

## 2017-2018 Pupil Premium Strategy for Gordonbrock School

### Amount Of Pupil Premium Funding Received 2017-2018

Total number of pupils on roll	616 + 35 Nursery places (27 part time and 8 full time)
Number of pupils in receipt of the Pupil Premium Grant (PPG)	143
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	63
Number of pupils who were entitled to FSM at any point since the last Census day and in receipt of PPG	67
Number of LAC pupil in receipt of PPG	2
Number of Service children pupil in receipt of PPG	0
Number of adopted pupils in receipt of PPG	11
Total PP received	£196,300

### Identified Barriers To Educational Achievement

Gordonbrock will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

- Focus 1 Access to the curriculum – under achieving groups, in particular those who should be working at Greater depth
- Focus 2 Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities
- Focus 3 Attendance
- Focus 4 Parental engagement with the school - especially regarding attendance at information, workshop evenings and completion of homework
- Focus 5 Children in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning
- Focus 6 Children in receipt of the Pupil Premium Grant, who have English as an additional language (EAL) - in particular, focusing on reading and writing
- Focus 7 Aspiration – focusing particularly on higher achieving Pupil Premium pupils
- Focus 8 Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs

## **Rationale For Expenditure**

All expenditure is based on data analysis and detailed knowledge of our families.

As identified in the 2016-2017 impact statement, accelerated progress is required for Pupil Premium pupils in Maths – in particular years 4 and 5 (current Y6 and Y5) as well as those children who left KS1 at Greater depth (or Level 2A/3) in reading, writing and maths. Funding has been allocated to release the HoS and DHTs to teach specific writing and maths groups in Year 6. This group includes a large proportion of PP pupils who were not at Age Related Expectation (ARE) at the start of the year.

This year, we will continue to fund additional TA hours to provide in class support to those Pupil Premium children with Special Educational Needs or Disabilities (SEND). Our school will be working across the federation, in particular with the EAL lead to provide cross-federation training to share best practice with staff and recommend resources that will further develop the support for those Pupil Premium children who use English as an additional language (EAL). We recognise the importance and the positive impact that TA interventions and targeted reading with Pupil Premium pupils had last year, which is why we are continuing to ring fence a proportion of the PPG funding for this purpose.

Last year, we increased the amount of time and range of activities undertaken by our Learning mentor and Inclusion TAs to support PPG children who

- have social communication, emotional and/or behaviour issues.
- lack aspiration and/or confidence and therefore fail to reach their potential.
- do not benefit from a wide range of enrichment activities

This support will be ongoing this year. The work of the Learning Mentor and Inclusion TAs will continue to develop last year's programme of support in class as well as building and developing their relationship with the children when working on a 1:1 basis. To ensure we support our higher attaining Pupil Premium pupils, all members of staff, including the Inclusion TAs and Learning Mentor, will be providing support for children to become 'in class' experts as outlined in the SIP - Inclusion. In addition to this, all staff will be using training and advice from our federation EAL lead to further develop the progress of those Pupil Premium pupils with EAL.

At Gordonbrock, we understand that times may be financially difficult and when parent/s or carers are unable to afford to pay for after school activity clubs, school trips and residential trips we will consider subsidising these events. This is why we will continue to ring fence a proportion of the budget to provide that extra support for our children as needed. As well as this, Gordonbrock will continue to provide access to a broader education including additional excursions, in school workshops and assemblies as well as clubs will also be funded through the PPG grant.

**Planned Spending for 2017 - 2018**

Area of spend	Focus	Total allocation
Quality first teaching	Raising attainment to diminish the difference	£60, 000
Salary contributions for Deputy Head Teacher of Inclusion	Management of PP grant including monitoring of impact	£15, 000
Salary for one full time Learning Mentor who supports the children from 8:30am – 4:30pm	Personal and social and English and Maths	£12, 500
Salaries for Inclusion Teaching Assistants (TAs)	Personal and social and English and Maths	£27, 500
Salaries to provide additional hours for TA support in classes and for focused interventions	Attainment	£25, 000
Salary contributions for specialist teachers: Music, Art and French	Music, Art and French	£25, 000
Weekly intervention run by HoS or DHTs	English and Maths	£10, 000
Booster sessions (after school or during holiday times)	English and Maths	£5, 000
Additional learning resources (iPads, ICT programmes, Science, good quality texts for classrooms and the library)	English, Computing, Maths	£5, 000
Funding for after school activity clubs	Personal and social	£3, 000
Funding for extra enrichment activities (hockey, school trips, residential trips, Pantomime shows, Royal Opera House)	Personal and social	£5, 000
Well-being of Pupil Premium	Personal and social	£3, 000
		<b>£196,000</b>

