



Gallions Primary School Pupil Premium Plan & Evaluation 2018-19

For the financial year 2014-2015, our allocated Pupil Funding was **£217,800**

Throughout the year, the funding will be used to both narrow the gap between pupils eligible for the Pupil Premium and their peers, and to support them reach their full potential.

Based on research from the Education Endowment Foundation: <http://educationendowmentfoundation.org.uk/toolkit/>, we have allocated a significant amount of the Pupil Premium to funding additional adults - specifically teachers and curriculum enrichment leads.

This is aimed at developing high quality and personalised feedback and to improving attitudes to learning through rich and varied learning experience, which are specifically targeted at motivating children to engage in learning.

Evaluation of Pupil Premium Expenditure:

The headteacher and senior leaders update governors on the Pupil Well-Being and Curriculum Committee (PWCC) outlining the cost effectiveness, progress made by pupils receiving a particular provision and the steps towards narrowing the attainment gap between disadvantaged pupils and their peers.

As part of this process, we identify:

- Specific children who are underperforming
- Barriers to learning through discussions with class teachers and parents/carers
- Barriers to learning for children in our community and disadvantaged children in general
- Next steps in identifying appropriate interventions to combat identified barriers to learning

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| Total Pupils on roll | |
| Total amount received 2018/2019 | £217,800 |



We have identified the following barriers to learning, affecting attainment and progress

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| A | Lack of preschool exposure to high quality literature and language leading to poor early literacy skills and comprehension skills |
| B | Low levels of attendance |
| C | Complex family difficulties leading to lack of support at home |
| D | Limited exposure to high aspirations for the future (limited knowledge of academic skills linked to future learning) |
| E | Lower levels of engagement within the QFT they are exposed to |
| F | Limited exposure to wider opportunities and role models outside of school life |
| G | Lack of awareness and understanding of their role as a learner (passive learners, rather than active learners) |

| | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 |
|--|-------------|-------------|-------------|
| Percentage of FSM Pupils | 15% | 17% | 21% |
| Number of FSM pupils eligible for Pupil premium | 88 | 104 | 113 |
| Number of looked after children eligible for Pupil Premium | 1 | 1 | 3 |



