



Pupil Premium Strategy Statement 2018-19

*Data from *Target Tracker (Summer 2018)*

Current Summary Information (18/19)					
School	Gascoigne Primary				
Academic Year	2018/19	Total PP budget	£483,120	Date of most recent PP Review	Dec 2018
Total number of pupils	1280 (Dec 18)	Number of pupils eligible for PP	Pupil Premium 268 EYPP - 14	Date for next internal review of this strategy	Dec 2019

Spending 2017-18

Item/ Project	Cost	Objective
Investment in Literacy and Language / Read Write Inc. schemes	20,000	To provide structured Literacy teaching programmes with good quality resourcing and training.
Recruitment of additional Teaching and Learning Advocates	90,000	Programme of targeted intervention across every year group. To deliver programmes which meet the needs of identified pupils.
Specialist Music Teachers	10,000	To develop musical interest of pupils and curriculum enrichment.
Recruitment of Learning Mentors/offset against salary	90,000	To provide support with learning to vulnerable pupils and tackle underachievement.
Recruitment of Family Liaison Practitioners/ offset against salary	36,000	To provide support to vulnerable families / reduce PAs.
Recruitment of Nurture Team/offset against salary	76,000	To support/intervention for pupils who are vulnerable or have SEMH needs.
Recruitment of ASC Team/ offset against salary	90,000	To support pupils with ASC
Uniform subsidy	2,000	Reducing overall price/helping out those that need it/ 100% uniform compliance.
School Dinners subsidy	3,100	Non-payment/visitors/hungry children/ poor pack lunching/ helping out family.
Attendance awards	1,900	To support FSM pupils attendance.
Theatre Visits & Pantomimes	4,208	Enhanced cultural experiences.
After school club subsidy	2,100	Increased confidence of children. Participation of selected children (FSM).
Swimming	12,387	Support healthy lifestyle and increased confidence of children.
Enrichment Educational Experiences	20,000	Reducing overall price/helping out those that need it.
Breakfast booster lessons	600	Year 6 classes x 5 – Preparation for SATs

The Pupil Premium Fund is also used for many ad hoc resources and events paid for to support disadvantaged and vulnerable pupils.

Taken from School's Own Data (Arrow shows direction of travel compared with last year's data).

% of pupils who made 6+ steps progress in **all Areas of Learning**:

Eligible for PP: 72%

Not eligible for PP: 67.5%

Reception Progress 2017-18		
Cohort 34/208 pupils	% Pupils eligible for PP (no. 34)	% Pupils not eligible for PP (no. 174)
Reading (6+ steps or more progress in Areas of Learning)	76% (19)	70% (106)
Writing (6+ steps or more progress in Areas of Learning)	72% (18)	70% (106)
Number (6+ steps or more progress in Areas of Learning)	76% (19)	65% (99)

% of pupils achieving a **Good Level of Development** (overall) by the end of the year:

Eligible for PP: 56%

Not eligible for PP: 74.1%

ALL PUPILS: 71.7%

Reception Attainment 2017-18		
PP Cohort 25/177 pupils	% Pupils eligible for PP (no. 34)	% Pupils not eligible for PP (no. 174)
Reading (ELG+)	60% (15)	71% (108)
Writing (ELG+)	56% (14)	69% (105)
Number (ELG+)	60% (15)	71% (108)

Year 1 Progress 2017-18 (Aut2 – Sum2 data)		
PP Cohort 40/171 pupils	% Pupils eligible for PP (no. 40)	% Pupils not eligible for PP (no. 131)
Reading (4+ steps or more progress)	73% (29)	68% (89)
Writing (4+ steps or more progress)	55% (22)	53% (69)
Mathematics (4+ steps or more progress)	58% (23)	55% (72)

Year 1 Attainment 2017-18		
PP Cohort 41/194 pupils	<i>% Pupils eligible for PP (no. 41)</i>	<i>% Pupils not eligible for PP (no. 153)</i>
% of pupils achieving the expected standard and above in reading, writing and maths	↑54% (22)	52% (80)
Reading (Exp+)	↑73% (30)	71% (108)
Writing (Exp+)	↑56% (23)	55% (84)
Mathematics (Exp+)	↑66% (27)	63% (96)