Area Of Spend	Focus	Actions	Outcomes
Quality first teaching	1 5 6 8	<ul style="list-style-type: none"> <li>• Appoint and retain experienced teachers to raise quality of teaching and learning as outlined in SIP coaching and mentoring with needs identified during focus weeks.</li> <li>• Targeting children whose starting point at KS2 was equivalent to L3 or 2+ (school based attainment measure) to ensure that they continue working at Greater depth (links to the SIP plan – Inclusion).</li> </ul>	<ul style="list-style-type: none"> <li>• Most of teaching in the school to be outstanding (and never less than good). We believe outstanding teaching will ensure individual needs of pupil premium children are met and as a result they will continue to make accelerated progress</li> </ul>
Salary contributions for Deputy Head Teacher (DHT) of Inclusion	1 2 4 5 6 7 8	<p>Deputy Head Inclusion is non-classed based in order to</p> <ul style="list-style-type: none"> <li>• Coordinate the provision for Pupil Premium pupils</li> <li>• Attend pupil progress meetings to ensure teachers understand expectations from different starting points</li> <li>• Liaise with all professionals involved – TAs, Learning Mentors, outside professionals.</li> <li>• Deploy staff from the Inclusion team effectively</li> <li>• Liaise with Business Manager (BM) to ensure effective budget handling.</li> <li>• Build a trusting relationship with children and parents to enable the school to provide advice and support to raise attainment, attendance and engagement in school and child’s attitude to learning</li> <li>• Work with children on resilience and aspirations and social skills (see Assertive Mentoring)</li> <li>• Spend at least a third of her time supporting and monitoring Pupil Premium children and reviewing the support that is in place in school to ensure it has impact on those in receipt of the Pupil Premium Grant, in particular those with SEND and that use EAL</li> <li>• Be accountable to the Federation’s Governing body and keep them informed of actions and achievement and progress of Pupil Premium children, in particular those with SEND and that use EAL, by giving feedback of spending and impact, results of pupil interviews and analysis of data. This includes liaising with the link Governor for Pupil Premium</li> <li>• Monitor impact of interventions, in particular those that target pupil premium children with SEND or those that use EAL, ensuring that they remain effective and are driven by rigorous data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• A non-based class Deputy Head of Inclusion is available to liaise and support staff and to raise the profile of Pupil Premium, in particular those with SEND or have EAL.</li> <li>• DHT of Inclusion is available to attend pupil progress meetings to monitor the impact of interventions and provide extra support if necessary.</li> <li>• Communication between staff and outside agencies is clear and that advice from professionals is implemented.</li> <li>• Inclusion Team provided targeted support, driven by data or by need.</li> <li>• The funding has been used effectively and with the optimum outcome for the achievement of those children in receipt of the Pupil Premium Grant.</li> <li>• The Inclusion team will have a clear understanding of their role and the intervention they are running and will be kept up to date with any guidance.</li> <li>• The DHT and BM will ensure that all records for the expenditure of the Pupil Premium Grant are clear and are being used effectively.</li> <li>• Increased number of families will engage with the school and attend workshops and meetings.</li> <li>• The Governing body will understand how the school intends to diminish the differences through various interventions / actions. The Governing body will be able to question the data and the impact of any of the actions included in the strategy.</li> <li>• Interventions remain purposeful and data driven, which in turn makes a positive impact upon the children, whether it be social, emotional or academic.</li> </ul>

