

2018 -2019 Pupil Premium Strategy for Gordonbrock School

Amount Of Pupil Premium Funding Received 2018 - 2019

Total number of pupils on roll	619 + 34 Nursery places (20 part time and 14 full time)
Number of pupils in receipt of the Pupil Premium Grant (PPG)	128
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	64
Number of pupils who were entitled to FSM at any point since the last Census day and in receipt of PPG	53
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	9
Total PP received	£179,740

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 in Reading, Writing and Maths combined.
- Focus 2 Access to the curriculum – deepening pupils' breadth and depth of vocabulary.
- Focus 3 Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities.
- Focus 4 Attendance.
- Focus 5 Parental engagement with the school - especially regarding attendance at information, workshops Parents' Evenings and completion of homework.
- Focus 6 Children in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning - in particular, focusing on Reading and Writing
- Focus 7 Children in receipt of the Pupil Premium Grant, who have English as an additional language (EAL) - in particular, focusing on Reading and Writing
- Focus 8 Aspiration, determination and resilience – focusing particularly on higher achieving Pupil Premium pupils.
- Focus 9 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 2017 - 2018 impact statement, accelerated progress is required for Pupil Premium pupils in Reading, Writing and Maths for those pupils in Years 1, 3 and 5 (current Y2, Y4 and Y6). In line with the Whole School Improvement Plan, this year's strategy will continue to focus improving the number of children that attain the higher standard in Reading, Writing and Maths combined; with a particular focus on reasoning and problem solving. In addition to this, there will be a focus on Reading and exposing children to new vocabulary; enabling all pupils to apply this transferable vocabulary across the curriculum. 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.

Once again, we have continued to fund additional TA hours to provide in class support to those Pupil Premium pupils with Special Educational Needs or Disabilities (SEND) as well as to extend those children working at or above age related expectations. Gordonbrock will continue its work across the federation, with the EAL lead, by further developing the support for those Pupil Premium children who use English as an additional language (EAL). In addition to this, 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.

We have sustained 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. The work of the Learning Mentor and Inclusion TAs will continue to develop last year's programme of support in class as well as build and develop 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 the Learning Mentor, will be providing support for children to become 'in class' experts as outlined in the Inclusion School Improvement Plan (SIP). In addition to this, all staff will be utilising 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 have ring fenced a proportion of the budget to provide extra support for our children as needed, at our discretion. 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 that will also be funded through the Pupil Premium Grant.

Planned Spending for 2018 – 2019

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 contributions for one full time Learning Mentor who supports the children from 8:30am – 4:30pm	Personal and social and English and Maths	£12, 000
Salaries for Inclusion Teaching Assistants (SEN TAs)	Personal and social and English and Maths	£23, 000
Salaries to provide additional hours for TA support in classes and for focused interventions	Attainment	£24, 000
Salary contributions for specialist teachers: Music, Art and French	Music, Art and French	£14, 000
Weekly intervention run by HoS, DHTs or SENDCo	English and Maths	£10, 000
Booster sessions (during or after school or during holiday times)	English and Maths	£5, 000
Additional learning resources (iPads, Tablets, ICT programmes, Science resources, high quality texts for classrooms and the library)	English, Computing, Maths	£2, 000
Staff training	Personal and social and English and Maths	£3, 000
Funding for after school activity clubs	Personal and social	£3, 000
Funding for extra enrichment activities such as: hockey, school trips, residential trips, Pantomime shows and theatre trips, KidZania, Clip and Climb.* <small>*Please note that enrichment activities may vary from year to year.</small>	Personal and social	£5, 000
Well-being of Pupil Premium	Personal and social	£3, 000
		£179, 000

Area of spend	Focus	Actions	Outcomes
Quality first teaching	1 2 3 6 7 9	<ul style="list-style-type: none"> • Appoint and retain experienced teachers to raise quality of teaching and learning, as outlined in the Inclusion SIP, coaching and mentoring with needs identified during focus weeks. • Targeting children whose starting point at KS2 was GD or equivalent to L3 or 2+ (school based attainment measure) to ensure that they continue working at Greater depth (links to the Inclusion SIP plan). 	<ul style="list-style-type: none"> • 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 pupils are met and as a result they will continue to make accelerated progress. • An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined
Salary contributions for Deputy Head Teacher (DHT) of Inclusion	1 3 4 5 6 7 8 9	<p>Deputy Head Inclusion is non-classed based in order to</p> <ul style="list-style-type: none"> • Coordinate the provision for Pupil Premium pupils • Attend pupil progress meetings to ensure teachers understand expectations from different starting points. • Liaise with all professionals involved – TAs, Learning Mentor, outside professionals. • Deploy staff from the Inclusion team effectively • Liaise with Business Manager (BM) to ensure effective budget handling. • 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 towards their learning • Work with children on resilience, aspiration and social skills (see Assertive Mentoring) • 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. • 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. • 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. 	<ul style="list-style-type: none"> • 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. • DHT of Inclusion is available to attend pupil progress meetings to monitor the impact of interventions and provide extra support if necessary. • Communication between staff and outside agencies is clear and that advice from professionals is implemented. • Inclusion Team provided targeted support, driven by data or by need. • The funding has been used effectively and with the optimum outcome for the achievement of those pupils in receipt of the Pupil Premium Grant. • 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. • The DHT and BM will ensure that all records for the expenditure of the Pupil Premium Grant are clear and are being used effectively. • An increased number of families will engage with the school and attend workshops and meetings. • 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. • Interventions remain purposeful and data driven, which in turn makes a positive impact upon the pupils, whether it be social, emotional or academic.

Area of spend	Focus	Actions	Outcomes
Salary contributions for one full time Learning Mentor (also our Attendance and Welfare Officer) who supports the children from 8:30am – 4:30pm	1 3 4 5 6 7 8 9	<ul style="list-style-type: none"> • 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. • 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"> ○ Drawing and Talking ○ Meditation ○ Friendship Terrace ○ Circle of Friends ○ HELP meetings • 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 • To work alongside families on specific issues which are creating barriers to their child's success at school. These can range from family illness, parenting behaviour management strategies to bereavement or temporary transport issues. • To support with the transition of Y6 pupils • Work with children on team building and social skills (see Lego Therapy, Assertive Mentoring) • To monitor attendance and punctuality of Pupil Premium children and put in to place strategies to ensure attendance is at least in line with national. Liaise with HoS, DHT of Inclusion and AWO as appropriate. • use guidance and training from attachment disorder course to support some of our more vulnerable children. HoS, DHT of Inclusion 	<ul style="list-style-type: none"> • Target pupils develop a growth mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectations / greater depth. • Pupil's emotional and social well-being will improve. • Families are enabled to better support their pupils at home, particularly focusing on their communication and social skills, resilience as well as their learning. • targeted pupils will have better communication skills, empowering pupils to talk about their feelings, and to solve problems. • An improvement in the pupils' abilities to change their behaviour, understand and learn about the world in which they live. • An improvement in social competency and an ability to adapt to social situations. <p>Pupils 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.</p> <ul style="list-style-type: none"> • 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 continues to exceed national. • Pupils who demonstrate consistently high standards of attendance are rewarded and celebrated.

Area of spend	Focus	Actions	Outcomes
Salaries for Inclusion Teaching Assistants (SEND TAs)	1 2 3 6 7 8 9	<ul style="list-style-type: none"> • Linked to the SEND SIP. • To ensure PP children receive targeted support in their learning to secure strong progress of PP across the school. • Targeting under-attaining and underachieving PP children in class. • To provide targeted support in class, driven by the most need. • To run data driven interventions across phases <ul style="list-style-type: none"> ○ British Picture Vocabulary Scale (BPVS) for Reception ○ Lexia ○ PAT ○ Circle of Friends ○ Social and communication groups ○ Language groups ○ BPVS ○ EAL GPS and vocabulary groups • To assess and monitor interventions <ul style="list-style-type: none"> ○ British Picture Vocabulary Scale (BPVS) for Reception ○ Lexia ○ PAT ○ Circle of Friends ○ Lego Therapy ○ HELP!!! ○ Private SALT social skills groups ○ Social and communication groups ○ Language groups ○ EAL GPS and vocabulary groups • 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"> ○ Mini Sanctuary ○ Circle of Friends ○ Social skills group ○ Lego Club (lunch time) 	<ul style="list-style-type: none"> • PP pupils that were underachieving make accelerated progress. • Target pupils begin to transfer vocabulary across the curriculum and as a result make accelerated progress in Literacy. • Mini sanctuary ensures that pupils 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. • Pupils that are assessed by the BPVS programme are monitored or support is put into place for pupils where necessary. • Pupils with emotional or behavioural difficulties develop resilience, confidence, an understanding of the learning brain and other life skills and therefore improve their ability to access the curriculum.

