

# Pupil Premium strategy statement: Garlinge Primary School and Nursery



## Garlinge Primary School and Nursery

"A place for everyone to succeed and thrive with inclusion at its heart"

1. Summary information					
School	Garlinge Primary School and Nursery				
Academic Year	2016/17	Total PP budget	£320,160	Date of most recent PP Review	Sept 16
Total number of pupils	705	Number of pupils eligible for PP	264	Date for next internal review of this strategy	Jan 17

### What is Pupil Premium?

Pupil Premium is additional funding given to schools in England to raise the attainment of pupils from low income families and close the gap between them and their peers. The funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. This is known as 'Ever 6 FSM'.

Schools will also receive funding for children who have been 'Looked After' (in Local Authority care), were adopted from care on or after 30 December 2005, or left care under a special guardianship or residency order, and children of service personnel.

### Why was Pupil Premium introduced?

Pupil Premium was introduced in April 2011. The Government believed that it is the best way to address the current underlying inequalities in the academic performance of children eligible for Free School Meals (FSM) and their wealthier peers by providing additional support to the pupils who need it most.

### How much funding does Garlinge Primary School and Nursery receive?

- In 2014-2015 the allocation of Pupil Premium funding was £285,900
- In 2015-2016 the allocation of Pupil Premium funding is £312,276
- In 2016-2017 the allocation of Pupil Premium funding is £320,160

The table below shows the amount of children per year group who will receive Pupil Premium funding for the academic year 2016/17. In total 37% of children at Garlinge Primary School and Nursery (GPS&N) receive Pupil Premium funding.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year R	Total
<b>Total Pupils</b>	119	116	110	90	91	59	120	705
Pupils who receive Pupil Premium	31	40	46	40	40	36	31	264
Percentage of pupils who receive Pupil Premium	26%	34%	42%	44%	44%	61%	26%	37%

### **Index of Multiple Deprivation**

The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 453 Kent primary schools in terms of IMD. Garlinge Primary School is ranked 13 out of 453 schools (September 2016) with 1 being the most deprived; this is a drop of 9 places from 2014 - 2015. **However, against this change to contextual data, standards of attainment have risen for all children including those in receipt of additional pupil premium funding and KS2 SATs results for 2016 are above national for most key performance indicators.**

## How does the school spend this money?

The Governors, Senior Leadership Team (SLT) and all members of teaching staff monitor the attainment and progress of children very carefully. ALL children's progress is discussed at termly progress meetings and where additional support is deemed necessary, Pupil Premium is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being, but Garlinge Primary School and Nursery recognises the need to provide a varied and stimulating curriculum, and provides opportunities to all of our children using Pupil Premium.

Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on termly tracking to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

<b>Current attainment</b>						
	<i>All Pupils at Garlinge 2016</i>	<i>National</i>	<i>Pupils eligible for PP Garlinge 2016</i>	<i>National pupils eligible for PP</i>	<i>Pupils not eligible for PP Garlinge 2016</i>	<i>National pupils not eligible for PP</i>
<b>% of pupils achieving the expected standard in reading, writing and maths</b>	57%	53%	41%	38%	68%	60%
<b>% of pupils achieving the expected standard in reading.</b>	60%	66%	43%	53%	74%	71%
<b>% of pupils achieving the expected standard in writing.</b>	83%	74%	79%	64%	87%	79%
<b>% of pupils achieving the expected standard in maths</b>	80%	70%	71%	57%	84%	75%

<b>2. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills and PSED in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Some pupils eligible for PP have lower attainment than non PP children nationally in reading, writing and maths.
<b>C.</b>	PP children have lower attainment in reading compared to PP and non PP nationally.
<b>D.</b>	Children with poor SEMH. This slows progress and attainment in all subject areas.
<b>E.</b>	Children have limited home experiences and resources(e.g. books) or have financial restraints leading to non participation.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F</b>	Attendance rates for pupils eligible for PP are below the target for all children (96%) This reduces their school hours and causes them to fall behind on average
<b>G</b>	Poor parental engagement. This reduces the amount of support children receive at home
<b>H</b>	Low level of aspiration

<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills and PSED for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations.
<b>B.</b>	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths, therefore diminishing the difference by the end of Key Stage 2
<b>C.</b>	Pupils eligible for PP will have similar attainment in reading compared to PP and then non PP nationally.	Pupils eligible for PP will have similar attainment in reading compared to PP and then non PP nationally, therefore diminishing the difference by the end of Key Stage 2
<b>D.</b>	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers.
<b>E.</b>	Pupils eligible for PP will have the same opportunity as all pupils	Equal participation in events, activities and extra-curricular activities
<b>F.</b>	Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 92.6% to 96% in line with 'other' pupils.

<b>G.</b>	Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events	Parents will have increase participation within their child's learning journey. Children will receive increased support at home.
<b>H.</b>	An increased level of aspiration.	Pupils will have increased aspiration, leading to improved progress and attainment.

