



## Pupil Premium Strategy Statement 2020-21

The pupil premium is a grant given to schools each year to close the attainment gap between disadvantaged pupils and their peers and raise attainment overall of pupils.

Current Summary Information (2020-21)					
School	Gascoigne Primary				
Academic Year	2020-2021	Total PP budget	£ 429,055	Date of most recent PP Review	July 2020
Total number of pupils	1244 (July 2020)	Number of pupils eligible for PP 284	Pupil Premium -£1345 EYPP – tbc LAC - £2345	Date for next internal review of this strategy	April 2021
Pupils Premium school lead	Rebecca Stainsby, Deputy Head Teacher		Pupil Premium Governor	Shah Rukh Memon	

### Projected Spending 2020-21

Item/ Project	Cost	Objective
Words First Speech and Language Therapist (1 day/week)	£9,000	To promote effective communication for EYFS pupils.
Technological Devices for Remote Learning Offer	£200,000	To ensure equity in home and wider learning opportunities.
Specialist Music Teachers	£9,500	To engage and develop individual musical talents.
Artist in school	£3,000	To engage pupils and complement provision in ARP setting.
Family Liaison Practitioners/offset against salary	£30,000	To provide ongoing support to parents and families and develop engagement with school.
Nurture/SEMH Team/offset against salary	£50,000	To provide ongoing support to pupil and parents in meeting SEND needs
ASC Team/offset against salary	£50,000	To provide ongoing support to pupil and parents in meeting SEND needs
Qualified Teacher for tutoring	£35,000	To provide tutoring for vulnerable groups following lockdown.
Uniform subsidy	£600	To purchase uniform for those eligible as well as no recourse to public funds.
School Breakfast Club/Dinners subsidy (This includes staffing for breakfast club of 10k)	£12,500	To purchase healthy lunches for those children whose families have no recourse to public funds
Trewern Outdoor Adventures	£5500	To provide adventurous residential, social and educational visits.
Revision and Study Booklets and Resources	£5500	To provide additional resources to improve outcomes.

After School Provision	£2000	To support with extended school day provision.
Cultural Capital Educational Experiences/Visits	£9000	To broaden curriculum and life experiences.
Breakfast for Booster Lessons (Year 6)	£500	To ensure pupils are ready to learn in extended day.
KS2 Targeted Writing Workshops	£2000	To increase number of disadvantaged pupils on track in writing.
Greater Depth Masterclasses in Y2 and Y6	£5000	To bring number of disadvantaged pupils achieving higher standard in reading and writing in line with national at end of Key Stage.
Consultations with parents of PP pupils below age-expected.	£5000	To give bespoke feedback on areas for improvement and how home learning can help and address any wider issues of access, language, attendance, housing etc which may be a barrier to home learning.
Read Write Inc Phonics Programme continuation – resourcing, consultant support, ongoing staff training	£6000	To improve reading outcomes for all pupils.
Covid Contingency	£30,000	To respond to emerging, unplanned need according to changes, developments and potential second wave for vulnerable pupils.
Maths No Problem Consultancy plus resources	£8000	To improve quality of teaching for maths.
Adhoc	£900	Requests for spending for PP/Disadvantaged pupils made by staff.
<b>Total for 2020-21</b>	<b>£429,000</b>	

**3-year Outcomes showing School Non-Pupil Premium/Pupil Premium End of Key Stage Attainment (No national statutory assessment data from 2020 due to Covid closure)**

<b>EYFS GLD</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
% at expected	74/70	72/55	70/76

<b>Y1 Phonics Screening</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
% at expected	80/61	79/79	74/69

<b>End of KS1</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
% at expected	Reading 72/67	Reading 67/59	Reading 65/59

	Writing 72/72	Writing 54/49	Writing 63/53
	Maths 74/67	Maths 70/57	Maths 66/53

<b>End of KS2</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
% at expected	Reading 79/64	Reading 71/65	Reading 70/66
	Writing 80/58	Writing 67/62	Writing 67/63
	Maths 82/65	Maths 76/61	Maths 70/62

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils & Baseline levels for all areas of development are significantly below age-related expectations.
	Many pupils eligible for PP also have other factors such as EAL, SEND, gender, persistent absenteeism, ethnicity, term of birth to consider when planning successful provision.
	A proportion of PP children do not have access to ICT, including access to wi-fi at home.
	Gaps in attainment between PP and Non-PP groups are evident in some year groups and some core subjects.
	A proportion of PP children do not access wider provision to build their cultural capital.
	History of significant attainment gap in Y3 2020-21 cohort.
	A significant group of families not represented through PP are vulnerable due to homelessness, poverty, no recourse to public funds, which impacts on attainment.
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
	Gascoigne is ranked in the highest percentile of all schools for deprivation – school's Family Liaison Practitioners work intensively with families who fall into this category.
	Education and crime deprivation indicators are in the top nationally – our Family Liaison Practitioners work intensively with families affected.

	Following the partial closure of the school from March 2020-September 2020 (Covid 19) some PP pupils were not fully accessing education using online platforms and absence was high in the weeks leading up to the closure.
	Health and Income deprivation indicators are in the top percentile nationally.
	Living Environment and Employment indicators are high.