Area of spend	Focus	Actions	Outcomes
Salaries to maintain additional hours for TA support in classes and for focused interventions	1 2 3 5 6 7 8 9	<ul style="list-style-type: none"> To ensure PP pupils receive targeted support in their learning to secure strong progress of PP across the school. To ensure PP pupils have at least one extra opportunity per week to do 1:1 reading with an adult. Targeting under-attaining and underachieving PP pupils in class 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). Targeting those children who may need pre-teaching before a new topic for example investigating words or how vocabulary can be transferred across the curriculum. 	<ul style="list-style-type: none"> 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. Gaps between PP and Non-PP pupils continue to diminish as those that are under achieving begin making more progress PP pupils that were underachieving start making accelerated progress. Target pupils begin to transfer vocabulary across the curriculum and as a result make accelerated progress in Literacy. An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined. Higher attainers to become ‘experts’ and develop their skills and knowledge by helping to peer coach in line with our Kagan cooperative learning strategies.
Salary contributions for specialist teachers: Music, Art and French	1 2 3 4 5 6 7 8 9	<ul style="list-style-type: none"> Using specialist teachers to teach subjects. Specialist teacher plans and delivers lesson when team teaching with staff. Special teachers promote their subject across the school (trips/days/displays) <ul style="list-style-type: none"> Links to Curriculum SIP. Specialist teachers use every opportunity to identify talent and target PP pupils. 	<ul style="list-style-type: none"> PP pupils benefit from the expertise of the specialist teacher. PP pupils with talent are identified and supported to meet their potential. Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects – ensuring that PP pupils are receiving quality first class teaching. PP to take part in whole-school projects.
Weekly interventions run by HoS or DHT for children at risk of not making ARE	1 2 5 6 7 8 9	<ul style="list-style-type: none"> To plan and deliver outstanding Maths and English lessons to targeted pupils within a small group setting. <ul style="list-style-type: none"> Linked to the SEND SIP To identify any parts of the curriculum that the children are finding challenging and use that assessment for learning to adapt teaching to meet their needs. To ensure that any gaps in knowledge are diminished. 	<ul style="list-style-type: none"> All learners are secure within the age appropriate standard at least in line with national expectations. Pupils are to feel more secure which boosts their self-esteem and resilience. PP pupils benefit from small groups and more targeted support to make accelerated progress.

Area of spend	Focus	Actions	Outcomes
Booster sessions (after school or during holiday times) run by HoS, DHT and experienced teachers	1 5 6 7 8 9	<ul style="list-style-type: none"> To plan and deliver outstanding Maths and English lessons to targeted pupils Increase the adult to child ratio and therefore further support the targeted learners Develop the skills of high attaining Pupil Premium children to ensure they reach their maximum potential Arrange booster and intervention programmes 	<ul style="list-style-type: none"> For all Pupil Premium pupils, in particular those with an SEN or who have EAL, benefit from small groups and more targeted support and make accelerated progress. Pupils to achieve in line or exceed national expectation at the end of Year 6. Pupils feel successful and are able to celebrate their achievements. An increased number of higher attaining PP pupils attain greater depth, in particular in Maths as well as RWM combined.
Lego Therapy	1 2 3 4 5 6 7 8 9	<ul style="list-style-type: none"> To promote social interaction between children. To develop role-play. To give children an understanding of the perspective of other children. <ul style="list-style-type: none"> Linked to the SEND SIP 	<ul style="list-style-type: none"> better communication skills, enabling pupils to talk about their feelings, and to solve problems. An improvement of pupils' abilities to change their behaviour, understand and learn about the world in which they live. An improvement in social competency and an ability to adapt to social situations much better.
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 9	<p>Assertive Mentoring</p> <ul style="list-style-type: none"> To raise standards for targeted pupils whose behaviour/attitude to learning is severely impacting on their learning To motivate and involve children in their learning Discuss the three 'As' – Attainment, Achievement and Attitude. To build resilience and develop a positive mindset in line with the Whole School improvement plan (WSIP). To inform and involve parents/carers in their child's learning. To celebrate the positive aspects of their week. Appropriate focused targets are set for the following week to be reviewed by the Mentor. 	<ul style="list-style-type: none"> Pupils judge their own learning and begin to set high expectations for independently. Pupils are clear on what they are working towards in their learning. Pupils are empowered to take responsibility of their learning. Support is consistent and clear so that all pupils are entitled to the same high level of support. Raised standards for all. Pupils feel valued and have a voice. Pupils become more organised and proactive. Parents engage with the school and their child's progress and echo the encouragements of the mentors to ensure the pupils reach their potential.