Area Of Spend	Focus	Actions	Outcomes
<p>A salary for one full time Learning Mentor (also our Attendance and Welfare Officer) who supports the children from 8:30am – 4:30pm</p>	<p>1 2 3 4 5 6 7 8</p>	<ul style="list-style-type: none"> <li>• To work 1:1 or in small groups with identified children to support their resilience and their emotional and social well-being. This may be for a short term targeted programme or longer term support if required.</li> <li>• To deliver a number of programmes to support various aspects of children’s social and emotional well-being such as: <ul style="list-style-type: none"> <li>○ Drawing and Talking</li> <li>○ Meditation</li> <li>○ Friendship Terrace</li> <li>○ Circle of Friends</li> <li>○ HELP meetings</li> </ul> </li> <li>• To build a trusting relationship with parents and support them to attend all the workshops and meetings arranged in school, trying to ensure that they are actively involved with their child’s education</li> <li>• To work alongside families on specific issues which are creating barriers to their child’s success at school. These can range from family illness or bereavement to temporary transport issues.</li> <li>• To support with the transition of Y6 pupils</li> <li>• Work with children on team building and social skills (see Lego Therapy, Assertive Mentoring)</li> <li>• To monitor attendance and punctuality of Pupil Premium children put in place strategies to ensure attendance is at least in line with national. Liaise with HoS, DHT of Inclusion and AWO as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Target pupils develop a positive mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectation/greater depth.</li> <li>• Pupil’s emotional and social well-being will improve</li> <li>• Families are enabled to better support their children at school</li> <li>• Better communication skills, enabling children to talk about their feelings, and to solve problems.</li> <li>• An improvement in the children’s abilities to change their behaviour, understand and learn about the world in which they live.</li> <li>• An improvement in social competency and an ability to adapt to social situations Children and parents are supported through the process of Secondary school transition and have access to extra support and guidance during the transition phase to Year 7</li> <li>• Parents are clear about the School’s expectations of their child’s attendance and understand the policies and procedures for attendance. As a result, attendance of this group exceeds national</li> <li>• Children who demonstrate consistently high standards of attendance are rewarded and celebrated</li> </ul>

Area Of Spend	Focus	Actions	Outcomes
Salaries for Inclusion Teaching Assistants (TAs)	1 2 5 6 7 8	<ul style="list-style-type: none"> <li>• To ensure PP children receive targeted support in their learning to secure best progress of PP across the school.</li> <li>• Targeting under-attaining and underachieving PP children in class</li> <li>• To provide targeted support in class</li> <li>• To run data driven interventions across phases <ul style="list-style-type: none"> <li>○ Lexia</li> <li>○ PAT</li> <li>○ Circle of Friends</li> </ul> </li> <li>• To assess and monitor interventions <ul style="list-style-type: none"> <li>○ British Picture Vocabulary Scale (BPVS) for Reception</li> <li>○ Lexia</li> <li>○ PAT</li> <li>○ Circle of Friends</li> <li>○ Lego Therapy</li> <li>○ HELP!!!</li> <li>○ Private SALT social skills groups</li> </ul> </li> <li>• To deliver a number of programmes to support various aspects of children's social and emotional well-being such as: <ul style="list-style-type: none"> <li>○ Mini Sanctuary</li> <li>○ Circle of Friends</li> <li>○ Social skills group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils that were underachieving start making accelerated progress.</li> <li>• Mini sanctuary ensures that children enjoy a healthy meal, use good table manners and are supported to engage in lunchtime games and to teach appropriate social, emotional and interaction skills</li> <li>• Children that are assessed by the BPVS programme are monitored or some support action is put into place for the child where necessary.</li> <li>• To enable children with emotional or behavioural difficulties to develop resilience, confidence and other life and learning skills and therefore improve their ability to access the curriculum.</li> </ul>
Salaries to maintain additional hours for TA support in classes and for focused interventions	1 2 4 5 6 7 8	<ul style="list-style-type: none"> <li>• To ensure PP children receive targeted support in their learning to secure best progress of PP across the school.</li> <li>• To ensure PP children have at least one extra opportunity per week to do 1:1 reading with an adult.</li> <li>• Targeting under-attaining and underachieving PP children in class</li> <li>• Targeting higher attaining PP pupils to develop and embed their knowledge further, in particular those children whose starting point at KS2 was equivalent to L3 or 2A to ensure they make expected progress and reach Greater depth (links to the SIP plan – Inclusion).</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller groups, targeted support allow for a quick, flexible response to any issues for groups or individuals, in particular for those with SEND or have EAL.</li> <li>• Gaps between PP and Non-PP pupils continue to diminish as those that are under achieving begin making more progress</li> <li>• PP pupils that were underachieving start making accelerated progress.</li> <li>• More higher attaining PP pupils to reach greater depth</li> <li>• Higher attainers to become 'experts' and develop their skills and knowledge by helping to peer coach in line with our Kagan ethos.</li> </ul>

