

1. Pupil premium strategy statement <b>Summary information</b>					
<b>School</b>	Gawsworth Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£14250	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	212 R-Y6	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	Mar 19

2. Current attainment				
	2017		2018	
	Disadvantaged	Non-Dis	Disadvantaged	Non-Dis
% achieving Expected Standard in reading, writing & maths (or equivalent)	100%	77%	33%	75%
% achieving a higher standard in reading, writing & maths (or equivalent)	0%	12%	0%	4%
Progress score in Reading	1.52	0.55	-0.43	1.45
Progress score in writing	-3.78	-1.23	-3.35	-1.52
Progress score in mathematics	1.28	-0.64	-5.11	-0.56
Average scaled score in Reading	112.0	108.6	104.3	108.3
Average scaled score in mathematics	112.0	107.1	99.2	105.7

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers – Issues that affect some children include;</b>	
<b>A.</b>	Lower self-esteem and self confidence
<b>B.</b>	Delayed development in comparison to peers, low starting points on entry
<b>C.</b>	Passivity in behaviours for learning
<b>External barriers - Issues that affect some children include;</b>	
<b>D.</b>	Lower punctuality rates
<b>E.</b>	Parental feedback indicates some lack confidence in supporting children at home and managing behaviours
<b>F.</b>	Reduced likelihood of engaging in extra-curricular activities

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Ensuring that there remains a reduced attainment gap between children eligible for PP and those who are not eligible	Higher outcomes for PP children
B.	Raised aspirations of children eligible for PP and their families	Raised aspirations – soft data
C.	Increased participation of PP children in extra-curricular activities e.g. sports, music, residential	Increase no. PP children attending
D.	Increasing parental engagement and participation in home/ school learning	Increased parental engagement

### 5. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to raise attainment in all aspects of English and mathematics of children eligible for PP.  To encourage children to 'learn to learn', taking greater responsibility for managing their own attitude towards learning.	TA support in English & Maths 1 x session pr wk allowing class teacher to focus developing children's self-regulation (e.g. chilli challenge), small group tuition and providing individual high quality feedback.	Strong evidential impact from external sources  Teaching & Learning Toolkit strand 'Feedback' (+8 months impact), 'Small Group Tuition' (+4 months impact)  'Individualised Instruction' (+2 months impact)  'Meta-cognition and self-regulation' (+8 months impact)  'Mastery Learning' (+5 months impact)	Termly monitoring in school by LT and subject leaders. PP governor termly monitoring. Pupil/ staff voice. Formal and informal observations. Learning walks.	MS DM SW KK	March 2019

Continue to raise attainment in all curriculum areas of children eligible for PP.	Purchase of resources (including ICT) to support intervention programs and individuals	On-going successful strategy.  Teaching & Learning Toolkit strand 'Digital Technology' (+4 months impact),		MS SS	March 2019
Continue to raise attainment in reading of children eligible for PP.	TA support to develop essential reading and phonics skills for identified children, particularly in Key Stage 1	Purchase of additional reading resources for Key Stage 1 children.  Teaching & Learning Toolkit strand 'Reading Comprehension Strategies' (+5 months impact), 'Phonics' (+4 months impact).		HJ JS JP	March 2019
<b>Total budgeted cost</b>					<b>£7150</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to raise aspirations of children eligible for PP and their families + closing attainment gap between targeted individual children eligible for PP and those who are not.	Weekly sessions to various eligible pupils in the form of mentoring, one-to-one tuition and booster groups throughout the year	Teaching & Learning Toolkit strand 'One to One Tuition' (+5 months impact). 'Mentoring' (+1 month impact)		LT MS DM	March 2019

To further overcome specific barriers and issues around self-esteem/resilience for individual children.	Employment of a counsellor to work in school with targeted individuals who have identified issues in this area.	On-going successful strategy.  Teaching & Learning Toolkit strand 'Behaviour Interventions' (+4 months impact). 'Social and Emotional Learning' (+4 months impact)		MS Shane/Visyon	March 2019
<b>Total budgeted cost</b>					<b>£4,600</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Develop systems to ensure children have positive start to school day.  Improved punctuality.	Meet and Greet strategy  School support for parents Regular reminders	New strategy 2016-2017  Teaching & Learning Toolkit strand 'Homework' (+2 months impact),		MS LT	March 2019
Develop systems to ensure children have equal opportunity to benefit from curriculum enrichment activities e.g. residential visits	Curriculum enrichment activities  Focus weeks  Residentials	On-going successful strategy.  Teaching & Learning Toolkit strand 'Outdoor Adventure Learning' (+3 months impact),		SLT	March 2019
Develop systems to ensure children have equal opportunity to benefit from enrichment activities.	Additional support for children to attend after school clubs	On-going successful strategy.  Teaching & Learning Toolkit strand 'Sports Participation' (+2 months impact),		Termly monitoring in school by SLT and subject leaders. PP governor termly monitoring. Pupil/ staff voice. Formal and informal observations. Learning walks.	SLT

	<b>Approx £</b>
<b>Total budgeted cost</b>	<b>£2500</b>