

Expenditure and Impact Report PPG: September 2020 to August 2021

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).

Total number of pupils on roll	423
Total number of PP FSM Ever 6 pupils	77
Amount received per PP FSM Ever 6 pupil	£1,345
Amount received for LAC	£6400
Amount received for Service Children	£930 (3 Pupils)
Amount received for former LAC	£2,345 (1 Pupil)
Total amount of PP funding received	£110,240
Next review date	June 2021

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 (as identified on School Development Plan Priority 1)	Additional classteacher to enable deputy headteachers to run interventions and targeted support across school £30,000	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. The 2020 lockdown has resulted in some disadvantaged pupils falling further behind and requiring more support. The deputy headteachers are extremely experienced and will provide high quality, focussed interventions to support catch up and diminish the attainment gap.	Increased progress and attainment for those pupils who had fallen further behind during lockdown. In most year groups and subject areas, the disadvantaged pupils increased their attainment between the Autumn and Summer assessment points. Unfortunately, due to the Covid/remote learning periods, this has been a challenging year <u>See Appendix 1.</u>
To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the 2020 lockdown	Additional day of LSA level 3 to provide targeted support in EYFS and KS1 £4,415	The LSA providing targeted support in EYFS and KS1 is also extremely experienced and will work closely with the teachers to identify and address key gaps.	In Year 1 the disadvantaged pupils made better progress in all subjects than non disadvantaged pupils. In Year 2 writing progress for the disadvantaged is in line with that of the non disadvantaged. In Year 3 the progress of the disadvantaged in SPAG exceeds the progress of non disadvantaged. In Year 6 the progress of the disadvantaged in Writing and SPAG significantly exceed the progress of non disadvantaged <u>See Appendix 2.</u>

<p>To develop pupil resilience and wellbeing across school (specifically after lockdown and return to school as identified on SDP Priority 2 and 3)</p>	<p>Kindness Jars, motivational resources and competition resources £820</p>	<p>Pupil resilience and wellbeing has been identified by the Government as a key issue that must be addressed. Disadvantaged pupils may experience more issues with resilience and wellbeing due to factors in their home lives.</p>	<p>Wellbeing surveys and child conferences indicate pupil resilience and wellbeing has improved over the year although there were difficulties experienced at home during lockdown periods. This was well supported through communication between parents/carers and school and some pupils did attend school during lockdown to address mental health issues/concerns. Pupils behave well, interact positively and demonstrate resilience and positive mindsets. Pupil questionnaires and child conferences identify that pupils have strategies for managing emotions and are supported well across school in doing so.</p>
<p>To provide social, emotional and behavioural support across school</p>	<p>BLIS £5000</p>	<p>BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with 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.</p>	<p>BLIS have worked directly with particular pupils which has had a positive impact on their behaviour, according to class teachers and SLT monitoring. SLT monitoring showed that learners generally behave well, interact positively and demonstrate resilience and positive mindsets. There has been a vast reduction in serious incidents and fixed term exclusions and a reduction in low level incidents recorded in Class Logs. The behaviour policy has been amended to record low level incidents and communicate with parents/carers as these occur.</p>
<p>To support and enhance the learning experiences of current LAC pupils</p>	<p>Total amount of received for LAC pupils (PEP Funding) £6400</p>	<p>A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners</p>	<p>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 wellbeing is a strength of LAC pupils.</p>

<p>To support pupils who find lunchtimes difficult</p>	<p>2 x additional midday staff £7760</p>	<p>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.</p>	<p>SLT monitoring showed that lunchtime behaviour had continued to improve in comparison to previous years, with a reduction in low level and major incidents.</p>
<p>To develop and enhance reading provision and resources across school</p>	<p>English consultant Jane Creed £350 Reading books £3000</p>	<p>We believe reading is the key to all learning and are keen to develop confident readers from EYFS. Disadvantaged pupils may have less support at home with reading and less access to a range of reading material, so it is important that school can provide a range of books for pupils to use at school and also take home.</p>	<p>Increase in reading progress for all pupils as the year has evolved, including disadvantaged. A love of reading is evident around school and the belief that every child is a reader is part of our school ethos. The teaching of reading has been reviewed by our English Team this year and improvements and tweaks made across school to ensure more consistency and impact in approach. Whole class reading experiences are interwoven across school through Shared Reading and class novels and in KS2 the teaching of Whole Class Reading is being developed as a strategy to build upon Guided Reading and Individual 1-1 Reading experiences earlier on in school.</p>
<p>To develop and enhance IT provision to help support disadvantaged pupils generally, and also with remote learning</p>	<p>Laptops £10,000</p>	<p>Ipads will enable all pupils to access IT more regularly within the classroom, thereby building their confidence and computing skills. We also aim to have a bank of laptops that we can offer to disadvantaged pupils in the event of a local lockdown/isolation, as the Government offer does not guarantee to provide immediate devices for all disadvantaged pupils.</p>	<p>All disadvantaged pupils have the option of using a school laptop to access remote learning provision. Child conferences/teacher feedback report that pupils have increased opportunities to use IT within the classroom. Years 5 and 6 children are thoroughly enjoying using our new iPads for a range of curriculum work and are finding this a great vehicle for regular blogging on their class blogs.</p>

