

# 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          | 2019/20                             | Total PP budget                  | £378,122 | Date of most recent internal PP Review         | July 19    |
| Total number of pupils | 798                                 | Number of pupils eligible for PP | 299      | Date for next internal review of this strategy | March 2020 |

### **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 2018-2019 the allocation of Pupil Premium funding is £365,300
- In 2019-2020 the allocation of Pupil Premium funding is £378,122

The table below shows the amount of children per year group who will receive Pupil Premium funding for the academic year 2019/20. In total 39% of children between year R and 6 at Garlinge Primary School and Nursery (GPS&N) receive Pupil Premium funding.

| Sept 2019-20                                   | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|--|--------|--------|--------|--------|--------|--------|--------|-------|
| <b>Total Pupils</b>                            | 79     | 112    | 107    | 115    | 113    | 112    | 126    | 765   |
| Pupils who receive Pupil Premium               | 25     | 41     | 47     | 43     | 37     | 53     | 53     | 299   |
| Percentage of pupils who receive Pupil Premium | 31.6%  | 36.6%  | 43.9%  | 37.3%  | 32.7%  | 47.3%  | 42%    | 39%   |

### **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 456 Kent primary schools in terms of IMD. Garlinge Primary School is ranked 18 out of 454 schools, 1 being the most deprived. **However, against this contextual data, standards of attainment have risen for all children including those in receipt of additional pupil premium funding, and KS2 SATs results for 2019 are above national average for key performance indicators.**

### **Pupil Premium: A rationale for Garlinge Primary School and Nursery.**

Garlinge Primary School and Nursery is committed to ensuring that all children have equal life chances. We recognise that many children come to us from low socio-economic backgrounds and we are dedicated to ensuring that this is never a barrier to learning. We have the highest aspirations of ALL children and use the Pupil Premium effectively to ensure that disadvantaged children receive the same entitlement as their non-disadvantaged peers. These are our key principles for diminishing the difference between disadvantaged and non-disadvantaged children.

1. Achievement gaps between any groups in any subject are viewed as symptoms, rather than problems themselves. We constantly strive to improve teaching for all.

2. We know the specific barriers of our disadvantaged children and plan to overcome these accordingly.
3. We remember that 'limited experience' is not the same as 'low ability'. We invest heavily in Early Years, and the transition into Year 1, to give the children as many experiences as possible. All members of staff have high expectations from the very beginning.
4. We instil a love of learning and give children the confidence to do it. We provide a broad and balanced curriculum with particular investment in the Arts and Sport to develop confidence and build cultural capital.
5. Our children learn most when they are in the classroom with the most qualified adults. External interventions are used with caution and only when needs cannot be met within the classroom.
6. Teaching and Learning always comes first. Teachers have ownership of their practice and every member of the school is part of a professional learning community, constantly seeking to improve.

### **Key Questions for consideration**

In our relentless drive to ensure that there is no gap between the most disadvantaged children and their peers, we continually ask and review the following key questions:

- 1) What are the specific needs of the most disadvantaged children at Garlinge Primary School and Nursery?
- 2) What do we want the outcomes to be for these pupils?
- 3) Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged?
- 4) How will the impact of the strategies be monitored and what are the success indicators?
- 5) What impact are the strategies employed having on the achievement of the disadvantaged children?

## 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, especially within the Arts and Sport, and provides a range of 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>End of Key Stage 2 Current attainment</b>                                     |                                    |                 |   |  |  |                             |                               |
|--|------------------------------------|-----------------|---|--|--|-----------------------------|-------------------------------|
|  | <i>All Pupils at Garlinge 2019</i> | <i>National</i> | <i>Pupils eligible for PP Garlinge 2019</i> | <i>Pupils eligible for PP National</i> | <i>National pupils not eligible for PP</i> | <i>Progress at Garlinge</i> | <i>PP Progress nationally</i> |
| <b>% of pupils achieving the expected standard in reading, writing and maths</b> | 71                                 | 65              | 68  | Not yet available<br>(Kent 52%)        | Not yet available                          | N/A                         | N/A                           |
| <b>% of pupils achieving the expected standard in reading.</b>                   | 76                                 | 73              | 70  | Not yet available<br>(Kent 62%)        | Not yet available                          | 0.0                         | 0.0<br>Kent                   |
| <b>% of pupils achieving the expected standard in writing.</b>                   | 86                                 | 78              | 78  | Not yet available<br>(Kent 70%)        | Not yet available                          | 1.3                         | 0.3<br>Kent                   |
| <b>% of pupils achieving the expected standard in maths</b>                      | 84                                 | 79              | 83  | Not yet available<br>(Kent 65%)        | Not yet available                          | 0.3                         | -0.4<br>Kent                  |

| <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>   | Some prior higher attaining PP children do not achieve the expected progress to achieve the higher standard.  |
| <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 (96.3%) This reduces their school hours and can cause them to fall behind.        |
| <b>G.</b>   | Poor parental engagement. This reduces the amount of support children receive at home   |
| <b>H.</b>   | Poor lifestyle choices, such as poor diet, inactivity and health  |

