

2015/16 Gusford Primary School Pupil Premium Plan Spend

E6: £192,720 LAC: £5,700 Forces: £8,400 Total : £206,820

Pupil Premium							
Spend Focus	EEF area	Rating	Desired outcomes (EEF)	Desired outcomes (Gusford)	Success Criteria	Cost	Review
1. FET team to improve attendance, school engagement & wellbeing. 3 staff members <ul style="list-style-type: none"> • Poor parental engagement • Poor attitudes to school from pupils • High levels of social deprivation • Attendance levels below national • Widespread concerns about pupil wellbeing • Basic needs not being met in many cases 	Parental	3* +3 months	<ul style="list-style-type: none"> • Focused approaches to support children with learning • Involvement easier with younger children • Welcoming environment • Parents worried due to their education • Discuss how parents can support child effort 	<ul style="list-style-type: none"> • Welcoming environment in FET room • Work with parents across primary age range • Focus is on supporting behaviour improvement for learning 	<ul style="list-style-type: none"> • 90% of families worked with show improved engagement • 80% of children worked with on behaviour issues show improved behaviour • Improved attendance in families worked with: Target 90% 	£58,400	-More families engaged as the FET teams' case load has increased. -The serious behaviour incidents have decreased towards the end of this academic year, particularly restraints. -We have more children involved in the SPSF process and the children that have been involved in this have seen 100% improvement.
	Social & emotional	4* +4 months	<ul style="list-style-type: none"> • SEAL materials impact • Skills taught purposefully • Sensitive and targeted intervention benefit at risk • Teachers support 	<ul style="list-style-type: none"> • Children identified from staff and parents • One to one and small group on emotional need • Issues of support fed back to teachers 			
	Behaviour interventions	4* + 4 months	<ul style="list-style-type: none"> • Targeted interventions • 2-6 months produce greatest effect • Training of facilitators improves impact • Involvement of parents show greatest impact 	<ul style="list-style-type: none"> • School level approach to individual and small group. • Short burst approach with the child and the families to reinforce learning. • FET team using training eg strengthening families, cognitive approaches 			

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Barriers to learning 2. SENCO time (increased 2 days per week) in order to identify specific barriers in PPG SEN children to personalise learning to ensure good academic progress <ul style="list-style-type: none"> Significant link between SEN/PPG, particularly in Y1, 4, 5. Limited impact of SEN interventions on PPG children High level of PPG and SEN need requires greater focus from the lead Teachers need further support to meet the needs of PPG in the classroom 	Feedback	3* +8 months	<ul style="list-style-type: none"> Specific and accurate Compare what a learner is doing with the past Specific guidance Effort is praised 	<ul style="list-style-type: none"> Monitoring to ensure that Pupil Premium children who are also SEN receive the appropriate support which results in them making accelerated progress in weak areas. 	<ul style="list-style-type: none"> Clear identity of needs for SEN & PP children Monitoring by SEN team show improved provision and progress 50% of SEN PP children show increased progress 	£22,000	<p>-SEN Pupil Premium children have clear targets on IEP, BSP and have significant positive impact on behaviour and wellbeing.</p> <p>SEN Pupil Premium children show an increased rate of progress toward the targets that they are set.</p> <p>Due to case load we need to reduce the amount of SEN Pupil Premium time allocated for data as this is having less impact.</p>
	Interventions	2* +4 months	<ul style="list-style-type: none"> Identify learning focus Training for staff Focus on learning, not just work completion Evaluate impact 	<ul style="list-style-type: none"> Pupil Premium / SEN pupils have regular access to high quality intervention programmes and as a result they make at least good progress in developing their speech and language skills, self confidence, processing and comprehension. Targeted interventions in class and out of class TAs trained in interventions Reviewed and more short term responsive put in place 			

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<p>3. Pupil Premium Intervention Teacher (from Jan 2016) to make sure that PPG children make better progress than their peers in order to narrow the gap</p> <ul style="list-style-type: none"> Gaps in understanding in Maths, Reading, Writing Improve time spent with small adult to pupil ratio Large class sizes Children carrying misconceptions throughout school Quality of teacher intervention has greater impact Other pupil needs detract from PP priority 	One to One	4* +5 months	<ul style="list-style-type: none"> Short regular sessions (30 mins 3-5 times a week) Consider grouping Qualified teacher likely to have more impact Link this to class 	<ul style="list-style-type: none"> Pupil Premium children receive high quality teaching from a qualified teacher Short sessions in small group attainment groups Material adapted in the year to utilise PLCs and teaching materials from PiXL. This was more effective Use trained teachers for the intervention 	<ul style="list-style-type: none"> 	£24,433	The % of pupil Premium children making accelerated progress in groups taught by the Pupil Premium teacher is positive. 72% made accelerated progress in writing, 62% made accelerated progress in Reading compared to 0% before these interventions began.
	Small Group	2* +4 months	<ul style="list-style-type: none"> Intensive tuition in small groups is very effective Group according to current attainment Assess accurately PD & Evaluation is most effective 				