Area Of Spend	Focus	Actions	Outcomes
Salary contributions for specialist teachers: Music, Art and French	1 2 4 5 6 7 8	<ul style="list-style-type: none"> <li>• Using specialist teachers to teach subjects</li> <li>• Specialist teacher plans and delivers lesson when team teaching with staff</li> <li>• Special teachers promote their subject across the school (trips/days/displays)</li> <li>• Specialist teachers use every opportunity to identify talent and target PP children</li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils benefit from the expertise of the specialist teacher.</li> <li>• PP children with talent are identified and supported to meet their potential</li> <li>• Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects – making sure that PP pupils are receiving quality first class teaching.</li> <li>• PP to take part in whole-school projects</li> </ul>
Weekly intervention run by HoS or DHT for children at risk of not making ARE	1 5 6 7 8	<ul style="list-style-type: none"> <li>• To plan and deliver outstanding Maths and English lessons to targeted pupils within a small group setting</li> <li>• To identify any parts of the curriculum that the children are finding challenging and redress</li> <li>• To ensure that any gaps in knowledge are diminished</li> </ul>	<ul style="list-style-type: none"> <li>• All learners are secure within the age appropriate standard at least in line with national expectations.</li> <li>• Children are to feel more secure which boosts their self-esteem and resilience.</li> <li>• PP children with an SEN benefit from small groups and more targeted support and make accelerated progress.</li> </ul>
Booster sessions (after school or during holiday times) run by HoS, DHT and experienced teachers	1 4 5 6 7 8	<ul style="list-style-type: none"> <li>• To plan and deliver outstanding Maths and English lessons to targeted pupils</li> <li>• Increase the adult to child ratio and therefore further support the targeted learners</li> <li>• Develop the skills of high attaining Pupil Premium children to ensure they reach their maximum potential</li> <li>• Arrange booster and intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>• For all Pupil Premium, in particular those with an SEN or who have EAL, benefit from small groups and more targeted support and make accelerated progress.</li> <li>• Children to achieve in line or exceed national expectation at the end of Year 6.</li> <li>• Children feel successful and are able to celebrate their achievements.</li> </ul>
Weekly Lego Therapy sessions run by the Learning Mentor	1 2 4 5 6 7 8	<ul style="list-style-type: none"> <li>• To promote social interaction between children.</li> <li>• To develop role-play</li> <li>• To give children an understanding of the perspective of other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Better communication skills, enabling children to talk about their feelings, and to solve problems. An improvement of children's abilities to change their behaviour, understand and learn about the world in which they live.</li> <li>• An improvement in social competency and an ability to adapt to social situations much better.</li> </ul>