| <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>          | PP Pupils with prior higher attainment will achieve the expected progress to achieve the higher standard.  | Prior higher attaining pupils eligible for PP will have similar progress and attainment 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 94.3% 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> | Improved lifestyle choices, such as diet, activity and health  | Pupils participate in more physical activity, increasing outside and future participation in sport.<br>Pupils and families have a better understanding of healthy life style choices |

| 4. Planned expenditure   |   |   |  |   |  |
|--|---|---|--|---|--|
| Academic year  | 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<br>Expertise   | 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<br><br>10 sessions of Forest school in Reception  | 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<br><br>Forest school promotes oral language skill in a different context to school. The sessions also promote physical development and wellbeing  | S and L TA to receive relevant training and resources. Monitoring<br><br>Monitor the effectiveness of the sessions and invite parents to a session to share the experience and learn ideas to implement themselves.  | EYFS DL, SENCo  | March 20<br><br>June 20  |
| B. Improved attainment in reading, writing and maths   | Staff update training on high quality feedback<br><br>Additional maths resources<br><br>Training and implementation of cracking comprehension<br><br>Large investment in banded home reading books<br><br>Parent 'Phonic' workshop for Reception and Year 1<br><br>Parent 'reading' workshops for all year groups | Staff training on high quality feedback – EEF Toolkit – High quality feedback is an effective way to improve attainment<br><br>Manipulatives support children's learning and embeds the learning of concepts<br><br>This reading intervention has been highly recommend by KCC and we have successfully used similar interventions for a few years with a high impact on raising attainment.<br>A range of home reading books to appeal to all types of readers and their preferences. This had also led to further parental engagement in previous years.<br><br>Increase parental engagement and understanding will lead to more effective support at home. | <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> <li>• Training for staff</li> <li>• Resources given to all class teachers</li> <li>• Monitor the effectiveness of the intervention</li> </ul> <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>Quality assure training and gain feedback from participating parents.</p> | English and Maths lead<br><br>English lead, AHT<br><br>English Lead<br><br>English Lead and AHT<br><br>English Lead | March 20<br><br>March 20<br><br>March 20<br><br>March 20<br><br>March 20 |

|  |  |  |   |               |          |
|--|--|--|---|---------------|----------|
| D. Improved SEMH   | Rewards for positive behaviour - in line with an updated behaviour policy.<br><br>Rewards linked with school PART values | Positive learning behaviour leads to increased well-being, progress and attainment.  | Ensure staff and pupils are fully aware of the behaviour policy. Monitor.<br><br>Launch of rewards linked to school values.   | SLT<br><br>LS | July 20  |
| H. Improved lifestyle choices, such as diet, activity and health | Training for TAs and MMS about how to deliver effective active play sessions and playtime and lunchtime.                 | Active play promotes children's positive attitudes to physical activity in an informal setting. This then leads to increase confidence and participating in PE lessons and school sport. | Ensure staff are fully aware of what active play looks like in the playground and how to deliver this.<br>Ensure active play is fully resourced and training updated when needed. | AA/ LS        | March 20 |
| <b>Total budgeted cost</b>                                       |  |  |   |               | £45.000  |

| <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 | March 20                                     |

|   |  |   |  |                             |          |
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| B. Improved attainment in reading, writing and maths          | 1-2-1 and small group provision<br><br>Additional Teaching Assistants to provide opportunities for focussed 1-2-1 or group work with targeted children<br><br>'Beanstalk' intervention | 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. | Extra teaching time and preparation time paid for out of PP budget, not on a voluntary basis to ensure high quality<br><br>Impact overseen by English and Maths leader and SLT   | SLT, Maths and English Lead | March 20 |
|   | No – Nonsense Phonics intervention for years 2-6   | 1:2:1 to develop better attitudes towards reading and to promote reading for enjoyment<br>Children who have a secure understanding of phonics and decoding will become more confident and effective readers.                          | Select children according to need and monitor groups.<br><br>Impact overseen by English leader and SLT <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> | SLT and English Lead        | March 20 |
| C. Improved the progress of pupils with high prior attainment | 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. | Extra teaching time and preparation time paid for out of PP budget, not on a voluntary basis to ensure high quality  | SLT                         | July 20  |