<p>To enhance outdoor provision across school</p>	<p>£10,000</p>	<p>Updating the outdoor provision in EYFS and the school playground will provide disadvantaged pupils with access to equipment and opportunities that they may not otherwise access outside of school.</p>	<p>Improvements in the quality of outdoor provision has been secured this year and we have a working party involved in planning the next stages of the project of transforming our Reception and Nursery areas. A roof is being installed over the summer holidays.</p>
<p>To provide enrichment activities through musical and cultural activities</p>	<p>Mini Music with Jan Stone £10,639</p>	<p>The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).</p>	<p>Pupils gain enjoyment and confidence from the music sessions. Mrs Stone commented on the progress made by all groups who had experienced the most musical input over the last few years. Year 6 pupils are playing recorder as part of their leavers' assembly in July 2021.</p>
<p>To provide qualified sports coaches to offer a range of after school sports clubs</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 £5,007 (depends on cost/allocation of Sports Premium)</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing. 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. Providing a wider range of sporting opportunities will enable disadvantaged pupils to access experiences that they wouldn't otherwise have</p>	<p>Feedback from coaches and teachers suggests pupils' fitness and teamwork skills are improving overall despite the challenges of lockdown. Child discussions show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports. Children are looking forward to our Gorse Hall Olympics in July 2021 and are currently really enjoying our Gorse Hall European Football Championships</p> <p>The PE subject leader continues to works closely with the sports coaches and networks well within the Local Authority to ensure that we improve the range of activities on offer and therefore develop skills further.</p>

To provide opportunities for ICT to be used to engage in homework activities	Timestable Rockstars £98	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Teachers report that all pupils benefit from the interactive and engaging nature of this software. This is used at home and in school. Some disadvantaged pupils have been given additional support using this software to practise key skills both at home and school. The Times Table Rockstars= day in May 2021 was much enjoyed and children enjoyed the competitive nature of the day and well as taking part in the Thinking Hat competition organised by our Maths Team.
School activities to provide enrichment	Pantomime £1699	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment). We aim to provide a range of enrichment activities and opportunities that many pupils may not otherwise have access to.	Pupil feedback comments on enjoyment of enrichment activities.
To address attendance and punctuality issues	Educational Welfare Officer £1,200	Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.	Attendance and lateness figures have improved for all pupils including disadvantaged. Persistent Absence has reduced to 6% (July 2021) which is pleasing. This is due to the hard work school has undertaken with all of our families who continue to be well supported. Procedures are consistently followed and are clear and transparent to all.
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 EYFS and KS1 where school meals are already free.
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	Designated Safeguarding Leads, Teachers and Learning Support Assistants use this software to effectively record, track and investigate safeguarding issues. They report that it enables concerns to be shared and dealt with more quickly.

		trends and enable early intervention for all pupils, including disadvantaged	
To provide additional intervention for disadvantaged pupils with SEND	Doodle maths and English intervention software £540	36% of our SEND pupils are also disadvantaged. This software provides pupil-specific daily intervention sessions to address gaps and increase progress/attainment.	This has proven to be extremely beneficial to our SEND pupils particularly during lockdowns and isolation periods. It has allowed those working with pupils to communicate with families and set personalised learning tasks to enable all to achieve.
To address priorities specific to School Development Plan and support Staff CPD at all levels	Costs of implementing SDP £7728 School Improvement Officer £6749	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 has seen significant improvements over the last couple of years through the work of SLT, Subject Leaders and Teachers which is benefiting all pupils but especially the disadvantaged who may have less access to breadth of experiences at home. Subject Leaders have a good understanding of the progression in knowledge and skills across school and are building confidence in understanding what good learning looks like in their subject and how to support staff in developing their own skills and subject knowledge. In most year groups and subject areas, the disadvantaged pupils increased their attainment between the Autumn and Summer assessments points. Unfortunately, due to the Covid/remote learning periods, this has been a challenging year <u>See Appendix 1.</u> In Year 1 the disadvantaged pupils made better progress in all subjects than non disadvantaged pupils. In Year 2 writing progress for the disadvantaged is in line with that of the non disadvantaged. In Year 3 the progress of the disadvantaged in SPAG exceeds the progress of non disadvantaged. In Year 6 the progress of the disadvantaged in Writing and SPAG significantly exceed the progress of non disadvantaged <u>See Appendix 2.</u>