Year 2 Progress 2017-18		
PP Cohort 39/119 pupils	<i>% Pupils eligible for PP (no. 39)</i>	<i>% Pupils not eligible for PP (no.80)</i>
Reading (6+ steps or more progress)	59% (23)	68% (54)
Writing (6+ steps or more progress)	59% (23)	69% (55)
Mathematics (6+ steps or more progress)	62% (24)	75% (60)

Year 2 Attainment 2017-18		
PP Cohort 40/141 pupils	<i>% Pupils eligible for PP (no. 40)</i>	<i>% Pupils not eligible for PP (no.101)</i>
% of pupils achieving the expected standard and above in reading, writing and maths	↑48% (19)	45% (45)
Reading (Exp+)	↑65% (26)	61% (62)
Writing (Exp+)	↑48% (19)	46% (46)
Mathematics (Exp+)	↑65% (26)	65% (65)

Year 3 Progress 2017-18 (Core pupils who have remained at the school throughout Yr3)		
PP Cohort 50/135 pupils	<i>% Pupils eligible for PP (no. 50)</i>	<i>% Pupils not eligible for PP (no. 85)</i>
Reading (6+ steps or more progress)	76% (38)	64% (54)
Writing (6+ steps or more progress)	66% (33)	70% (59)

Mathematics (6+ steps or more progress)	76% (38)	77% (65)
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Year 3 Attainment 2017-18		
PP Cohort 51/160 pupils	% Pupils eligible for PP (no. 51)	% Pupils not eligible for PP (no. 109)
% of pupils achieving the expected standard and above in reading, writing and maths	↓ 29% (15)	36% (39)
Reading (Exp+)	↑ 61% (31)	46% (50)
Writing (Exp+)	↓ 33% (17)	40% (44)
Mathematics (Exp+)	↓ 49% (25)	58% (53)

Year 4 Progress 2017-18 (Core pupils who have remained at the school throughout Yr3 & Yr4)		
PP Cohort 60/116 pupils	% Pupils eligible for PP (no. 60)	% Pupils not eligible for PP (no. 56)
Reading (12+ steps or more progress)	57% (34)	61% (34)
Writing (12+ steps or more progress)	67% (40)	64% (36)
Mathematics (12+ steps or more progress)	57% (34)	54% (30)

Year 4 Attainment 2017-18		
PP Cohort 63/147 pupils	% Pupils eligible for PP (no. 63)	% Pupils not eligible for PP (no. 84)
% of pupils achieving the expected standard and above in reading, writing and maths	↑ 41% (26)	33% (28)
Reading (Exp+)	↑ 56% (35)	45% (38)
Writing (Exp+)	↑ 49% (31)	38% (32)
Mathematics (Exp+)	↑ 52% (33)	42% (35)

Year 5 Progress 2017-18 (Core pupils who have remained at the school throughout Yr3 to Yr5)		
PP Cohort 50/114 pupils	% Pupils eligible for PP (no. 50)	% Pupils not eligible for PP (no. 64)
Reading (18+ steps or more progress)	60% (30)	70% (45)
Writing (18+ steps or more progress)	72% (36)	80% (51)

Mathematics (18+ steps or more progress)	54% (27)	67% (43)
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Year 5 Attainment 2017-18		
PP Cohort 64/179 pupils	% Pupils eligible for PP (no. 64)	% Pupils not eligible for PP (no. 115)
% of pupils achieving the expected standard and above in reading, writing and maths	↑ 53% (34)	54% (62)
Reading (Exp+)	↑ 88% (56)	82% (94)
Writing (Exp+)	↑ 53% (34)	55% (63)
Mathematics (Exp+)	↑ 84% (54)	90% (103)

Year 6 Progress 2017-18 (Core pupils who have remained at the school throughout Yr3 to Yr6)		
PP Cohort 55/102 Core Pupils	% Pupils eligible for PP (no. 55)	% Pupils not eligible for PP (no. 47)
Reading (24+ steps or more progress)	84% (46)	79% (37)
Writing (24+ steps or more progress)	80% (44)	87% (41)
Mathematics (24+ steps or more progress)	75% (41)	83% (39)

