

2016-2017 Pupil Premium Strategy for Gordonbrock School

Amount Of Pupil Premium Funding Received 2016-2017

Total number of pupils on roll	587 + 35 Nursery places (27 part time and 8 full time)
Number of pupils in receipt of the Pupil Premium Grant (PPG)	162
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	71
Number of pupils who were entitled to FSM at any point since the last Census day and in receipt of PPG	91
Number of LAC pupil in receipt of PPG	0
Number of Service children pupil in receipt of PPG	0
Number of adopted pupils in receipt of PPG	14
Total PP received	£236, 640

Identified Barriers To Educational Achievement

Gordonbrock has identified the following as barriers for some pupils currently in receipt of Pupil Premium

1. Access to the curriculum – under achieving groups throughout the school
2. Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities
3. Attendance
4. Parental engagement with the school – especially regarding attendance at information and workshop evenings and completion of homework.

5. These children in receipt of the Pupil Premium Grant and who also have an SEND for cognition and learning
6. Aspiration – focusing particularly on higher achieving Pupil Premium pupils
7. Behaviour – building the resilience of pupils who have specific social and emotional needs

Rationale For Expenditure

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

As identified in the 2015-16 impact statement, accelerated progress is required for Pupil Premium pupils in Maths – particularly in Years 3, 5 and 6. Funding has been allocated to release the HoS and DHTs to teach specific writing and maths groups which include a large proportion of PP pupils who were not at Age Related Expectation (ARE) at the start of the year.

Additional TA hours have been allocated to provide further in class support to those for Pupil Premium children with Special Educational Needs or Disabilities (SEND). Extra hours TA hours to run interventions and for targeted reading with Pupil Premium pupils have also been funded..

We intend to increase the amount of time and range of activities undertaken by our two learning mentors 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.

The work of the learning mentors will now include two levels of mentoring programmes and more opportunities for them to support in class as well as work on a 1:1 basis.

To ensure we support our higher attaining Pupil Premium pupils, Learning Mentors will be providing support for children to become 'in class' experts and lead research on new topics.

Access to a broader education including additional excursions, trips and clubs will be funded through the PPG grant.

Where a Pupil Premium pupil's' parents are unable to afford to pay for after school activity clubs, school trips and residential we will consider subsidising these events. We have ring fenced a proportion of the budget to provide that extra support for our children as needed.

Planned Spending for 2016/17

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
Salaries for two full time Learning Mentors that support the children from 8:30am – 4:30pm	Personal and social and English and Maths	£25, 000
Salaries for Inclusion Teaching Assistants (TAs)	Personal and social and English and Maths	£30, 000
Salaries to provide additional hours for TA support in classes and for focused interventions	Attainment	£35, 000
Salary contributions for specialist teachers: Music, Art and French	Music, Art and French	£30, 000
Weekly intervention run by HoS or DHTs	English and Maths	£15, 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	£10, 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
		£236, 000

Area Of Spend	Focus	Actions	Outcomes
Quality First Teaching	1 5 7	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • For the majority 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
Salary contributions for Deputy Head Teacher (DHT) of Inclusion	1 2 4 5 6 7	<ul style="list-style-type: none"> • To ensure the Deputy Head Inclusion is non-classed based • Coordinate the provision for Pupil Premium pupils • Attend pupil progress meetings • Liaise with all professionals involved – TAs, Learning Mentors, outside professionals. • Deploy staff from the Inclusion team effectively • Liaise with Business Manager (BM) to ensure effective budget handling. • To 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 • Work with children on resilience and aspirations and social skills (see Assertive Mentoring and RAP) • To 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. • Be accountable to the Federation's Governing body and keep them informed of actions and achievement and progress of Pupil Premium children 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, ensuring that they remain effective and are driven by rigorous data analysis. • Liaise with all professionals involved – TAs, Learning Mentors, outside professionals. 	<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. • 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 children 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 record for the expenditure of the Pupil Premium Grant is clear and is being used effectively. • A greater 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 children, whether it be social, emotional or academic.

Area Of Spend	Focus	Actions	Outcomes
Salaries for two full time Learning Mentors (one is also an Attendance and Welfare Officer) that support the children from 8:30am – 4:30pm	1 2 3 4 5 6 7	<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 encourage them to attend all the workshops and meetings arranged in school, trying to ensure that they are actively involved with the children'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 or bereavement to 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 and RAP) • To ensure attendance and punctuality of children are at least in line of national • HoS and AWO to monitor attendance and punctuality and intervene as appropriate to increase 	<ul style="list-style-type: none"> • Target pupils are in a better position to learn and will have developed the skills they require to make the academic progress needed to be secure within the age appropriate standard. • Pupil's emotional and social well-being will improve • Families are enabled to better support their children at school • Attendance at school remains in line or exceeds national. • Rewards and incentives for children who demonstrate consistently high standards of attendance • Parents are more informed of the policies and procedures for attendance • 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. • An improvement in social competency and an ability to adapt to social situations much better. • Children and parents are supported through the process of Secondary school and have access to extra support and guidance during the transition phase to Year 7
Salaries for Inclusion Teaching Assistants (TAs)	1 2 5 6 7	<ul style="list-style-type: none"> • To ensure PP children receive targeted support in their learning to secure best progress of PP across the school. • Targeting under-attaining and underachieving PP children in class • To provide targeted support in class • To run data driven interventions across phases • To assess and monitor interventions (BPVS) • 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 	<ul style="list-style-type: none"> • PP pupils that were underachieving start making accelerated progress. • 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 • Children that are assessed by the BPVS programme are monitored or some support action is put into place for the child where necessary. • 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.