4. Planned expenditure					
Academic year	2016/17				
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?
A. Improved oral language skills and PSED in reception	Speech and Language TA employed by the school  10 sessions of Forest school  Quality first provision training for an inclusive classroom	Investment in a S and L TA will boost oral language skills and improve reading and writing in the longer term. S and L TA to support teacher and TA CPD  Forest school promotes oral language skill in a different context to school. The sessions also promote physical development and wellbeing  Due to information from Nursery transition meetings it was evident that the Reception learning environment would need to be adapted to meet the needs of all children.	S and L TA to receive relevant training and resources. Monitoring  Monitor the effectiveness of the sessions and invite parents to a session to share the experience and learn ideas to implement themselves.  Training and support from the SENCo and Inclusion team	Foundation DL, SENCo  SENCo	Jan 17
B. Improved attainment in reading, writing and maths	Staff training on high quality feedback  Additional maths resources	Staff training on high quality feedback – EEF Toolkit – High quality feedback is an effective way to improve attainment  Manipulatives support children’s learning and embeds the learning of concepts	<ul style="list-style-type: none"> <li>• Courses selected using evidence of effectiveness.</li> <li>• Using Inset days and staff meetings</li> <li>• Feedback embedded in feedback/ marking policy</li> <li>• Lesson monitoring</li> </ul>	English and Maths lead	Jan 17
C. Improved attainment in reading	Staff training on ‘Cracking Comprehension’ and associated resources purchased  Reading CPD: The institute of Education training on Comprehension and Inference (GELA INSET day)	Advice of the effectiveness of the resources from LA English lead.  Comprehension is the main area that children are below national levels at the end of Key Stage testing.  Recognised training provider as a centre of excellence for the teaching of reading	<ul style="list-style-type: none"> <li>• Resource selected using evidence of effectiveness.</li> <li>• Monitoring of the implementation of the resource</li> <li>• Relevant training and effectiveness of this monitored</li> </ul> Monitor through lesson monitoring and Pupil Progress meetings	English lead  SLT	Jan 17

	<p>Large investment in banded home reading books</p> <p>Parent 'Phonic' workshop for Reception and Year 1</p>	<p>A range of home reading books to appeal to all types of readers and their preferences. This had also led to further parental engagement.</p> <p>Increase parental engagement and understanding will lead to more effective support at home.</p>	<p>Raise the profile of home reading using 'Busters Book Club' to encourage and engage pupils and their families.</p> <p>Ensure dates of sessions are sent out well in advance and specific parents targeted if appropriate.</p>	<p>English Lead</p> <p>KS1 and Foundation lead.</p>	
D. Improved SEMH	<p>'Inclusive classroom' training</p> <p>Rewards for positive behaviour - in line with an updated behaviour policy.</p>	<p>To ensure the needs of all learners are met and barriers to learning broken down within the mainstream classroom</p> <p>Positive learning behaviour leads to increased well-being, progress and attainment.</p>	<p>Monitoring the effectiveness of strategies through documentation and lesson observations.</p> <p>Ensure staff and pupils are fully aware of the behaviour policy. Monitor.</p>	<p>SENCo</p> <p>SLT</p>	Jan 17
<b>Total budgeted cost</b>					£44,000

<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>
A. Improved oral language skills and PSED in reception	1-2-1 and small group provision	Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.	Lesson monitoring and Pupil Progress meetings	Foundation leader and SLT	Jan 17

<p>B. Improved attainment in reading, writing and maths</p>	<p>Smaller class sizes in year 6 and smaller mixed ability maths classes for years 4 and 5</p> <p>1-2-1 and small group provision</p> <p>Additional Teaching Assistants to provide opportunities for focussed 1-2-1 or group work with targeted children (Increased TA ratio in year 6)</p>	<p>Smaller class sizes have had an impact on attainment from experience as pupils receive more 1-2-1 and small group 'teacher time'.</p> <p>Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.</p>	<p>Lesson monitoring and Pupil Progress meetings</p> <p>Extra teaching time and preparation time paid for out of PP budget, not on a voluntary basis to ensure high quality</p> <p>Impact overseen by English and Maths leader and SLT</p>	<p>SLT, Maths and English Lead</p>	<p>Jan 17</p>
<p>C. Improved attainment in reading</p>	<p>1-2-1 and small group provision</p> <p>'Beanstalk' intervention</p>	<p>Small Group work and 1-2-1 tuition from highly qualified staff has proven to have an impact on attainment and accelerate progress – seen in reliable evidence sources such as in Visible Learning by John Hattie and the EEF toolkit.</p> <p>1:2:1 to develop better attitudes towards reading and to promote reading for enjoyment</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not on a voluntary basis to ensure high quality</p> <p>Impact overseen by English leader and SLT</p> <p>Select children according to need and monitor groups.</p>	<p>SLT and English Lead</p>	<p>Jan 17</p>
<p>D. Improved SEMH</p>	<p>Use of providers such as 'Project Salus' and 'The Lighthouse Project' to work 1-2-1 with children to promote SEMH.</p> <p>Employ 2 learning mentors</p> <p>Employ a FLO to engage hard to reach families. attendance</p>	<p>Removing barriers to learning improves wellbeing, involvement, progress and attainment</p> <p>Some children need extra support to improve their learning behaviours</p> <p>Removing barriers to learning improves wellbeing, involvement, progress and attainment</p>	<p>Monitor the impact and select suitable pupils. Engage with parents and pupils before intervention begins to address any concerns or questions</p> <p>Mentors set up timetabled 1-2-1 and group work interventions</p> <p>Employ an experienced FLO, weekly meetings with SLT and Pastoral team</p>	<p>Inclusion Leader</p> <p>SLT</p>	<p>Jan 17</p>