| Barrier to Learning | Chosen expenditure/desired outcome | Funding | Impact Evaluation | | | | | | | | | | | | |
|---------------------|---|-----------|---|--|---------|---------|-------|---------------|------------|-----------|-----------|----------------|-----------|----------|----------|
| A, E, G, | <p>Intervention & support</p> <p>Children in EYFS and Key Stage 1 joining the school at low-starting points to benefit from additional intervention (supplementary to QFT) enabling them to meet ELG and receive support in reading and mathematics as they begin the National Curriculum for Key Stage 1</p> <ul style="list-style-type: none"> • Afternoon KS1 TAs - (Reading and Mathematics) • Additional TAs across the EYFS will provided targeted support in speaking and listening and social interaction in the afternoons <p>Reading across the curriculum, supporting children's exposure to good quality texts and promoting reading for pleasure</p> <ul style="list-style-type: none"> • Staff appointed to lead library organisation - • Software updated to improve reading for enjoyment and the resources in the library <p>Building learner attributes, including confidence and resilience</p> <ul style="list-style-type: none"> • Spoken Word artist -confidence booster and inspiration for writing | £30,000 | <p>EYFS funded targeted speaking and Listening, identified as a significant learning barrier. In term 47% of the Reception cohort were assessed as below the expected standard (17% significantly below) in S&L. Targeted intervention ensured significant progress, with 14% below the expected standard.</p> <p>Catch up- intervention has predominantly focused on Year 1 with tailored instruction supporting individuals and small groups with phonics catch-up and basic skills in mathematics. Staff leading interventions have received training in assessment and planning ensuring close tracking of progress.</p> <p>From very low starting points, in a cohort characterised by high levels of SEN and EAL, children in Year 1 have made significant gains, with the 83% of pupils meeting the expected standard in the Phonics Screen Check (PSC)</p> <p>Future funding allocation should be targeted towards Year 2 to reverse the gap noted in disadvantaged pupils and their non-disadvantaged peers.</p> <table border="1" data-bbox="1200 1114 1951 1294"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS Meeting+</td> <td>12/15= 80%</td> <td>11/15=73%</td> <td>10/15=67%</td> </tr> <tr> <td>EYFS Exceeding</td> <td>4/15= 27%</td> <td>2/15=13%</td> <td>2/15=13%</td> </tr> </tbody> </table> | | Reading | Writing | Maths | EYFS Meeting+ | 12/15= 80% | 11/15=73% | 10/15=67% | EYFS Exceeding | 4/15= 27% | 2/15=13% | 2/15=13% |
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| <p>A, C, G,</p> | <p>Leadership: Children in the EYFS join the school from low starting point.</p> <ul style="list-style-type: none"> An additional non-class based specialist EYFS lead appointed to support intervention, ensure tailored provision to meet learner needs and to work with families to aid transition into schooling. | <p>£40,000</p> | <table border="1" data-bbox="1205 76 1951 316"> <tr> <td>KS1 Meeting+</td> <td>21/35 = 60%</td> <td>21/35 = 60%</td> <td>21/35 = 60%</td> </tr> <tr> <td>KS1 Exceeding</td> <td>7/35 = 20%</td> <td>7/35 = 20%</td> <td>5/35 = 14%</td> </tr> <tr> <td>KS2 Meeting +</td> <td>85/112= 76%</td> <td>82/112=73%</td> <td>82/112=73%</td> </tr> <tr> <td>KS2 Exceeding</td> <td>19/112=17%</td> <td>14/112= 13%</td> <td>27/112=24%</td> </tr> </table> <p>Children have benefited from improvements to school library resources (including a dedicated librarian). Pupil voice has evidenced a growing enthusiasm for reading across the curriculum which has enhanced all areas of learning.</p> | KS1 Meeting+ | 21/35 = 60% | 21/35 = 60% | 21/35 = 60% | KS1 Exceeding | 7/35 = 20% | 7/35 = 20% | 5/35 = 14% | KS2 Meeting + | 85/112= 76% | 82/112=73% | 82/112=73% | KS2 Exceeding | 19/112=17% | 14/112= 13% | 27/112=24% |
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| <p>B, D E, F</p> | <p>Providing curriculum enrichment for children to broaden life experience and build confidence, self-esteem and aspirations</p> <ul style="list-style-type: none"> Artist in residence, Strings teachers, Performing Arts specialist teacher (25% week allocation) Extended Schools lead, ask it/grow it/cook it/film it initiatives - all provide pupils with access to aspirational adults and new opportunities. Educational Visits including Subsidised residentials (Sleep Over, FairPlay House, and Debden) Poetry Retreat to build self esteem - target children | <p>£85,000</p> | <p>Through curriculum enrichment and extended learning opportunities we ensure all children are motivated to engage with learning.</p> <p>This is evidenced by pupil and parent voice which consistently highlights enjoyment of the curriculum provision and the opportunity to pursue learning in an area of interest (particularly across the Arts -Music, Dance and Drama or Art) All children are supported in mastering the skill of performance which builds self-esteem in targeted pupils and allows them to experience excellence.</p> <p>Our residential offer (from Y3 onwards) builds resilience and independence and the ability to work and play co-operatively with others. Developing their personal and social skills has a clear and important impact their attainment and progress at school</p> | | | | | | | | | | | | | | | | |

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| <p>B, C, D, F</p> | <p>Providing pastoral care and family support for vulnerable children and their families, helping them access school and engage with learning</p> <ul style="list-style-type: none"> • Learning Mentor X 2 • Nurture Group • Programme (via Gardener in Residence) • Family Support Officer | <p>£75,000</p> | <p>Many of our families face life challenges that impact on day to day learning, perceptions of learning institutions and children's aspiration.</p> <p>We are increasingly successful at identifying these families through our extensive pastoral care team.</p> <p>Targeted support, early help and close out reach work with families has been very successful. This is consistently evidenced in parent feedback and feedback from external agencies.</p> |
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