Year 6 Attainment 2017-18		
PP Cohort 64/138 Pupils	% Pupils eligible for PP (no. 64)	% Pupils not eligible for PP (no. 74)
% of pupils achieving the expected standard and above in reading, writing and maths	↑ 59% (40)	70% (52)
Reading (Exp+)	↑ 73% (47)	78% (58)
Writing (Exp+) (a school priority 2018-19)	↓ 63% (40)	72% (53)
Mathematics (Exp+)	↑ 70% (45)	74% (55)
Science (Exp+)	↑ 75% (48)	80% (59)

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils.
B	Baseline levels for all areas of development are significantly below age-related expectations.
C	Many pupils eligible for pupil premium also have other factors such as EAL, SEND, gender, ethnicity, term of birth to consider when planning successful interventions.
D	A proportion of pupil premium children do not have access to ICT, including access to internet resources at home.
E	A proportion of pupil premium children do not access the local library; new school policy – all year groups visit the local library School actively promote access to library – improved links.
External barriers (<i>issues which also require action outside school</i>)	
A	Gascoigne is ranked in the highest percentile of all schools for deprivation – our Family Liaison Practitioners work intensively with families who fall into this category.
B	Education and crime deprivation indicators are in the top nationally – our Family Liaison Practitioners work intensively with families affected.
C	Health and Income deprivation indicators are in the top percentile nationally – Family Liaison Practitioners support families who fall into this category; they also work with families who have no recourse to public funds.
D	Living Environment and Employment indicators are high – addressed in part by actions of our Family Liaison Practitioners.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for PP pupils in EYFS.	Pupils eligible for PP in EYFS make rapid progress from their very low starting points, More PP pupils meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year.
B.	Higher rates of attainment in KS1 / KS2 for pupils eligible for PP including the combined measure.	There is a narrowing gap in the attainment and progress measures of PP pupils and their peers. There is an upward trend in the attainment and progress measures of PP pupils. More pupils eligible for PP achieve the combined measure for reading, writing and mathematics.
C.	Higher rates of attainment and higher number of children achieving above expected progress in KS1 / KS2.	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. More PP pupils achieve the combined for exceeding expected progress.
D.	Increased opportunities for PP pupils.	Club registers and tracking shows increased access and take up of pupils eligible for PP. More pupils eligible for PP learn an instrument. Pupil voice of pupils eligible for PP is positive and captures enjoyment of additional opportunities.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves so that it is in line with or exceeds that of other pupils.

Planned expenditure

Academic year

2018/19

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.

Quality of teaching for all

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 for all children in Writing.	Clear links to the SDIP 2018-19. Quality CPD to increase subject knowledge and pedagogy. Targeted support for vulnerable pupils and those not on track – together with their parents. https://primarysite-prod-sorted.s3.amazonaws.com/gascogneprimaryschoolssex/UploadedDocument/5a5c7460892a4cbaafc95e9c4b1b3166/sidp-summary-plan-2018-19.pdf	School's data shows that writing is an area for development and for white British boys in particular. We want to ensure that neither gender, socio-economic background, ethnicity, term of birth is a barrier to the progress children make in their writing. We want children to be inspired to write and choose to write for a range of reasons. We will ensure parents are involved in this and utilise time spent at home e.g. during holidays.	PACE Trust heads and external consultant has been commissioned to carry out reviews across the schools and work with English/Writing Leads to improve pedagogy, practice and outcomes. Curriculum review has begun to ensure it is relevant in meeting the needs of all pupils. SLT and YGL monitoring of recorded learning and data. Pupil Voice	DHTs AHTs YGLs PACE Colleagues	April 2019
Improved attainment for children in Mathematics.	Externally led review of teaching in Mathematics and the related areas of learning for foundation stage. Focus on pedagogy especially in regards to Mastery. Parents workshops and targeted support for children who are eligible, vulnerable or not on track.	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.	Newly established Mathematics Impact and Outcomes Team will review policy and practice. This will be driven from the analysis of data and outcomes from monitoring. Moderation to ensure consistency of expectation and the sharing of good practice will underpin improvements. EYFS team will have a focus on Mathematics, Shape in particular.	DHTs AHTs YGLs PACE Colleagues	April 2019
Improved attainment for children in Reading.	Whole Class Reading has been implemented across the school, this coincided with training for staff. Identification of children who are eligible, vulnerable or not on track for reading daily, adult consistent in order to build positive relationship and love of reading.	We want to invest some of the PP 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.	SLT Links will monitor the standards of reading within their Year Groups, Year Group Leads will know which children need support to diminish the difference. Reading Lead will monitor standards across the school and identify trends and patterns to address. Reading Lead will map out CPD across the Year to address these and improve teachers' subject knowledge and the provision across all Key Stages.	DHTs AHTs YGLs PACE Colleagues	April 2019
Pupil Premium Review	HT and DHTs review PP data across the school and review actions needed.	Full audit of processes and procedures to evaluate the impact of current practice and identify how Gascoigne can further improve the value made from pupil premium funding.	Staff Meeting time set aside to develop the ensuing Pupil Premium action plan as a key driver for our School Improvement and Development Plan (SIDP)	HT DHTs Governors	April 2019