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Barriers to learning 4. Pupil Premium Leader (1/2 day allocated time) <ul style="list-style-type: none"> • High level of PPG and SEN need requires greater focus from the lead • Teachers need further support to meet the needs of PPG in the classroom 			<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • A member of the senior leadership team takes responsible for monitoring progress of disadvantaged groups and facilitating appropriate support and measuring its impact. • Retargeting interventions to ensure productive 	<ul style="list-style-type: none"> • Clear identity of needs for PP children • 50% of Pupil Premium show improved progress 	£6,400	<p>The outcomes of all Pupil Premium children are better than before. Centralised interventions have enabled PP children to make significantly more progress than before. Maths PP children: from 29% making expected progress in intervention to 70% making expected progress. Pupil premium children and their progress are now part of Pupil Progress meetings run by the Pupil premium lead.</p>
5. Behaviour support staff for Gusford alternative provision for high need PP children in order to improve social & emotional education for them to access the school environment. <ul style="list-style-type: none"> • Children unable to engage with 	Behaviour interventions	4* + 4 months	<ul style="list-style-type: none"> • Targeted interventions • 2-6 months produce greatest effect • Training of facilitators improves impact • Involvement of parents show greatest impact 	<ul style="list-style-type: none"> • Small group work with qualified behaviour support teacher • Focusing on ELG Social & Emotional gaps <p>Targeted work to improve these areas</p>	<ul style="list-style-type: none"> • 100% of children worked with on behaviour issues show improved behaviour • 20% of children are ready for full time class membership 	<p>Teacher £47,500</p> <p>TA £11,000</p>	<p>All children that are involved with AP are assessed on PSHD element of the ELG. The children make good levels of progress in achieving these targets to allow them to be integrated into every day school life.</p>

<p>school environment</p> <ul style="list-style-type: none"> • Confidence, independence and resilience poor • Communication skills poor • High levels of pupil anxiety • Unmet basic needs 	Small Group	2* +4 months	<ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Group according to current attainment • Assess accurately • PD & Evaluation is most effective 				All children that are worked with by the behaviour team have made improvements in their behaviour and continue to do so. This allows them to become part of School life.
<p>6. 1:1 Support for specific high need children</p>	One to One	4* +5 months	<ul style="list-style-type: none"> • Short regular sessions (30 mins 3-5 times a week) • Consider grouping • Qualified teacher likely to have more impact • Link this to class 	<ul style="list-style-type: none"> • Daily support on individual programme to access learning. eg KC, TC, AL, • Class linked wherever possible <p>High level pupils receive support specific to their needs and as a result they are able to access a differentiated curriculum in a mainstream setting.</p>	<ul style="list-style-type: none"> • 100% of children worked with on behaviour issues show improved behaviour • 80% of the children show improved involvement in class activities. • 50% of children show improved progress 	£27,300	100% of children with a 1:1 have improved behaviour most of the time. Training and support is given by the behaviour team to enable the 1:1 TAs to effectively carry out their role.

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7. Sports Coaches from Premiere Sport	Behaviour interventions Sport	4* + 4 months 2* +2 months	<ul style="list-style-type: none"> Increases attendance Cross curricular learning with eg MA, E Extra curricular can bring a benefit 	<ul style="list-style-type: none"> Programme for AP on self esteem/behaviour through sport. Lunch extra curricular to improve behaviour and self esteem and positive play 	<ul style="list-style-type: none"> 100% of children worked with on behaviour issues show improved behaviour 20% of children are ready for full time class membership 50% Reduction in behaviour incidents and 50% increase in lunchtime sport 	£10,350 (This is 60% of their time which is funded from PPG)	Sports coaches work in the AP to support the self esteem of the children involved. Having male role models and highly structured, targeted activities in has supported the behaviour team with 95% of the children to make progress towards their targets.
9. Centralised Interventions (TA time). 12.5 hours at grade 3/ 4 21 hours grade 2	Teaching Assistants	2* 0 months	<ul style="list-style-type: none"> Identify learning focus Training for staff Focus on learning, not just work completion Evaluate impact 	<ul style="list-style-type: none"> Targeted interventions in class and out of class TAs trained in interventions Reviewed and more short term responsive put in place 	<ul style="list-style-type: none"> Narrow the gap by 20% in each yeargroup 	£19,000	Centralised intervention has not narrowed the gap by 20% in all years groups but the impact analysis has show that significantly more children are making accelerated progress than they were before there was the centralised intervention programme. With high levels of training involved and specific gaps being taught into the progress rates continue to grow.

10. LAC support (TA time)	Teaching Assistants	2* 0 months	<ul style="list-style-type: none"> Identify learning focus Training for staff Focus on learning, not just work completion Evaluate impact 	<ul style="list-style-type: none"> Targeted interventions in class and out of class Targeted self esteem and behaviour work LAC pupils make good progress compared to peers LAC pupils have access to specific support in terms of self esteem, confidence, behaviour and concentration. 	<ul style="list-style-type: none"> 100% of them make improved progress over last year 66% of them make accelerated progress 	£5,700	LAC children were supported by either getting places secure in provisions that could cater for their high level needs. 1:1 TA support has enables LAC children to be part of every day school life by providing alternative structures, learning support and high levels of emotions security.
11. Staff Training Wellcomm Elklan	Teaching Assistants	2* 0 months	<ul style="list-style-type: none"> Identify learning focus Training for staff Focus on learning, not just work completion Evaluate impact 	<ul style="list-style-type: none"> Disadvantaged pupils are prioritised for specific speech and language support and this results in narrowing the gaps between disadvantaged pupils and others in the areas of speaking, listening and understanding. 	<ul style="list-style-type: none"> Training helps staff identify S&L needs and plan for improvement 10% reduction in gaps for PP & Non PP PP children meet S&L ELG in line with Non PP. 	£2,000	Due to wellcomm training being implemented in Early years the outcomes of the PP children at GLD were in favour by 11%, as Pupil Premium children were a focus.