



Pupil premium strategy statement 2019-2020 : Gig Mill Primary School

1. Summary information					
School	Gig Mill Primary				
Academic Year	2019-20	Total PP budget	£185,060	Date of most recent PP Review	Governors review 1.10.19
Total number of pupils	602 636 inc N	Number of pupils eligible for PP	138	Date for next internal review of this strategy	July 2020

2. Current attainment					
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)	
	2017	2018	2019		
% achieving scaled score of 100 + in reading, writing and maths	52%	57%	36%	2019 not yet released	
reading progress measure	- 0.92	- 1.57	54%	0	
writing progress measure	- 0.40	+ 1.26	58%	0	
maths progress measure	- 1.28	- 0.43	50%	0	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	<p>Pupils achieving good level of development in EYFS. Speech and language skills on entry in Early Years are lower for pupils eligible for PP than for other pupils throughout the school. This slows reading progress, and acquisition of mathematical language in subsequent years. School are currently part of Black Country Teaching Schools project. Improved to 66% - increase of 6%. GLD Exceeding at 6%. 15 pupil premium 40.9% an improvement of 3.4%</p>
B.	Pupils achieving the required standard in Phonics screening test in KS1 Y1 81% Y2 97%

C.	Fundamental arithmetic and number skills are less well developed for PPG than other pupils, and impacts on pupils reaching expected combined standard in Maths and English (Reading & Writing) at the end of KS1, and potentially in KS2. School are currently part of NCETM Maths Mastery specialist project.
D.	Pupils reaching expected standard in English (Reading & Writing) and Maths at the end of KS2 Middle ability pupils who are eligible for PP are meeting 1/3 or 2/3 of expected standards, but not all three measures in statutory assessment tests outcomes. Pupils achieving Level 2A at KS1 are converting to the new measure of EXS at KS2, though not all pupils eligible to PP meet national expectation of GDS based on prior attainment groups of 'higher prior attainment band'. RWM combined overall 59% PP RWM combined 36%
E.	Increased need for pastoral / mental health / self esteem support for individuals Of Year group cohort – 12 /80 receiving additional support

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

F	Whilst attendance rates for pupils eligible for PP have improved significantly over time (from 91.7% to 94.33%), this remains below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
G	Home environment factors where families require Early Intervention / parenting support / budgetary support in order to access support from relevant services eg housing / health / children's centre / children's services.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve acquisition of language for pupils eligible for FSM in Reception class. Improve acquisition of mathematical language for FSM in Reception class.	Pupils eligible for FSM in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations, or making accelerated progress towards age related expectations. Aim to achieve good level of development - Increased by 3.4%
B.	Improve phonic knowledge and experiences in EYFS and Year 1 to ensure that children meet requirements for phonic screening check in Year 1. 81% PP74% Quality first teaching, and targeted interventions in Phonics and Reading if required for pupils eligible for PP Yr2 5/8 62.5% 97%Yr2	Pupils eligible for PP in Year 1 classes make rapid progress by the end of the year so that all pupils eligible for PP and are making accelerated progress towards or meet required standard in Phonics screening test.
C.	Improve Pupils reaching expected standard in English (Reading & Writing) and Maths at the end of KS1. Improve arithmetic and number skills for PPG compared to other pupils in EYFS and across KS1 in order to impact on percentage of pupils reaching the expected combined KS1 standard in English (Reading & Writing) and Maths All 70%	Pupils eligible for PP in Reception, Year 1 and Year 2 classes make rapid progress. By the end of the year all pupils eligible for PP make accelerated progress towards to age related expectations with majority achieving the expected standard in KS1 for Reading, Writing and Maths.
D.	Improve percentage of pupils reaching combined expected standard in English (Reading & Writing) and Maths at the end of KS2 35.7% Middle ability pupils who are eligible for PP meet 2/3 or 3/3/ of expected standards.	Middle attainers eligible for PP targeted for combined measure across Key Stage 2 in maths, reading and writing. Interventions in any of 3 areas are successful to support improved combined outcomes in KS2. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the SLP cluster.
E G	Access to in school support for pastoral care / mental health / self esteem. Access to Early Intervention / parenting support / through TAFs and swift signposting to relevant services eg housing / health / children's centre / children's services to support children and families.	Mentorlink, peer mentor and JASS programmes and individual school support for pastoral support are successful in supporting the school's impact on wellbeing and self-esteem. Increased parental engagement through Achievement for All EEF project

<p>F</p>	<p>Increased attendance rates for pupils eligible for PP. Pupils in Year 4 improve attendance from 94.12% to more than 95%, pupils in Year 5 improve attendance from 93.65% to at least 95%,</p>	<p>Overall PP attendance improves from 94.3 % to 96% and more in line with 'other' pupils nationally. Year 4 attendance improved from 94.12% to 95.72% Year 5 attendance improved from 93.65% to 94% + Reduce the number of persistent absentees among pupils eligible for PP to below 10%. IDSR PA 11.3% reduced to 7.5%</p>
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5. Planned expenditure 2019/20

