



# Pupil Premium Strategy

## 1. Summary information

School	Galley Hill Primary School				
Academic Year	2018-19	Total PP budget	£18,100	Date of most recent PP Review	January 2019
Total number of pupils	212 (261 including Nursery)	Number of pupils eligible for PP	13	Date for next internal review of this strategy	April 2019

## 2. Current Attainment

	<i>Pupils eligible for PP (Galley Hill)</i>			<i>Pupils not eligible for PP (national average)</i>		
	2016 (1 pupil)	2017 (2 pupils)	2018 (2 pupils)	2016	2017	2018
% achieving expected standard or above in reading, writing & maths at the end of KS2	100%	50%	0%	60%	67%	70%
% making expected progress in reading at the end of KS2	+1.18	+1.78	-7.69	+0.3	+0.33	+0.30
% making expected progress in writing at the end of KS2	-1.77	+3.32	-5.93	+0.1	+0.10	+0.20
% making expected progress in mathematics at the end of KS2	+4.67	-2.33	-3.62	+0.2	+0.20	+0.30

## 3. Barriers to Future Attainment

### Academic Barriers

A.	Poor decoding skills and comprehension of texts
B.	Lack of basic maths number knowledge and skills
C.	Poor knowledge and application of spelling rules and phonics when writing

### Additional Barriers

D.	Social and emotional issues
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4. Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A.	Children make better than expected progress so that attainment in reading improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	Children are able to read confidently and fluently using a variety of strategies to decode unfamiliar words and are able to understand the contents of their reading.
B.	Children make better than expected progress so that attainment in maths improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	Children are able to recall important number facts such as timetables, number bonds and division facts. Children have a secure understanding of place value and are able to identify patterns that numbers create.
C.	Children make better than expected progress so that attainment in writing, particularly spelling, improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	Children are able to apply their knowledge of phonics and spelling rules to words when writing independently. Scores in spelling tests increase and children are more confident in their abilities.
D.	Children develop self-esteem, feel valued and are able to manage their emotions.	There is a significant decrease in the number of behavioural issues in school, including low level disruption, and children are able to concentrate for sustained periods of time.

5. Review of Expenditure				
Previous Academic Year		2017-2018		
i. Quality of Teaching for All				
Action	Intended 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)	Cost

<p>Review the texts available to ensure there is adequate numbers of texts exposing children to repetition, rich vocabulary alongside phonetically decodable texts in line with the Letters and Sounds programme. Make more effective use of new school resources: Project X and new ORT phonics books.</p>	<p>Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation.</p>	<p>The percentage of children meeting the Communication and Language ELG decreased slightly from 86.7% in 2017 to 79.3% in 2018.</p>	<p>The school does not use a consistent reading scheme in EYFS and KS1. An entirely new reading scheme is required to ensure consistency and to allow the children the opportunity to read ability appropriate books with adults at home that directly link to their learning during phonics sessions.</p>	<p>£14,360 (Overall Total)</p>
<p>Increase exposure to professionals and enrichment activities across the curriculum (e.g. visiting authors, careers talks for Y6).  PSHE activities across the curriculum.</p>	<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback.</p>	<p>This had some impact on children in receipt of Pupil Premium funding with some children applying for responsibilities within the school (e.g. School Council, Anti-Bullying Ambassadors, Librarians). Some pupils have greater participation in lessons as seen in lesson observations and through discussions with teachers. However, some children remain passive in their learning and lack the drive and determination required to reach their full potential.</p>	<p>Some children in receipt of Pupil Premium funding lack basic English and maths skills which is a barrier to them accessing these areas of the curriculum and others where these basic skills are required. As a result of this, their confidence and self-belief is low. This approach will not be continued next year.</p>	<p>£14,360 (Overall Total)</p>

ii. Targeted support				
Action	Intended 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)	Cost
<p>Additional TA support targeted at children with specific area of need (KS2).</p> <p>KS1 – TA support for targeted daily phonics sessions.</p> <p>TA delivery of precision maths, reading and spelling interventions.</p>	<p>Children who are eligible for PP who have additional SEN will make progress in line with other groups and compared to similar pupils nationally.</p>	<p>At the end of KS2 in 2018, children eligible for Pupil Premium funding who were SEN achieved progress scores of -2 or less in reading, writing and maths (one pupil). For SEN children overall, progress scores in reading increased from -4.78 in 2017 to -0.73 in 2018 and progress scores in maths increased from -0.81 in 2017 to +2.84 in 2018. The progress scores in writing decreased from +1.85 in 2017 to -1.09 in 2018.</p> <p>100% of children passed the Phonics Screening Test in 2018 at the end of Year 1. However, the two children eligible for Pupil Premium funding were not SEN. A SEN pupil in receipt of Pupil Premium funding, who did not pass the test in Year 1, passed the test in Year 2.</p> <p>At the end of KS1 in 2018, children eligible for Pupil Premium funding who were SEN did not achieve expected in reading, writing or maths (2 pupils). However, these pupils made expected progress for the end of KS1. For SEN children overall, 100% of pupils made at least expected progress by the end of KS1 in writing and maths; however, only 86% of pupils made at least expected progress in</p>	<p>TAs will continue to be used to provide support for pupils in KS1 and KS2 who are eligible for Pupil Premium funding. However, the intervention provided will be methodically planned to ensure it is properly addressing children's misconceptions and embedding the basic skills which are needed to be successful in school. These interventions will be monitored half-termly and adapted as needed to ensure progress is made by all.</p> <p>TA support for targeted daily phonics interventions will continue in 2018-2019 for children in Key Stage 1. However, interventions need to focus not just on learning the sound but also on applying these sounds during their reading.</p>	<p>£14,360 (Overall Total)</p>