Area Of Spend	Focus	Actions	Outcomes
Assertive Mentoring  Assertive mentoring is an intensive programme for targeted pupils. The focus is to develop their ability to recognise what is needed to improve their emotional state, which in turn will support their academic progress.	1 2 3 4 5 6 7 8	<p>Assertive Mentoring</p> <ul style="list-style-type: none"> <li>• To raise standards for targeted pupils whose behaviour/attitude to learning is severely impacting on their learning.</li> <li>• To motivate and involve children in their learning</li> <li>• Discuss the three 'As' – Attainment, Achievement and Attitude.</li> <li>• To build resilience and develop a positive mindset in line with the School improvement plan (SIP)</li> <li>• To inform and involve parents/carers in their child's learning</li> <li>• To celebrate the positive</li> <li>• Where a child is not making the expected progress then the appropriate interventions should be planned to support that progress before the next assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Children judge their own learning and begin to set high expectations for themselves</li> <li>• Children are clear on how to move on to the next stage</li> <li>• Children are empowered to take responsibility of their learning</li> <li>• Support is consistent and clear so that all children are entitled to the same high level of support.</li> <li>• Raised standards for all</li> <li>• Children feel valued and have a voice</li> <li>• Children become more organised and proactive</li> <li>• Parents engage with the school and their child's progress and echo the encouragements of the mentors to ensure the children reach their potential.</li> </ul>
Additional learning resources	1 2 5 7 8	<ul style="list-style-type: none"> <li>• Update programmes on the iPads</li> <li>• Provide 50% of the cost of Empribox which includes teacher training across KS1 and KS2 – linked to the SIP - Science</li> <li>• Purchase additional good quality texts for classrooms and the library.</li> </ul>	<ul style="list-style-type: none"> <li>• The skills learnt from computing can be transferred to many other subjects, increasing children's independent and consolidates their learning.</li> <li>• Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> <li>• Increase independence as pupils use iPads to create PowerPoints to report findings from School Council meetings.</li> <li>• Teachers and TAs utilise the various programmes to support a range of children through</li> <li>• Teachers are more aware of apps available to support different areas of need (i.e. spelling, memory, times tables, multi-language applications) as a result they will continue to make accelerated progress</li> <li>• Empribox will give all children a deeper understanding of Biology, Chemistry and Physics through: <ul style="list-style-type: none"> <li>○ Termly training for teacher sessions to develop their knowledge and understanding of the three areas of Science as well as the application of that knowledge.</li> <li>○ Provide opportunities for children to learn through exciting hands on experiments.</li> </ul> </li> </ul>

Area Of Spend	Focus	Actions	Outcomes
Funding for after school activity clubs	2 4 5 6 7 8	<ul style="list-style-type: none"> <li>To ensure children have the opportunity to engage in a range of outside clubs to support their talents and interests and expose them to a wide variety of experiences.</li> <li>To encourage, and where necessary, support PP children to access clubs</li> <li>To promote a healthy lifestyle and give children the opportunity to do something meaningful to do after school.</li> <li>To engage with parents of target pupils and create a dialogue to encourage them to allow their child to attend enrichment activities.</li> <li>Inclusion Deputy, with the support of the after-school Activity Clubs Manager, to monitor attendance of outside clubs and actively support the participation of range of clubs.</li> </ul>	<ul style="list-style-type: none"> <li>More Pupil Premium children have access to the enrichment activities that the school offers.</li> <li>Targeted children have access to a number of wider opportunities which can give them experiences that enrich their lives. This will support their academic success as these experiences will lay the foundations for new knowledge and skills.</li> <li>Children begin to convey their aspirations and think about how they are going to achieve them.</li> <li>Children build resilience through team.</li> <li>Children develop a healthier lifestyle.</li> <li>Inclusion Deputy and Activity Clubs Manager will monitor low attendance and contact parents to re-engage children and support families to ensure that the children's attendance does not fall below 95%.</li> <li>Rotated participation in clubs will result in a wider variety of opportunities.</li> </ul>
Funding for extra enrichment activities (hockey, school trips, residential trips, Pantomime shows, Royal Opera House, Kidzania, Film Festival)	2 4 5 6 7 8	<ul style="list-style-type: none"> <li>To subsidise school journey and school trips</li> <li>To ensure PP experience a wealth of real- life experiences, bringing the curriculum to life.</li> <li>To speak to parents of target pupils to explain the benefit of out of school activities and how this can support their child as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>Heavily subsidised school journey and school trips ensure they are affordable to all Pupil Premium pupils so they are not disadvantaged compared to their Non-Pupil Premium counterparts.</li> <li>Develops a dialogue between children about the opportunities they have experienced,</li> <li>Children begin to convey their aspirations and think about how they are going to achieve them.</li> <li>Increased self-motivation and self-belief, linked with our work to the Growth Mindset.</li> </ul>
Well-being of Pupil Premium Children	1 2 4 5 6 7 8	<ul style="list-style-type: none"> <li>To promote the well-being of the children and build resilience by going above and beyond and do as we see fit depending on circumstances e.g buy school uniform for children, PE kit, swimming kit, hampers, offer free breakfast club, homework club on an ad hoc basis etc</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the 'whole' child is supported academically, socially, and emotionally to diminish any differences they have, which may be preventing them from reaching their potential.</li> </ul>