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?
Improved attainment in Reading, Writing and Maths	<p>Quality first teaching Induction of new teaching staff joining Gig Mill.</p> <p>Changes to middle leaders, including new Phase leaders in post.</p> <p>Specialist Maths Mastery specialist teacher support / coaching</p>	<p>Consistent approaches across school to ensure that good practice is embedded, and that quality first teaching is in place for all classes.</p> <p><i>EEF research shows that a collaborative approach to learning has a positive impact on standards for low cost. Mixed ability groupings contribute to learning across the curriculum, and develop their strengths as well as learning from more able peers.</i></p>	<p>INSET and staff meetings to focus on pedagogy across subjects areas – eg mixed ability teaching, questioning</p> <p>Regular and rigorous monitoring – learning walks, book trawls, lesson observations, pupil progress meetings, data scrutiny.</p>	<p>School leaders</p> <p>Maths Team</p> <p>English Team</p>	<p>Termly</p> <p>Governors school improvement</p>
	<p>QLA KS2 Analysis identifies the following areas:</p> <ul style="list-style-type: none"> - Reading / SPAG vocabulary - Maths 	<p>In order to tackle lower attainment accurate diagnosis of difficulties informs interventions.</p> <p><i>EEF research shows that providing regular personalised feedback to pupils on their next steps provides high impact on learning for a low cost.</i></p>			
<p>Improved progress for middle attaining pupils, in high prior attainment band.</p> <p>High prior attainment band pupils eligible for PP make good progress across Key Stage 2 in Reading Writing Maths</p>	<p>See above</p> <p>Staff training on</p> <ul style="list-style-type: none"> • questioning • growth mindset • mastery approaches 	<p>Investing in CPD on pedagogy which will help all pupils.</p> <p><i>Highly effective teaching has a greater impact on disadvantaged pupils. (Sutton Trust) Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</i></p>	<p>Use INSET days and staff meetings to deliver training.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>Deputy Head Assistant Heads</p>	<p>Termly</p> <p>Governors school improvement</p> <p>October 2019</p> <p>Jan 2020</p> <p>April 2020</p>
<p>Improved oral language skills in Reception</p>	<p>Staff training on language development and Mastery approaches in Maths.</p> <p>EYFS staff in Nursery and Reception to implement approaches for EYFS pupils.</p>		<p>CPD selected using evidence of effectiveness.</p> <p>Peer observation of attendees' classes during and after the course, to embed learning (no assessment).</p> <p>Use INSET days to disseminate to other EYFS staff.</p>	<p>EYFS lead</p> <p>Maths lead</p>	<p>September 2019 onwards</p>
Total budgeted cost					£32,920

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?	Staff lead	When will you review implementation?
Pupils access a range of pastoral, family, and academic support as required.	Key pupil premium posts in school Assistant Head Attendance Family pastoral support	Successful whole school approaches, high expectations and strong leadership is impacting on pupil premium progress over time. EEF & Sutton Trust evidence.	Impact on pupils regularly monitored through school improvement plan priority, leadership activities, governors committee.	Head Inclusion leader Pastoral lead	Half termly
Improved attendance and punctuality of PP pupils	First day response Weekly attendance monitoring followed up by appropriate actions – letter, phone calls, meetings, referral to EIS. Liaison with EIS	Research shows that poor attendance and punctuality and or punctuality has a significant negative impact on a child's chances of succeeding at school. Good attendance will ensure that a child has every opportunity to achieve.	Revised attendance policy with advice from EIS. Weekly attendance monitoring. Tracking of individual children. Triggers for phone calls / letters / meetings from school.	Head Assistant Head Attendance & Parental liaison	Weekly Monthly Half termly
Improved attainment in reading	Research based targeted interventions ECAR: daily FFT: 3 times weekly BRP: 3 times weekly	1:1 instruction is one of the most effective interventions for struggling readers. Daily readers: school programme	Trained and experienced TAs and teacher deliver time limited programmes.	Inclusion leader ECAR teacher	Half termly
Total budgeted cost					£86,340
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?	Staff lead	When will you review implementation?
Improved attainment in Reading and Maths Increased parental engagement.	Letterbox programme for pupils eligible for PPG in Years 1-6 £125 per pupil	Engaging parents in their child's learning by providing quality reading and Maths resources. Many of children surveyed did not have a range of books to read at home. Monthly for 6 months of the year – May to October, with children receiving 12 books.	Continuing initiative. Parents collection days. Ongoing analysis including questionnaires, pupil interviews and surveys.	Assistant Head	November 2019
Mentorlink, peer mentor and JASS programmes for pastoral support are successful in supporting the school's impact on wellbeing and self-esteem.	Weekly individual or small group sessions with an experienced teacher or teaching assistant, in addition to standard lessons.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Programmes selected using evidence of effectiveness through sharing good practice across local networks.	Assistant Head HLTA team	

		Self esteem work – mental health & wellbeing - CSS link			
Access to extra curricular opportunities Improved progress for high attaining pupils	Cooking club JASS - more able	Healthy eating initiative to promote healthy cooking with families. We want to provide extra support to maintain high attainment. This additional provision is combined with some 'aspiration' workshops / cultural activities. Support for extra curricular activities / residential / PE kit etc	Extra teaching time and preparation time paid for out of PP budget. Trained HLTA delivering programme. Impact overseen by inclusion leader. Meeting to engage with parents and pupils at start of interventions to address any concerns or questions about the additional sessions.	Inclusion Leader HLTA team	Autumn 2019 November 2019 April 2020
Total budgeted cost					£24,620