Total received- **£113,240**

Total allocated to spend- **£113,240**

Approved July 2021

Appendices

- Appendix 1- Attainment of Disadvantaged Pupils
- Appendix 2- Progress of Disadvantaged Pupils

Gorse Hall Primary and Nursery School
(Provisional) END OF YEAR Results 2021

Disadvantaged

EYFS (Disadvantaged)

	Expected	Exceeded
Reading	33%	0%
Writing	17%	0%
Maths	50%	0%
GLD	17%	

Key Stage 1 (Disadvantaged)

	Expected+	Greater depth
Reading	27%	0%
Writing	27%	0%
Maths	40%	7%

Key Stage 2 (Disadvantaged)

	Expected+	Greater depth
Reading	73%	18%
Writing	55%	0%
SPAG	64%	0%
Maths	45%	9%

Gorse Hall Primary and Nursery School
2020 - 2021 Attainment Summary – **Disadvantaged**

% at expected+ / greater depth		Reading		Writing		Maths		GLD	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Achieved	
Rec	Nov 2020	0	0	0	0	0	0		
	March 2021	25	0	0	0	0	0		
	End of 2021	33.33	0	16.67	0	50	0	16.67	
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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	
Year 1	END OF EY DATA	42.11	10.53	35.09	3.51	45.62	7.02		
	Nov 2020	50	12.5	25	12.5	25	12.5		
	March 2021	88.9	11.1	55.6	0	77.8	0		
	End of 2021	55.5	22.2	44.4	11.1	44	22.2		
Year 2	END OF EY DATA	82.6%	13%	65.2%	4.4%	82.6%	17.4%	SPAG	
	Nov 2020	33.33	0	33.33	0	22.22	0	33.33	0
	March 2021	25	0	25	0	16.67	0	25	0
	End of 2021	27	0	27	0	40	7	27	0
N A									

KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 3	END OF EY DATA	83%	25%	73%	13%	82%	15%		
	Nov 2020	25	0	0	0	50	0	0	0
	March 2021	20	0	0	0	20	0	0	0
	End of 2021	38.46	0	23.08	0	38.46	0	23.08	0
Year 4	END OF KS1 DATA	75%	22%	62%	13%	75%	10%		
	Nov 2020	30.77	0	7.69	7.69	7.69	7.69	15.38	7.69
	March 2021	25.00	6.25	12.5	6.25	31.25	0.00	21.43	7.14
	End of 2021	41.17	5.88	23.53	5.88	35.29	0.00	29.41	5.88
Year 5	END OF KS1 DATA	73%	20%	56%	7%	73%	12%		
	Nov 2020	21.05	0	26.32	0	36.84	5.26	36.84	0
	March 2021	26.32	0	31.58	0	36.84	5.26	31.58	0
	End of 2021	33.3	4.8	23.8	0	38.1	9.52	23.81	0

Year 6	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	Nov 2020	30	0	0	0	27.27	0	10	0
	March 2021	45.5	9.1	9.1	0	36.4	18.2	27.3	0
	End of 2021	72.73	18.18	54.55	0	45.45	9.09	63.64	0

Appendix 2

Gorse Hall Primary School Progress Analysis 2020 – 2021

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

Whole School Analysis

Year group	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>SPAG</i>
Year 1	14.04	14.29	10.35	N/A
Year 2	79.17	58.33	83.32	12.24
Year 3	75.43	80.69	87.73	89.47
Year 4	92.46	81.13	83.01	88.68
Year 5	83.93	75.0	85.72	67.87
Year 6	89.65	84.48	86.2	94.82

Disadvantaged vs Non-Disadvantaged Analysis

	<i>Reading</i>		<i>Writing</i>		<i>Maths</i>		<i>SPAG</i>	
	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis
Year 1 10 ch (6 SEND)	22.22	12.50	33.33	10.64	11.1	10.2	N/A	N/A
Year 2 8 ch (9 SEND)	66.67	83.34	58.34	58.34	66.6	88.89	8.33	13.51
Year 3 11 ch (11 SEND)	54.54	80.43	72.73	82.6	81.82	89.13	90.9	89.13
Year 4 20 ch (9 SEND)	85.72	94.87	71.43	84.62	71.43	87.18	78.57	92.31
Year 5 12 ch (9 SEND)	71.42	91.42	52.38	88.57	71.43	94.29	42.86	82.86
Year 6 21 ch (12 SEND)	70	93.74	90	83.34	80	87.49	100	93.75

