

Pupil Premium Strategy Statement 2019-2020: Great Horwood Church of England School

1. Summary information					
School	Great Horwood Church of England School				
Academic Year	2019-2020	Total expected PP budget	£47,520	Date of most recent PP Review	July 2019
Total number of pupils	January 2019 census 131 on roll with 38 entitled to Pupil Premium -	Number of pupils eligible for PP during the academic year 2018-2019 was 44		Date for next internal review of this strategy	November 2019

2. Outcomes for Pupil Premium children at the end of academic Year 2018-2019	
	Pupils eligible for PP at GHS
Expected progress in reading from their starting points	62% made expected progress or better with 33% making better than expected progress
Expected progress in writing from their starting point	67% made expected progress or better with 29% making better than expected progress
Expected progress in maths from their starting points	81% made expected progress or better with 33% making better than expected progress

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	Pupils with Pupil Premium who also have Special Educational need are making slower progress and attaining lower than the majority of pupils across the school.
B.	Lower and middle attaining pupils who are eligible for pupil premium are making less progress than other average ability pupils across Key Stage 2.
C.	Emotional issues from a number of pupils eligible for pupil premium leads to a poor attitude to school and to learning.
D.	Pupils who transfer during the academic year needing to be settled and then assessed for starting points for academic attainment and progress
E.	Some pupil premium pupils have speech and language difficulties or no phonic knowledge

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Emotional support for families whose children are eligible for pupil premium
G.	Cultural issues for pupil premium and some traveller pupils where attendance rate is poor and priority for schooling is low. This irregular attendance impacts on progress and attainment.
H.	A number of settled families have an absence rate of less than 90%
I.	Poor home learning environment and low aspirations for some pupils
J.	High mobility of pupils leaving or joining the school during the academic year – and in particular travellers of Irish Heritage

3. Outcomes (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils with pupil premium who also have special educational needs to make good progress and achieve at age related expectations	Pupils eligible for pupil premium make rapid progress by the end of the year so that all pupils eligible for pupil premium meet age related expectations.
B.	Lower and Middle prior attaining pupils who are eligible for pupil premium make good or better progress when compared to other lower and middle ability attaining pupils across Key Stage 2. This will ensure they make accelerated progress to catch up or continue to reach age expected standards. For year 6 pupil premium pupils this will support next steps of learning at secondary school.	Pupils eligible for pupil premium identified as lower or middle ability make at least as much progress as 'other' pupils identified as lower or middle prior attainers across Key Stage 2 in maths, reading and writing. Measured in Year 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the small schools cluster group.

	Higher attaining pupils will continue to be supported to ensure they maintain their academic advantage	Higher attaining pupils maintain their working at greater depth in teacher assessments, working above age expectations at the end of the academic year.
C.	Emotional issues from a small number of pupils eligible for pupil premium leads to a poor attitude to school and to learning. Emotional support for families whose children are eligible for pupil premium.	Children enjoy their time in school and have a high QCA Behaviour sheet score. Children are well supported by outside agencies such as CAHMS and school nursing if appropriate. Pastoral support groups for well-being, self-confidence, friendship groups and reducing anxiety run regularly and have a positive impact on pupil premium pupils. Emotional support for families whose pupils are eligible for pupil premium.
D.	To build positive relationships with parents of traveller children to ensure a good attendance and punctuality rate and as a result they are able to access a range of opportunities in school for learning.	Traveller attendance rate of pupil premium pupils is at the target rate of 86% or above. Traveller children are able to access learning opportunities in school i.e. 1:1 reading, small group support and curriculum enrichment Parents of traveller children feel welcomed, that the school is approachable and that they are supported in their culture. Pupils make at least expected rates of progress when their attendance is above 90%.
E.	All parents are aware of their responsibility to ensure their children attend school regularly. Parents are aware of the procedures to follow when reporting absence. Children taking term time holiday is reduced.	Attendance rates for all pupils improves and particularly those who had an attendance rate below 90% in 2017-2018 and 2018-2019

3. Planned expenditure for Academic Year 2019-2020

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?	Expected Impact	Staff lead	Review date
To improve the attainment outcomes of all pupils and with a strong focus on pupil premium pupils	To hold half termly robust pupil premium progress meetings to discuss progress and attainment, identify barriers to learning and set target actions for identified pupils. Cost: cover £900 6x supply mornings for staff release for pupil progress meetings	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated.	Cover for class teachers for pupil Premium progress meetings. Timetabled meetings as part of assessment and monitoring programme	Barriers to learning for pupil premium pupils are identified quickly and appropriate interventions are put in place with realistic progress targets set.	Class teacher Head teacher PP lead	November 2019 Feb 2020 May 2020

<p>To increase the % of pupils achieving the age related expectations in Phonics, Reading, Writing and Maths To accelerate the progress of pupils who are not yet attaining the age related expectations.</p>	<p>Teachers and Learning support assistants to deliver small group or 1:1 interventions, booster and pre-teaching groups. Targeted intervention groups with LSA support. In class LSA support for pupils. Daily reading, times tables, support with spelling 1-1 reading and comprehension skills teaching Accelleread/ accellerwrite LSA support Cost: £16,900</p>	<p>The impact of collaborative approaches on learning is consistently positive; structured approaches with well-designed tasks lead to the greatest learning gains. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum (EEF toolkit) Entry levels in reading and writing for mobile pupils are significantly lower than their peers at whatever point of entry into school. However for some mobile children who have attended school more regularly the gap is not so wide and progress can be more significant in reading and writing.</p>	<p>Provision of LSA support for identified pupils Teachers to provide Headteacher and SENCo with provision mapping to show how identified groups and pupil premium pupil needs are being met. Headteacher to monitor progress through internal learning ladders tracking system Class teachers to record teacher judgments on Target Tracker. Tracking attainment and progress across the year.</p> <ul style="list-style-type: none"> ● Subject Leader/Head Teacher book and planning monitoring ● Lesson observations ● Learning walks ● Talking to children 	<p>At least 80% of pupil premium pupils will make expected or better than expected progress from their starting points. The % of pupils attaining at age related expectations will improve.</p>	<p>Head teacher Pupil Premium lead Head teacher Class teachers</p>	<p>Termly Dec 19 March 20 July 20</p>
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ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Expected Impact	Staff lead	Review Date
Improved progress for pupil premium pupils in year 6 to ensure they attain at the age expected in May 2020 in reading, writing and maths	Weekly small group sessions in maths and comprehension for pupil premium pupils with experienced teacher, in addition to standard lessons. LSA support Cost taken from pupil premium £5,000	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. Research by the Sutton Trust shows that 4/5 additional months progress can be made through small group interventions	Impact overseen by SENco, maths and English co-ordinators. Robust tracking system in place to show accelerated progress made. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupils in year 6 will make accelerated progress and attain age related expectations at the end of the academic year in reading, writing and maths.	Pupil Premium Coordinator	May 2020

<p>Increased attendance rates for GRT pupils to target of 85% in line with National GRT target and settled pupils to 96% in line with national Targets</p>	<p>Part time family liaison officer (3 days) monitors attendance of GRT pupils closely and is building relationships with parents with regards to communication regarding attendance policy and procedures.</p> <p>School Admin assistant follows up quickly on absences. First day response provision. Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 90% for PP children</p> <p>Contacting parents to speak with them directly on a 1;1 basis with important information/reply slips, consents etc</p> <p>FLO and Head Teacher to meet weekly to monitor attendance which falls below 94% and put actions in place to raise attendance.</p> <p>Strong links with BucksCC traveller Liaison officer working together to visit the site, support parents and children, discussing in detail their child's attendance and how this impacts on their attainment and progress.</p> <p>Aiming to raise the profile of</p> <ul style="list-style-type: none"> ● the importance of gaining 200 attendance sessions. ● Only travelling for work related reasons ● Asking for proof of travelling for work related reasons ● Dual registering whilst travelling <p>Employing a family Liaison officer part time 3 days: Actual Cost: £16,960</p>	<p>If children are not attending school regularly we are unable to improve attainment and progress for these pupil's. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Children who have huge gaps in learning through persistent absenteeism don't make as much progress as their peers or attain ARE at the end of each year.</p>	<p>Thorough briefing of admin worker about existing absence issues.</p> <p>Support and advice to be obtained from relevant services</p> <p>Headteacher to monitor attendance monthly.</p> <p>Continue employment of FLO for 3 days per week to deal with attendance, social and pastoral needs of families and children who are eligible for pupil premium</p>	<p>Attendance of Traveller pupils will reach the expected target of 85%</p> <p>Attendance of settled pupils will reach the expected of 96%</p>	<p>Pupil Premium Coordinator</p>	<p>October 2019 Dec 2019 Feb 2020 April 2020 May 2020 July 2020</p>
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iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Expected Impact	Staff lead	Review Date
<p>Pupil's emotional well-being and health is good.</p> <p>To reduce anxiety levels among identified pupils and as a result improve progress and outcomes</p> <p>To support the emotional wellbeing of pupil premium children</p>	<p>Pastoral learning mentor hours are increased to 1 day per week. Works with groups of pupils on friendship issues, young carers, self-esteem and confidence, traveller group, pupils with anxiety or worries.</p> <p>Introduction of a lunchtime meditation club and break time friendship groups.</p> <p>Employment of pastoral learning mentor; Cost: £4,560</p>	<p>Poor health and increased anxiety levels are recognised as barriers to learning. By improving health through regular exercise and supporting pupils in managing their anxiety the barriers will be removed and learning can take place.</p>	<p>Evaluation of training and its effectiveness with identified pupils Outcomes monitored through pupil progress meetings with head teacher</p>	<p>Pupils indicate that they enjoy school and are happy. They are able to deal with their anxiety therefore the barrier to learning is removed.</p>	<p>Class teacher</p> <p>Head teacher</p>	<p>July 2020</p>
<p>All children have opportunities to catch up/keep up sessions as necessary.</p> <p>All children have the opportunity to complete own learning in own time.</p>	<p>Introduction of the Lunchtime Foxes club – supervised time at lunchtime for pupils who need additional support with their learning or choose to use the time to complete work or home learning. 45 mins daily</p> <p>LSA to supervise club and support work. Cost: £800</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. Research by the Sutton Trust shows that 4/5 additional months progress can be made through small group interventions and 1:1 support.</p>	<p>Regular monitoring of sessions and register. Interviews with pupils. Monitoring progress made by pupils who attend.</p>	<p>Pupils complete work and home learning on time.</p> <p>Pupils are able to achieve well and succeed through additional support.</p>	<p>LSA daily</p> <p>Overseen by HT and DHT</p>	<p>Jan 2020</p> <p>June 2020</p>
<p>All children to participate in enrichment activities.</p>	<p>Financially support individual children to access enriched curriculum activities by</p>	<p>To ensure equality of opportunity for all children. Accessing the wider curriculum enables pupil premium children to broaden their experiences and supports their</p>	<p>Monitoring club uptake and targeting any PP child or vulnerable child that currently is not in a club.</p>	<p>All children have equal access to the wider curriculum and enrichment activities. As a result their social and</p>	<p>Class teachers</p> <p>Pupil Premium lead</p>	<p>July 2020</p>

To include music lessons. lunchtime club Before and after school clubs Visits and visitors in school and residential	ensuring PP parents are aware of financial support. Costs: Panto £ 550 Residential £600 Trips £1,550 Music lessons £300	emotional and social development.		emotional development is good.	Sports4all coaches
To enhance and improve parent engagement and communication links with PP parents	Cost of additional admin, paperwork, letters and parent mail texts etc £500	To ensure all children are able to engage in enrichment activities, after school events and school day events, trips and visits.		Pupil premium children and parents are engaged in learning and participate in school events and activities.	HT
Pupil Premium Plus £1900 Included in the figure above	<p><u>Barriers faced by eligible pupils</u></p> <ul style="list-style-type: none"> • Difficulties in forming trusting relationships with adults • social skills and relationships with peers • coping with transitions and change • focusing their attention and initiating tasks • speech and language • managing their strong feelings, such as shame, sadness, anxiety and anger. <p><u>Support in place which is included above</u></p> <ul style="list-style-type: none"> • Sessions with a pastoral learning mentor • Small group tuition and group support • access to extra-curricular activities that build social skills and confidence • support to cover costs of music lessons, trips, visits, residential • Support in speech, language and communication • staff training on adapt behaviour management and teaching and learning strategies to meet the needs of these pupils • cost of support with daily care 				
Total budgeted cost: £47,520					