	Senior Leaders and Year Group Leads scrutinise data for year groups and discuss any action needed. Subject Leads analysing data and addressing actions.	Actions taken after review to maximise progress of identified pupils.	Impact and Outcomes teams assigned to address priority areas to drive improvements. Governors linked to key areas to provide challenge and support where needed.		
Raise the attainment of percentage reaching expected and higher standards in Year 2.	DHT to teach high attaining pupils in Year 2 for Mathematics and English, three mornings per week. YGL to arrange targeted booster lessons to increase number of children reaching expected standard.	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.	Each Year group leader will manage their team to best need the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs DHTs AHTs	Half Termly

Targeted support					
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?
Use experienced teachers to deliver the most effective use of targeted support work	Assistant Headteachers identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practice during external reviews of teaching and learning.	Each Year Group Leader will manage their team to best meet the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs DHTs AHT	Half Termly
Provide additional focused support for teaching in Year 2 / 4 / 6	Assistant Heads provide additional capacity to support the teaching team in providing high quality smaller group teaching support.	As above	As above	DHTs AHTs	Half Termly
Inclusion Managers and AHTs teaching in year 5 and 6 for Mathematics and English – Higher % of PP children achieving ARE	Inclusions Managers, DHTs, AHTs and TLAs to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Targeted support provided to catch up for short bursts of time. Interventions and pupil progress will be monitored to ensure effectiveness.	Each Year Group Leader will manage their team to best meet the children's needs, with first reference to Pupil Premium children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	YGLs AHTs DHTs	Half Termly

Other approaches					
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 in Y2, Y4 and Y6 English and Mathematics	TLAs to run 1:1 sessions for identified pupils in Y2, Y4 and Y6	Research including identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Thorough analysis of attainment and progress through the Pupil Progress Meetings.	DHTs AHTs YGLs	Half Termly
Improved attainment in KS1/2 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
Improved attainment in KS1/2 English and Mathematics	Trained TLAs to run interventions, each afternoon for targeted pupils.	Research shows that trained TLAs running planned interventions will add around 2 months to a child's learning ability. Interventions in Mathematics and English are targeted for PP children.	Children identified for interventions by Inclusions Managers or class teachers who then monitor the success of their intervention.	Inclusions Managers Class Teachers	Half termly
Improved language development of pupils in Reception and Nursery	Targeted speech and language support by a contracted speech and language therapist to develop oral language and listening skills.	Research suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that many of our children do not start school with, that their formative years in education would be further disadvantaged.	Children identified for AHTs / Inclusions Managers and monitored through regular observations in areas of provision and by half termly on-going assessment by key workers.	DHTs AHTs Class Teachers	Half Termly
Develop computer literacy, and access for targeted children	After school ICT clubs in ICT suite for 5 groups of children, aimed at children who do not have computers at home.	Some children report they cannot access a computer at home. It is our view that in a rapidly developing IT driven world that this is a disadvantage that must be addressed at Primary School.	Monitored by teachers involved and through class teacher discussion with children and ad hoc view of their school ICT use in terms of confidence and ability to use effectively.	Class Teachers	Half Termly
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 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 participation is, we feel 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.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	YGLs DHTs AHTs Sports Leads	April 19
Access to educational enrichment experiences for all	To ensure that all children are able to attend the residential visits by subsidising these	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	April 19

Notes: