>Impact of the strategy</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	Additional classteacher to enable deputy headteachers to run interventions across school  £27,117	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged within class.	In most year groups and subject areas, the disadvantaged pupils increased their attainment between the October and March assessment points. Unfortunately, due the Covid/remote learning period, this improvement then decreased by July. <b><u>See appendix 1.</u></b>  In some year groups/subjects, the disadvantaged made better progress than the non-disadvantaged given their starting points (e.g. in Year 1 reading, the 78% of disadvantaged pupils made the expected 3 points of progress compared to only 56% of non-disadvantaged). <b><u>See Appendix 2.</u></b>  There was also a slight increase in KS1 end of year attainment in comparison to last year: Reading 2018/19 only 33% of disadvantaged pupils achieved ARE, but 38% achieved it this year. Maths 2018-19 only 17% of disadvantaged pupils achieved ARE, but 25% achieved it this year.
To provide social, emotional and behavioural support across school	BLIS  £11,557	BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with	Prior to March, SLT monitoring and classroom observations showed that learners generally behave well, interact

		these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	positively and demonstrate resilience and positive mindsets. BLIS worked directly with particular pupils which had a positive impact on their behaviour, according to class teachers and SLT monitoring.
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils  £6,600	A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners	Termly PEP has identified positive termly impact on their development as learners. Progress and attainment rates are good. (Virtual Head within Local Authority monitors the quality of PEPs.) Pupil voice identifies that pupils are happy and confident learners. Social and emotional well being is a strength of LAC pupils
To support pupils who find lunchtimes difficult	2 x additional midday staff  £7,646	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	Prior to March, SLT monitoring showed that lunchtime behaviour had continued to improve in comparison to previous years, with a reduction in low level and major incidents. Teachers and LSAs reported that the lunchtime Nurture Clubs had been used very effectively to target pupils who struggle with their behaviour at lunchtime and also those who have social or emotional difficulties. Child chats suggested that pupils really enjoyed the Nurture clubs and were keen to take part.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone  £10,639	The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).	Child conferences show that pupils gain enjoyment and confidence from the music sessions. Mrs Stone commented on the improvements made by all year groups but in particular the Year 6s who had

			<p>experienced the most musical input over the last few years.</p> <p>Pupils were able to perform at the Harvest Festival.</p>
<p>To provide qualified sports coaches to work with teachers to enhance and extend current sporting opportunities.</p> <p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>To introduce new sports to encourage more pupils to take up sport and physical activities.</p>	<p>Sports coaches from Tameside Active</p> <p>£4,966</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing.</p> <p>Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.</p>	<p>Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall. Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports.</p> <p>Prior to lockdown, pupils were taking part in competitive local football matches, cheerleading and netball competitions.</p> <p>The PE subject leader has also worked closely with the sports coaches to ensure that we improve the range of activities on offer and therefore develop teachers' skills further. More equipment has been ordered to support a wider range of sports/PE skills across year groups.</p>
<p>To provide enrichment activities through chess</p>	<p>Chess with Graham Andrews</p> <p>£1,365</p>	<p>Children will develop reasoning and thinking skills.</p>	<p>In Year 5 and 6, disadvantaged pupils had increased their attainment significantly from October to March in maths <b><u>see appendix 1</u></b></p>
<p>To provide opportunities for ICT to be used to engage in homework activities</p>	<p>Education City Software</p> <p>£1,136</p>	<p>Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.</p>	<p>Teachers report that all pupils benefit from the interactive and engaging nature of this software. Some disadvantaged pupils have been given additional support using this software to practise key skills both at home and school.</p>
<p>School activities to provide enrichment</p>	<p>Attendance/ participation and coach at Robinwood for Y6</p>	<p>The development of the whole child is promoted through SMSC (working</p>	<p>100% attendance on class trips that were taken before March.</p>

	<p>1 coach for class trips (Years Reception, 1,3,4, 5 and 6) and cheerleading coach, animal show for Yr 2, contributions towards educational trips and breakfast supplies for our most vulnerable children</p> <p>Christmas Pantomime</p> <p>Author visit</p> <p>Jigsaw Scheme of Work</p> <p>£15,000</p>	<p>together, self-confidence, and enjoyment).</p>	<p>Unfortunately, Robinwood was unable to go ahead.</p> <p>Child chats suggest school trips are a highlight for children in all year groups (and those who sadly had trips cancelled were extremely disappointed).</p> <p>A number of pupils have benefitted from the availability of breakfast if they have missed it and teachers report that this then sets them up better for a day of learning.</p> <p>The Jigsaw scheme of work has had a huge impact on both pupils and staff. Teacher feedback suggests teachers have felt better supported in delivering the RSE and PSHE curriculum, including dealing with difficult or sensitive subjects. The Year 6 teachers in particular commented on the long-term beneficial impact of discussing difficult topics (through the Jigsaw material) with their class, in particular the most vulnerable, disadvantaged pupils. They believe it will support these children in their next steps at high school. SLT feedback suggests that it was also beneficial in engaging parents in discussions regarding the new RSE curriculum. And child chats suggest that pupils enjoy the Jigsaw sessions and learn a range of important life skills and understanding.</p>
<p>To address attendance and punctuality issues</p>	<p>Educational Welfare Officer</p>	<p>Attendance and lateness is an issue for some of our disadvantaged pupils</p>	<p>The EWO attended two family meetings in school to improve persistent absence and</p>

	£1,200	and directly impacts upon their learning.	this proved successful with one of the families. They also carried out a register audit which provided us with clear ways to improve specific attendance and lateness issues and have already been in contact with one of our families who are not returning their children due to Covid (Sept 2020)
To identify pupils eligible for pupil premium grant	ONFSM £800	To use efficient methods to support families in claiming their entitlement	This has enabled us to identify more vulnerable pupils, especially in KS1 where school meals are already free. For example, last year there was only 1 disadvantaged pupil in Year 1, but this year we had 10.
To ensure that safeguarding provision is of the highest standard.	My Concern £1035	To ensure that safeguarding concerns are recorded electronically in an efficient and chronological way by the safeguarding team. To use data to allow Safeguarding Leads to spot trends and enable early intervention.	Designated Safeguarding Leads have used this software to effectively record, track and investigate safeguarding issues. They report that it enables concerns to be shared and dealt with more quickly, and plan to roll it out to more staff next year.
To address priorities specific to School Development Plan and support Staff CPD at all levels (SDP)	SDP and Ofsted Report 'Next Steps' £20,000	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Teaching and curriculum resources	The wider curriculum (e.g. history, geography, R.E, etc) has seen significant improvement (especially during the lockdown period) which will benefit all pupils but especially the disadvantaged who may have less access to breadth of experiences at home. <b><u>See appendix 3</u></b>  In most year groups and subject areas, the disadvantaged pupils increased their attainment between the October and March assessment points. Unfortunately, due the Covid/remote learning period, this improvement then decreased by July. <b><u>See appendix 1.</u></b> In some year groups/subjects, the disadvantaged made better progress than the non-disadvantaged given their starting

			points (e.g. in Year 1 reading, the 78% of disadvantaged pupils made the expected 3 points of progress compared to only 56% of non-disadvantaged). <b><u>See Appendix 2.</u></b>
To provide learners with high quality resources to aid independence, develop confidence and positive learning attitudes	Emerging cost for resources £3399	Learners are provided with resources to cater of learning styles and which motivate, support and challenge across the Curriculum	The maths team were able to provide a wider range and greater amount of resources to support concrete understanding for all pupils. Anthony Reddy training for staff and parents/carers has impacted positively on learning outcomes.

Total received- £112,460

Total allocated to spend- £112,460

Compiled Sept 2020

Next Meeting: Autumn Term 2020 (to compile PP Strategy for 2020- 2021)

2019 - 2020 Attainment Summary – **DISADVANTAGED**

% at expected+ / greater depth		Reading		Writing		Maths		GLD	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Achieved	
<b>Rec</b>	<b>Oct 2019</b>	25%	0%	37.5%	0%	62.5%	0%	NA	
	<b>March 2020</b>	50%	12.5%	25%	12.5%	87.5%	37.5%		
	<b>End of 2020</b>	22.22	22.22	11.11	11.11	33.33	11.11	14.3	
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**KEY STAGE 1**

% at expected+ / greater depth		Reading		Writing		Maths		Phonics Screening	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Achieved	
<b>Year 1</b>	<b>END OF EY DATA</b>	82.6%	13%	65.2%	4.4%	82.6%	17.4%		
	<b>Oct 2019</b>	57.2	14.3	42.9	0	42.9	0		
	<b>March 2020</b>	62.5	12.5	50	0	55.6	0		
	<b>End of 2020</b>	30	0	10	0	20	0		
<b>Year 2</b>	<b>END OF EY DATA</b>	83%	25%	73%	13%	82%	15%	SPAG	
	<b>Oct 2019</b>	33.3%	0%	0%	0%	66.6%	0%	0%	0%
	<b>March 2020</b>	50	0	0	0	50	0	0	0
	<b>End of 2020</b>	38	0	0	0	25	0	0	0
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**KEY STAGE 2**

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
<b>Year 3</b>	<b>END OF KS1 DATA</b>	75%	22%	62%	13%	75%	10%		
	<b>Oct 2019</b>	50%	10%	20%	10%	30%	0%	20%	10%
	<b>March 2020</b>	45	9	18	9	27	0	18	9
	<b>End of 2020</b>	27	9	18	9	18	0	27	9
<b>Year 4</b>	<b>END OF KS1 DATA</b>	73%	20%	56%	7%	73%	12%		
	<b>Oct 2019</b>	37.5	12.5	43.7	0	50	12.5	50	6
	<b>March 2020</b>	33	6	39	0	39	11	63	6
	<b>End of 2020</b>	30	10	35	0	40	10	45	4
<b>Year 5</b>	<b>END OF KS1 DATA</b>	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	<b>Oct 2019</b>	45.5	0	36.4	0	45.5	0	27.3	0
	<b>March 2020</b>	46	0	46	0	54	9	46	0
	<b>End of 2020</b>	25	0	33	0	8	0	25	0
	<b>END OF KS1 DATA</b>	80%	27%	58%	15%	80%	25%		

Year	Oct 2019	47	19	33	0	57	10	38	14
	March 2020	47	14	33	0	62	10	52	14
	End of 2020	48	10	33	0	48	5	57	10



**Gorse Hall Primary School Progress Analysis**

**2019 – 2020**

*Percentage of children who made the expected 3 points of progress across the year.*

**Whole School Analysis**

Year group	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>SPAG</b>
<b>Year 1</b>	60%	58%	50%	n/a
<b>Year 2</b>	84%	52%	66%	73%
<b>Year 3</b>	78%	70%	76%	75%
<b>Year 4</b>	76%	73%	80%	76%
<b>Year 5</b>	67%	63%	40%	55%
<b>Year 6</b>	67%	65%	65%	82%

**Disadvantaged vs Non-Disadvantaged Analysis**

	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>		<b>SPAG</b>	
	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis
<b>Year 1</b> 10 ch (1 SEND)	78%	56%	67%	56%	67%	46%	n/a	n/a
<b>Year 2</b> 8 ch (1 SEND)	71%	85%	29%	55%	29%	71%	43%	78%
<b>Year 3</b> 11 ch (4 SEND)	64%	81%	73%	69%	64%	79%	82%	74%
<b>Year 4</b>	59%	84%	59%	79%	53%	92%	59%	84%

20 ch (6 SEND)								
<b>Year 5</b> 12 ch (3 SEND)	42%	73%	58%	65%	17%	46%	42%	58%
<b>Year 6</b> 21 ch (4 SEND)	57%	73%	57%	70%	52%	73%	71%	90%

## School Development during School Closure Period 2020

**Appendix 3**

<u>Task</u>	<u>Description</u>
<b>Year group overviews</b>	An overview of all subjects covered across the year so parents, pupils and staff can see briefly what is taught and when.
<b>Subject Curriculum Map</b>	An overview for each subject of what is taught and when by each year group (for subject leaders).
<b>Subject lesson sequences</b>	Each year group has mapped the lesson sequences taught for science, history, geography and are beginning to do the same with other subjects (for teachers and subject leaders).
<b>Subject Intents</b>	An overview of the subject with our intent and how we implement the subject (for subject leaders).
<b>Subject I Can statements</b>	The subject broken down into child-speak I Can statements for each year group to support assessment.
<b>Knowledge, Skills and Attitudes</b>	Each non-core subject broken into year group objectives (core subjects are already broken down this way in the National Curriculum).
<b>Year group pages on the website</b>	Year group pages have been redesigned so that termly information such as Curriculum Newsletters and Sticky Knowledge mats are readily available to parents and pupils throughout the year.
<b>Curriculum pages on the website</b>	To be completed by end of Summer term: new subject specific pages which incorporate all of the subject work that has gone on so far and can be added to next year with photos etc.
<b>Work Packs for home learning</b>	Work packs have been produced 3 times with differentiated tasks to support home learning.
<b>Email Correspondence</b>	All staff have become more familiar with using email as a communication tool, which will be beneficial next year in ensuring messages are received consistently.

	<p>Parents have been provided with teacher email addresses which has enabled more support to be given to those who have requested it, and should also be beneficial to passing messages from home to school and the reverse in the future (particularly with those parents who don't do pick up/drop off). EYFS have continued to develop their use of the Seesaw App which has proved very popular.</p>
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