Area Of Spend	Focus	Actions	Outcomes
Salaries to maintain additional hours for TA support in classes and for focused interventions	1 2 4 5 6 7	<ul style="list-style-type: none"> To ensure PP children receive targeted support in their learning to secure best progress of PP across the school. To ensure PP children have at least one extra opportunity to do 1:1 reading with an adult. Targeting under-attaining and underachieving PP children in class Targeting higher attaining PP pupils to develop their knowledge further 	<ul style="list-style-type: none"> Smaller groups, targeted support allow for a quick, flexible response to any issues for groups or individuals Gaps between PP and Non-PP pupils begin to diminish as t are under achieving begin making more progress PP pupils that were underachieving start making accelerated progress. More higher attaining PP pupils to reach greater depth Higher attainers to become 'experts' and develop their skills and knowledge by helping to peer coach in line with our Kagan ethos.
Salary contributions for specialist teachers: Music, Art and French	1 2 4 5 6 7	<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"> PP benefit from the expertise of the specialist teacher. 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. PP to take part in whole-school projects
Weekly intervention run by HoS or DHT	1 5 7	<ul style="list-style-type: none"> To plan and deliver outstanding Maths and English lessons to targeted pupils To revive parts of the curriculum that the children are finding challenging. 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. Children are to feel more secure which boosts their self-esteem and resilience. PP children with an SEN benefit from small groups and more targeted support and make accelerated progress.
Booster sessions (after school or during holiday times) run by HoS, DHT and experienced teachers	1 5 7	<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 and those with an SEN benefit from small groups and more targeted support and make accelerated progress. Children to achieve in line or exceed national expectation at the end of Year 6. Children feel successful and are able to celebrate their achievements.

Area Of Spend	Focus	Actions	Outcomes
Lego Therapy	1 7 6 2	<ul style="list-style-type: none"> To promote starting more conversations with other children. To develop role-play To give children an understanding of the perspective of other children. 	<ul style="list-style-type: none"> Better communication skills, enabling children to talk about their feelings, and to solve problems. Therefore, conversations will last longer. An improvement of children's 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.
<p>Assertive Mentoring and RAP (Reach and Aspire to my Potential)</p> <p>Assertive mentoring is an intensive programme for targeted pupils. This is an intensive programme. 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.</p> <p>TRAP / RAP is a first stage mentoring programme where PP children are paired with different members of staff and meet to discuss their week x1 for 15 mins.</p>	1 2 3 4 5 6 7	<p>Assertive Mentoring</p> <ul style="list-style-type: none"> to raise standards for all to motivate and involve children in their learning to inform and involve parents/carers in their child's learning to support and build upon good practice, other initiatives and policies at Gordonbrock Primary to celebrate the positive Discuss the three 'As' – Attainment, Achievement and Attitude. Where a child is not making the expected progress then the appropriate interventions should be planned to support that progress before the next assessment. Update their pupil profile is updated during each meeting. <p>TRAP / RAP</p> <ul style="list-style-type: none"> Paired with a Mentor that is well-suited Meet their mentor weekly Mentor and PP pupil to discuss highlights of the week Mentor and PP pupil to think about events that are up and coming and how to prepare for them Mentor and PP pupil to think about their learning and what they feel they may want to improve upon and how 	<ul style="list-style-type: none"> children judge their own learning and begin to set high expectations for themselves children are clear on how to move on to the next stage children are empowered to take responsibility of their learning Support is consistent and clear so that all children are entitled to the same high level of support. raised standards for all Children feel valued and have a voice Children become more organised and proactive

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Additional learning resources	1 2 5 7	<ul style="list-style-type: none"> Update programmes on the iPads Provide 50% of the cost of Emplibox Purchase additional good quality texts for classrooms and the library. 	<ul style="list-style-type: none"> Pupils are fully supported by an increased number of learning resources being made available to them The skills learnt from computing can be transferred to many other subjects, increasing children's 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 children through Teachers are more aware of apps available to support different areas of need (i.e. spelling, memory, times tables) as a result they will continue to make accelerated progress
Funding for after school activity clubs	2 4 5 6 7	<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 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 Clubs 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 children have access to enrichment activities that the school offer. Targeted children have 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. Children begin to convey their aspirations and think about how they are going to achieve them. Children build resilience through team. Children develop a healthier lifestyle. Inclusion Deputy and Activity Clubs Manager will monitor low attendance and contact parents to reengage children. Inclusion Deputy and Activity Clubs Manager will try to rotate participation in clubs for PP children to provide a wider variety of opportunities.

Area Of Spend	Focus	Actions	Outcomes
Funding for extra enrichment activities (hockey, school trips, residential trips, Pantomime shows, Royal Opera House, Kidzania, Film Festival)	2 4 6 7	<ul style="list-style-type: none"> To subsidise school journey and school trips To ensure PP 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. 	<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 to their Non-Pupil Premium counterparts. Develops a dialogue between children about the opportunities they have experienced, Children begin to convey their aspirations and think about how they are going to achieve them. Increased self-motivation and self-belief
Well-being of Pupil Premium	1 2 4 5 6 7	<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.

Date of next Pupil Premium Strategy Reviews:

Strategic Governors - 11th November 2016

Full Governors - 21st November 2016