<b>2020-2021 Intended Outcomes</b>		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1</b>	Develop bespoke provision for PP pupils in EYFS.	Pupils eligible for PP in EYFS make rapid progress from their very low starting points. PP pupils meet the Communication and Language and Speaking elements of the Early Learning Goals. Provision offsets any lack of pre-school experience due to Covid closure.
<b>2</b>	Attainment at end of KS1 & KS2 for pupils eligible for PP in line with Non-PP.	Attainment of PP pupils in line with peers for RWM & combined. There is an upward school trend in the attainment and progress measures of PP pupils.
<b>3</b>	PP pupils above age-related expectations make at least expected progress across year.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, by the end of KS1 and KS2 in maths, reading and writing.
<b>4</b>	Increased opportunities for PP pupils to build own vocabulary, cultural capital and confidence.	Club registers, visit registers show take up of pupils eligible for PP at least in line with Non-PP. Pupils eligible for PP learn an instrument with take up at least in line with All. Pupil voice of pupils eligible for PP is consulted regularly and captures benefits of additional opportunities.
<b>5</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance is in line with or exceeds that of other pupils.
<b>6</b>	PP pupils' reading is brought back in line with age-expected following closure	Appropriate provision and trained staff in place to diagnose reading level and actions.

<b>Planned expenditure</b>	
<b>Academic year</b>	<b>2020-2021</b>

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.

<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When/how will you monitor and evaluate?</b>
Continued improved attainment for all children in Writing especially in Greater Depth.	Quality CPD to increase subject knowledge and pedagogy. Targeted support for vulnerable pupils and those not on track – together with their parents. Bespoke provision for pupils exceeding age-related in Writing.	School's data shows that writing is an area for development for PP over time.	Curriculum review continues, to ensure it is relevant in meeting the needs of all pupils. Continuing accurate diagnostic assessment in writing.	DHTs AHTs YGLs PACE Colleagues	SLT and YGL monitoring of recorded learning and data. Pupil Voice
Improved attainment in Mathematics	Parents workshops and targeted support for children who are eligible, vulnerable or not on track. Roll out of Maths No Problem. Revision and study guide provision.	We are keen to reference our attainment and progress in mathematics against those of similar, and the highest performing, schools in the borough as well as Nationally. SLT will work with colleagues across the PACE Trust to evaluate the quality of teaching, learning, marking and feedback in this area to develop a clear plan of action to impact on progress.	AHTs leading on English and Maths and newly-appointed YR leader. Moderation to ensure consistency of expectation and the sharing of good practice will underpin improvements. Assessment and review systems in place to plan response to data.	DHTs AHTs YGLs PACE Colleagues	Progress meetings. School data collections.
A Skilled workforce of teachers and Teaching and Learning Advocates	Personal Mentoring programmes in place for QTS and NQTs. Read Write Inc training and in-school expertise. NPQSL, NPQH and Masters course access to develop leadership at all levels.	Staff turnover in July 2020 is low, allowing for development of existing staff and building on training and practice that staff have already received. All teachers will need to be able to deliver RWI, Whole Class Reading, Maths No Problem quickly and effectively to help pupils to return to age-related expectations following closure.	DHTs to ensure training is booked, in place early and suitable attendance. Coaching and mentoring to ensure that follow up and impact are evident in pupils' outcomes following CPD. Appraisal identifies additional training needs and responds swiftly.	DHTs	DHTs YGLs Through appraisal, YGL feedback, personal plans for trainees.
Improved attainment for children in Reading.	Continue with and develop Whole Class Reading which has been implemented across the school. Identification of children who are eligible, vulnerable or not on track for reading daily, tuition, RWI tutoring, KS2 comprehension focus.	We want to continue to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school. The development of these skills will be built into Reading lessons across the school. It is	SLT Lead will monitor teaching, expectations and outcomes. Year Group Leads will know which children need support to diminish the difference. Robust assessment of reading to provide diagnostic info and teachers able to respond to assessment outcomes. Reading Lead will monitor standards across the school and identify trends and patterns to address. Reading Lead will map out CPD	DHTs AHTs YGLs PACE Colleagues	Assessment outcomes. Reading with pupils. YGL feedback on WCR and texts.

	All staff can teach reading with the RWI approach to decoding.	noted in Sep 2020 that reading attainment for many pupils has declined as a result of school closure.	across the Year to address these and improve teachers' subject knowledge and the provision across all Key Stages.		
Raise the attainment percentage of PP reaching Greater Depth in English.	AHT/YGLs to arrange targeted curriculum lessons to increase number of children reaching GD standard in YR,2,6. Continue to develop staff understanding of the curriculum content and skills for GD.	This experienced teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics and replaces work that previously would have been done in TLA groups. GD outcomes for PP not yet in line with national or Non-PP.	YGL identification of pupils on track for GD and arrangements in year group re. Planning, provision, organisation. SLT links to monitor.	YGLs DHTs AHTs	Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.
Assessment and feedback	Fully implement updated school assessment policy with emphasis on verbal feedback to ensure that all pupils and in particular PP pupils know their next steps in learning and have the language to discuss and review.	Following lockdown, pupils will need teacher support to identify what they need to revisit and review and in the case of pupils who have made good progress, to extend. To manage teacher workload and work environment on return to school.	Pupil interviews to monitor impact. SLT and YGL to work with parents to check understanding of how home learning can support. Progress evident in recorded learning and school Assessment Sheet.	DHTs YGLs	Pupil interviews. Recorded learning and assessment sheet monitoring.