Area of spend	Focus	Actions	Outcomes
Additional learning resources	1 2 3 5 7 8 9	<ul style="list-style-type: none"> • Update programmes on the iPads. • Purchase Amazon Fire Tablets. • Provide 50% of the cost of Science resources – Links to Science SIP. • Purchase additional high quality texts for classrooms and the library. 	<ul style="list-style-type: none"> • The skills learnt from computing can be transferred to many other subjects, increasing pupils' independent and consolidates their learning. • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning. • Increase independence as pupils use iPads to create PowerPoints to report findings from School Council meetings. • Teachers and TAs utilise the various programmes to support a range of pupils. • 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. • Science resources will give all pupils a deeper understanding of Biology, Chemistry and Physics by providing opportunities for pupils to learn through exciting hands on experiments.
Training for staff	1 5 6 8 9	<ul style="list-style-type: none"> • Linked to Inclusion and SEND SIPs. • SALT training for staff with a focus on the use of communication and language • NQT programmes of CPD • TA CPD • Detachment disorder training • LAC training • Adoption UK membership 	<ul style="list-style-type: none"> • 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 pupils are met and as a result they will continue to make accelerated progress. • Staff will be trained by specialists and increased knowledge and understanding of particular subjects ensures that PP pupils are receiving quality first class teaching. • Targeted pupils will improved communication skills. • An increased number of staff able to support pupils to develop social competency and an ability to adapt to social situations. As a result, there is an improvement in the pupils' abilities to change their behaviour, understand and learn about the world in which they live. • Pupils are empowered and confident to talk about their feelings, and to solve problems.

Area of spend	Focus	Actions	Outcomes
Funding for after school activity clubs	2 5 6 7 8 9	<ul style="list-style-type: none"> • 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. • To encourage, and where necessary, support PP pupils to access clubs • To promote a healthy lifestyle and give children the opportunity to do something meaningful to do after school. • To engage with parents of target pupils and create a dialogue to encourage them to allow their child to attend enrichment activities. • Inclusion Deputy, with the support of the after-school Activity Club Manager, to monitor attendance of outside clubs and actively support the participation of range of clubs. 	<ul style="list-style-type: none"> • More Pupil Premium pupils have access to the enrichment activities that the school offers. • Targeted pupils 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. • Pupils begin to convey their aspirations and think about how they are going to achieve them. • Pupils build resilience through engaging in more social and team experiences. • Pupils develop a healthier lifestyle. • Inclusion Deputy and Activity Club Manager will monitor low attendance and contact parents to re-engage pupils and support families to ensure that the pupils' attendance does not fall below 95%. • Rotated participation in clubs will result in a wider variety of opportunities.
Funding for extra enrichment activities such as: hockey, school trips, residential trips, Kidzania and Clip and Climb * *Please note enrichment activities may vary each year.	2 5 6 7 8 9	<ul style="list-style-type: none"> • To subsidise school journey and school trips • To ensure PP pupils experience a wealth of real- life experiences, bringing the curriculum to life. • 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. • PP Pupils to contribute towards the <i>GB Weekly</i> 	<ul style="list-style-type: none"> • 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. • Develops a dialogue between pupils about the opportunities they have experienced. • Provides PP pupils with a purpose and an opportunity to write a report on a real life experience and contribute towards whole school celebrations. • Pupils begin to convey their aspirations and think about how they are going to achieve them. • Increased self-motivation and self-belief, linked with our work to the Growth Mindset.

Area of spend	Focus	Actions	Outcomes
Well-being of Pupil Premium Children	1	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.
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Date of next Pupil Premium Strategy Review:

Full Governors – November 2019

PPG Audit – November 2019 and Summer 2020