F. Improved attendance rates for pupils eligible for PP	<p>Employ a FLO to work with families to improve attendance</p> <p>Use of the school minibus to pick up targeted children</p> <p>Transport to school paid for when appropriate.</p> <p>Rewards for good and improved attendance</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Some families need support to find solutions to getting their children to school on time every day</p> <p>Some families are not able to, for various reasons, transport themselves to school.</p>	<p>Regular monitoring of attendance data by SLT</p> <p>Regular monitoring of attendance data by SLT</p> <p>Regular monitoring of attendance data by SLT</p>	<p>SLT, FLO</p> <p>SLT, FLO</p> <p>SLT</p>	<p>Jan 17</p>
<b>Total budgeted cost</b>					£255,000
<b>iii. Other approaches</b>					
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?
D. Improved SEMH	<p>Additional lunchtime supervision</p> <p>Playtime/ Lunchtime 'Zoning'</p> <p>Lunchtime clubs</p>	<p>In order to ensure pupils are able to access quality provision at lunchtime, additional MMS will be employed to ensure interesting and engaging activities are available</p> <p>Children have a range of interesting activities and resources to use at lunchtime/ break time. This reduces boredom and increases well being</p> <p>Additional lunchtime clubs, such as game club and computer club, can provide targeted children with support to develop social and communication skills and improve SEMH.</p>	<p>Training and supervision of MMS.</p> <p>Training for staff and pupils</p> <p>Experienced staff, with a good knowledge and understanding of SEMH, paid to organise and run clubs, with selected children in the first instance.</p>	<p>SLT</p> <p>Mentors</p> <p>SLT</p>	<p>March 17</p>
E. PP Pupils will have the same opportunity as all pupils	<p>All educational visits paid for by the school</p> <p>Workshops and experiences in school to engage and enrich the curriculum</p> <p>Whole class and 1-2-1 music lessons</p>	<p>All children are entitled to equal opportunity of experiences.</p> <p>Some PP children do not get the same opportunity outside of school to access a range of experiences so the school provides these, such as 'History off the page'.</p> <p>Music lessons/ tuition allows children to have the opportunity to learn a musical instrument</p>	<p>Ensure educational visits and experiences will have a positive impact on attainment, progress and SEMH.</p> <p>Ensure children are given access to musical instruments to take home so that they can</p>	<p>SLT and DLs</p> <p>Music lead, SLT</p>	<p>July 17</p> <p>July 17</p>

	<p>Toy swap club</p> <p>Partial Funding for the school minibus</p> <p>Homework Club</p>	<p>– a range of learning skills and attributes can be gained from this.</p> <p>Not all children have the opportunity to afford a range of toys and games. A toy swap club allows parents and their children to enjoy games and toys together, promoting positive relationships</p> <p>Children have access to a range of opportunities both during and outside school hours. Some parents have no transport to take their children to sporting events for example.</p> <p>Homework club is provided to support children in years 5 and 6 who don't always get the support needed at home to complete homework</p>	<p>practice and have parental involvement.</p> <p>Sufficient resources to be purchased for the club and fully advertised to parents and carers.</p> <p>Ensure the school know of parents that do not have access to transport and therefore have a lack of access to opportunities.</p> <p>Invite specific children who need support in the first instance. Gain parental support.</p>	<p>FLO</p> <p>SLT</p>	<p>July 17</p> <p>July 17</p>
G. Improved parental engagement	<p>Parental Workshops and 'Stay and Play/ Learn' sessions to engage parents</p> <p>Coffee morning/ Afternoons</p> <p>EAL FLO to work with EAL parents</p>	<p>High levels of parental engagement with school allow for more effective support at home to help improve attainment and progress.</p> <p>Pupils with EAL parents are able to access support and guidance from school</p>	<p>Dates to be given to parents well in advance. Timings of sessions to be at the start or the end of the day to fit in with parent 'pick ups'.</p> <p>Monitoring by the inclusion leader</p>	SLT and DLs	July 17
H. An increased level of aspiration.	<p>'Aspiration' interventions</p> <p>Adult education workshops for parents and carers</p>	<p>Visitors from a range of professions of which children have not known or seen before and talks from successful past students</p> <p>Developing Parental skills and aspiration will in turn allow parents to supports their children</p>	<p>Ensure quality of speakers</p> <p>Select parents who will have the biggest impact</p>		July 17
<b>Total budgeted cost</b>					75,000

**5. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**6. Additional detail**

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