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Oracy in EYFS	<i>Words First</i> Speech and Language Therapist	Many pupils will not have had pre-school experience due to closure. Over time, the school on-entry baseline is very low in terms of early Language and Communication.	SLT monitoring provision from weekly therapist work in school.	DHT and YR YGL	Weekly
National Tutoring Partners & National Tutoring Coaches – see separate funding pending as of Sep 2020	Organisation, implementation and evaluation of these newly-introduced initiatives- further info pending Sep. 2020.	Government and EEF research and funding to address missed learning during closure.	Identify leadership of the initiative. Access funding as early as possible. Draw on staff who understand the school needs and pupil profile.	HT	YGL monitoring outcomes for pupils who access and report to AHT Inclusion and DHT for review.

Disadvantaged pupils have access to technology to enable learning beyond the class lessons.	Rollout of hardware to pupils in need.	A significant number of families could not fully access learning online during lockdown. On return to school, access to learning online will aid progress to age-related expectations. In a case of further absence from school, this will ensure that disadvantaged pupils can maintain learning off site.	Governor monitoring and reporting. SLT liaison with IT manager re. Procurement, training and rollout.	HT	Weekly progress check.
Early Reading teaching enables reading fluency in KS1 and for new arrivals or pupils with particular needs in KS2.	Read Write Inc Phonics: whole class and 1-1-tutoring and group intervention.	Increase over time on phonics and reading outcomes for pupils.	DHT leading on early reading. Continue to build on aspects of programme already embedded in school and	DHT	6- week RWI assessment cycles.
Increase attainment and Expected and GD for all pupils and in particular disadvantaged pupils in Writing	Greater Depth workshops Y2,6 and writing interventions from SLT.	Writing for PP pupils continues to be an area to improve. Many pupils' experience of writing out of school is limited.	SLT to plot provision and teaching dates. Review of writing for targeted pupils to ensure provision addresses needs.	AHT, DHT	Half termly.

### Wider strategies

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 attainment Y2-6 in English and Mathematics for pupils on cusp of expected achievement.	TLAs to run 1:1 session for identified pupils in Y1-6. After school.	TLAs are trained in delivering comprehension sessions and this has resulted in improved outcomes for Y2 and y6.	Thorough analysis of attainment and progress through the Pupil Progress Meetings. YGL monitoring of quality of sessions.	DHTs AHTs YGLs	Half Termly
Improved attainment in Y6 English and Mathematics	Provide pre-school pre-teaching for targeted pupils and identified interventions such as appropriate. This will be provided by selected pupils for 30 minutes before school each day and runs alongside breakfast club.	To intervene as soon as possible to address gaps in understanding for pupils. This will either follow from the previous days English or Mathematics lesson assessments or be in response to prior assessments of knowledge in learning that is due to be taught. Interventions will be provided by selected trained teaching assistants.	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	SLT YGLs	Half Termly

Disadvantaged families supported on a wider basis in order to improve outcomes for pupils.	Family Liaison Practitioners (2)	Effective ongoing support for families regarding health, housing, welfare, legal, attendance matters.	Feedback from families. Addressing of issues in times of crises as well as quality of proactive work with families and quality of relationships the school has with parents.	AHT Inclusion HT	Ongoing
Ensure targeted children have a good start to their learning day at school	Provide Breakfast Club catering for up to ninety children and fund attendance for disadvantaged or vulnerable pupils	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Provision is overseen by the Inclusions Team who also ensure that the correct children are targeted.	FLPs DHTs Inclusions Leads	Half Termly
Increased involvement in sports, music and art and targeted motor skill development.	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available.	The impact of sports, music and art participation is, we believe, the ethos the school. It is built upon team and individual learning behaviour skills that enable the children at Gascoigne to access their learning in a calm and intelligent manner. We are sure that the role of sport in developing these core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.	Involvement in competitive team sports, music event engagement and art projects. Pupils in receipt of a broad curriculum and learning skills that may not be possible to learn from home.	YGLs DHTs AHTs Sports Leads	Half termly.
Access to educational enrichment and cultural experiences for all.	To ensure that all children are able to attend the residential visits by subsidising.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the school's Finance Officer.	Finance Officer HT DHT	
Increased involvement in STEM activities. Newly introduced 'Young Engineers' Intervention.	To ensure most vulnerable/PP pupils are accessing learning suited to their interests.	This intervention will involve pupils who will develop skills of de-constructing mechanisms such as bikes and construct them so that they learn about the mechanics.	This will be led by Learning Mentors in the afternoon and will be linked to learning of core subjects, will be monitored by Inclusions Managers.	DHTs AHTs/Inclusions Leads	