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## 6. Planned Expenditure

<b>Academic Year</b>	2018-2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of Teaching for All

Action	Intended Outcome	Evidence and Rationale for this Choice	Actions to Ensure it is Implemented Well	Staff Lead	Review(s) of Implementation
Purchase a new reading scheme for the school that will link directly with the school's phonics scheme and engage reluctant readers.	Children make better than expected progress so that attainment in reading improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	The 'Improving Literacy in KS1' document from the EEF states that pupils should have the opportunity to apply and practise decoding skills during normal reading activities, and that teachers should support pupils to practise by providing them with texts containing words that can be decoded using the letter-sound patterns they have already been taught. It also states that progress requires motivation and engagement and access to a range of different genres of texts with a wide range of different content topics.	The new scheme will be introduced to staff at a staff meeting. The SLT and school governors will conduct monitoring activities (e.g. one-to-one reading) to ensure all children are challenged appropriately.	Louise Westgarth	February 2019 April 2019 July 2019

Work alongside an educational consultant to devise new feedback polices for English and maths. Dedicate a PD day to the improvement of feedback within school and the adoption of a new Teaching and Learning Policy (to be led by the educational consultant).	The school has a consistent and robust approach to marking and feedback which enables children to understand what they can do well and how they can further improve their work.	A recent meta-analysis of studies focusing on formative assessment suggested that an improvement of about three months' additional progress is achievable or nearer four months when the approach is supported with professional development. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable (EEF Toolkit: Feedback).	SLT and subject leaders will follow the school's monitoring and evaluation schedule, conducting book looks and learning walks on a regular basis. Feedback will be offered on a one-to-one basis both verbally and in writing following each monitoring activity. Staff meetings will be used to address any whole school feedback issues as appropriate.	Kim Crinion	In line with the school's monitoring and evaluation schedule.
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**Total Budgeted Cost** £6988.48

## ii. Targeted Support

Action	Intended Outcome	Evidence and Rationale for this Choice	Actions to Ensure it is Implemented Well	Staff Lead	Review(s) of Implementation
Identified children receive 123 Maths and IDL intervention 5 times a week in the Autumn Term.	Children make better than expected progress so that attainment in maths, reading and writing improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches (EEF Toolkit: Digital Technologies).	SLT will monitor progress using reports generated by the IT programmes.	Beverley Spencer	December 2018

<p>Targeted maths, spelling and reading intervention in Year 1, Year 2, Year 3 and Year 5.</p>	<p>Children make better than expected progress so that attainment in reading, writing and maths improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.</p>	<p>The EEF Toolkit states that small group tuition, where a professional works with two to five pupils, is effective and can have an average impact of an additional four months' progress.</p>	<p>Coaching will be given by Kim Crinion to the teacher or teaching assistant delivering the intervention. Each session will be documented and these will be reviewed by Kim Crinion. Progress will be monitored closely, particularly during Pupil Progress Meetings.</p>	<p>Kim Crinion</p>	<p>March 2019 May 2019 July 2019</p>
<p>Targeted daily one-to-one phonics intervention and daily one-to-one reading in Year 1 in the spring and summer terms by an experienced teaching assistant.</p>	<p>Children make better than expected progress so that attainment in reading improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.</p>	<p>The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. As well as this, evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF Toolkit: One to One Tuition).</p>	<p>Each session will be documented and these will be reviewed by Karen Rees. Progress will be monitored closely by Karen Rees informally and by Kim Crinion during Pupil Progress Meetings.</p>	<p>Karen Rees</p>	<p>February 2019 April 2019 June 2019</p>

Relocation of an interactive whiteboard for the Year 1 classroom to aid small group phonics teaching.	Children make better than expected progress so that attainment in reading improves and the difference between pupils eligible for Pupil Premium and those that are not begins to diminish within year groups.	The EEF Toolkit states that small group tuition, where a professional works with two to five pupils, is effective and can have an average impact of an additional four months' progress.	Learning walks by SLT and Pupil Progress Meetings.	Karen Rees	February 2019 April 2019 June 2019
<b>Total Budgeted Cost</b>					£7658.60
<b>iii. Other approaches</b>					
Action	Intended Outcome	Evidence and Rationale for this Choice	Actions to Ensure it is Implemented Well	Staff Lead	Review(s) of Implementation
Identified children receive counselling services from Time4You.	Children develop self-esteem, feel valued and are able to manage their emotions.	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF Toolkit: Social and Emotional Learning).	Weekly sessions are led by a qualified counsellor from an external agency. Children in receipt of the service will be closely monitored during school time to measure the impact on wellbeing and thus attainment.	Kim Crinion	January 2019 April 2019 July 2019

<p>Identified children receive support through the school's 'Seasons for Growth' programme in the Spring and Summer Term to help them understand the experiences of change, loss and grief and how these can impact on people's lives. Children will develop their communication, decision making and problem solving skills.</p>	<p>Children develop self-esteem, feel valued and are able to manage their emotions.</p>	<p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF Toolkit: Social and Emotional Learning).</p>	<p>Members of the SLT will conduct an informal 'book look' every three weeks. Children in receipt of the service will be closely monitored during school time to measure the impact on wellbeing and thus</p>	<p>Elaine Phillips</p>	<p>July 2019</p>
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**Total Budgeted Cost**    **£ 3,474.96**

**7. Additional Detail**

Total cost is £18,122.04