



## Gallions Primary School Pupil Proposed Expenditure 2019-20

For the financial year 2014-2015, our allocated Pupil Funding was **£212,520**

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



Total Pupils on roll	
Total amount received 2019-20	£212,520

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

	2017 - 2018	2018 - 2019	2019 - 2020
Percentage of FSM Pupils	17%	21%	20%
Number of FSM pupils eligible for Pupil premium	104	113	102
Number of looked after children eligible for Pupil Premium	1	3	4



Barrier to Learning	Chosen expenditure/desired outcome	Funding	Impact Evaluation
A, E, G,	<p><b>Intervention &amp; support</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>• Afternoon KS1 TAs in Years 1 &amp; 2 - (Reading and Mathematics)</li> <li>• Additional TA across the EYFS will provide targeted support in speaking and listening and social interaction</li> </ul> <p><b>Reading across the curriculum, supporting children's exposure to good quality texts and promoting reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• New software to be implemented to improve reading for enjoyment and the resources in the library</li> <li>• Update book catalogue of books (across the school including in the Library and Class Reader sets) to reflect children's interests</li> </ul>	£45,000	<p>Pupils continue to join the school at low starting points and intervention in EYFS and Key Stage 1 remains in place as an effective approach in narrowing the gap between disadvantaged pupils and their more able peers.</p> <p>Due to the school closure period in the last academic year, end of year data is only based on the previous year's cohort, but formative and on-going assessment evidences a consistent trend in improved pupil outcomes. This can be seen in all areas of learning, specifically Speaking and Listening and early reading (across EYFS and KS1 but most notable in the accelerated progress made by our Nursery cohort).</p> <p>We recognise our disadvantaged children have suffered disproportionately during school closure period and we will address this in the next academic year via:</p> <ul style="list-style-type: none"> <li>• Continued targeted interventions</li> <li>• A full-time non class based lead EYFS/KS1 teacher and Reading Lead</li> <li>• Early reading provision for vulnerable groups in Lower Key Stage 2</li> <li>• Summer holiday additional interventions for target children</li> </ul>

<p>B, D E, F</p>	<p><b>Providing curriculum enrichment for children to broaden life experience and build confidence, self-esteem and aspirations</b></p> <ul style="list-style-type: none"> <li>• Artist in residence,</li> <li>• Strings teachers,</li> <li>• Extended Schools lead, ask it/grow it/cook it/film it initiatives - all provide pupils with access to aspirational adults and new opportunities.</li> <li>• Specialist Artists (across all areas of the curriculum</li> <li>• Educational Visits including Subsidised residential stays (FairPlay House/Outward Bound and Debden) Poetry Retreat for targeted pupils</li> </ul>	<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 continues to be 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)</p> <p>All children are supported in mastering the skill of performance which builds self-esteem in targeted pupils and allows them to experience excellence. In the year ahead, remaining Covid-secure we are committed to ensuring these opportunities can continue, but in a changed format.</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. We will look to provide these opportunities later in the year as the risks of the coronavirus continue to decline.</p>
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<p>D, E, G</p>	<p><b>Supporting vulnerable learners (specifically EAL children and those with SEN) narrow the gap with their more able peers</b></p> <ul style="list-style-type: none"> <li>• Trained TA assigned to Speaking and Listening interventions across the school</li> <li>• Trained TA assigned to work with children with English as an additional language</li> </ul>	<p>£30,000</p>	<p>SEN and EAL remain a barrier for learners - in many cases our disadvantaged pupils (across the school we have 18% of pupils are registered with special needs - with 62% of this group requiring support in Communication and Social Interaction - and 52% of our pupils have EAL as an additional language).</p> <p>Specialist trained TAs provide structured programmes of intervention supporting children to access learning. On-going tracking and formative assessment evidences an impact on confidence and basic language skills. We will continue to provide this in the coming year - focusing more heavily on Speaking and Listening reflecting the wider impact of this intervention</p>
<p>B, C, D, F</p>	<p><b>Providing pastoral care and family support for vulnerable children and their families, helping them access school and engage with learning</b></p> <ul style="list-style-type: none"> <li>• Learning Mentor</li> <li>• Nurture Group Programme (via Gardener in Residence Autumn and Summer Term)</li> <li>• Family Support Officer</li> <li>• School Councillor to support mental well-being</li> </ul>	<p>£50,000</p>	<p>As a long-standing approach, we will continue to support our families with life challenges that impact on day to day learning, perceptions of learning institutions and children's aspiration.</p> <p>As in previous years, we are increasingly successful at identifying these families through our extensive pastoral care team and have been able to transform the educational experience of some of these families - with children going on to thrive at secondary school.</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>