| 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? |
| D. Improved SEMH  | Additional lunchtime supervision  | 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                              | Training and supervision of MMS.  | SLT                     | March 20                             |
|   | Playtime/ Lunchtime 'Zoning/ Active play'   | Children have a range of interesting activities and resources to use at lunchtime/ break time. This reduces boredom and increases well being  | Training for staff and pupils   | Mentors                 |                                      |
|   | Lunchtime clubs   | Additional lunchtime clubs, such as game club, homework club, library club and computer club, can provide targeted children with support to develop social and communication skills and improve SEMH. | Experienced staff, with a good knowledge and understanding of SEMH, paid to organise and run clubs, with selected children in the first instance. | SLT                     |                                      |
| E. PP Pupils will have the same opportunity as all pupils | All educational visits paid for by the school   | All children are entitled to equal opportunity of experiences.  | Ensure educational visits and experiences will have a positive impact on attainment, progress and SEMH.   | SLT and DLs             | March 20                             |
|   | Workshops and experiences in school to engage and enrich the curriculum   | 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'.                                     |   |                         |                                      |
|   | Whole class and 1-2-1 music lessons   | Music lessons/ tuition allows children to have the opportunity to learn a musical instrument – a range of learning skills and attributes can be gained from this.                                     | Ensure children are given access to musical instruments to take home so that they can practice and have parental involvement.                     | Music lead, SLT, S Cook | March 20                             |
|   | Partial Funding for the school minibus  | 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.                          | Ensure the school know of parents that do not have access to transport and therefore have a lack of access to opportunities.                      | SLT                     | March 20                             |
|   | Homework Clubs  | Homework club is provided to support children who don't always get the support needed at home to complete homework  | Invite specific children who need support in the first instance. Gain parental support.   |                         | March 20                             |
| 6 sessions of Forest school for year 1 pupils             | Forest School promotes a range of social and emotional skills. The sessions also promote physical development and | Monitor the effectiveness of the sessions and invite parents to a session to share the  |   | SLT                     | March 20                             |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  | <p>Subsidised (some fully funded) breakfast club</p> <p>Training a Level 3 forest school practitioner.</p>   | <p>wellbeing. The sessions also aid in the important transition from Foundation stage to KS1. Research shows that a poor transition at this stage can lead to disengagement.</p> <p>Children who have a good start to the day, including a healthy breakfast, are more conducive to learning.</p> <p>Many children do not get the opportunity to explore the outside, including wooded areas, at home. A forest school practitioner allows us to run forest school sessions at school which can help break down barriers to learning.</p>            | <p>experience and learn ideas to implement themselves.</p> <p>Invite children who may need support with morning routine and lack a positive start to the day.</p> <p>Ensure practitioner has the correct time and equipment to establish forest school and run intervention groups and share good practice with others.</p> | <p>SCo</p> <p>SLT</p>                    | <p>March 20</p> <p>March 20</p>                 |
| G. Improved parental engagement                                  | <p>Parental Workshops and 'Stay and Play/ Learn' sessions to engage parents</p> <p>Coffee morning/ Afternoons and Mothers Union</p> <p>EAL FLO to work with EAL parents</p> <p>Adult Education Course-</p> | <p>High levels of parental engagement with school allow for more effective support at home to help improve attainment and progress.</p> <p>Parents and Carers are able to meet and gain support from staff and other Parents. The sessions enable them to get advice and support from a range of outside agencies</p> <p>Pupils with EAL parents are able to access support and guidance from school.</p> <p>Empowering parents to learn will promote a positive attitude to learning at work which will establish positive role models at home.</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> <p>Monitoring access to the course and supporting FLO to deliver training and additional follow up support.</p>               | <p>SLT and DLs</p> <p>SLT</p> <p>SLT</p> | <p>March 20</p> <p>March 20</p> <p>March 20</p> |
| H. Improved lifestyle choices, such as diet, activity and health | <p>Employment of a 2 Sports Coaches</p> <p>Employment of an Sports TA (Active play leader) to support active play and deliver balanceability</p>   | <p>Sport coach promotes healthy living and positive life style choices. They arrange access to a range of outside agencies, promote school sports and healthy choices. Staff member has had high impact within her previous role.</p> <p>Active Play promotes active engagement at playtime, promoting health and wellbeing. Balanceability improves motor skills and many children do not have this opportunity at home.</p>  | <p>SLT will monitor PSSPA plan and measure impact. Monitor increase participation and parental feedback.</p> <p>Training provided to all stakeholders and relevant equipment provided.</p>  | <p>LS</p> <p>LS/AA</p>                   | <p>MARCH 20</p> <p>MARCH 20</p>                 |
| <b>Total budgeted cost</b>                                       |  |  |   |  | £105,000  |

| 5. Review of expenditure                               |  |  |  |                 |
|--|--|--|--|-----------------|
| Previous Academic Year                                 |  | 2018-19  |  |                 |
| i. Quality of teaching for all                         |  |  |  |                 |
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)                               | Cost<br>£45,000 |
| A. Improved oral language skills and PESD in reception | Speech and Language TA employed by the school<br><br>10 sessions of Forest School for year R and 6 for year 1 to aid transition. | 74% of children achieved GLD in communication and language. All pupils made good progress in this area from they low starting points.<br>The S&L TA has also supported teachers and TAs with training and strategies to support children with communication needs in their class. This has broken down barriers and allowed access to the curriculum.<br><br>Children improved in a range of areas after Forest School sessions. Teachers reported a rise in confidence and attitudes in learning after the sessions, which impacted positively in the classroom environment. A rise in the specific and Prime areas was observed. Parental sessions were also well attended and created strong relationships with the school. Transition was smoother as year 1 continued forest school sessions. | Continue approach<br><br>Continue approach and develop forest school within the grounds of GPSN. |                 |
| B. Improved attainment in reading, writing and maths   | Staff training on high quality feedback<br><br>Additional maths resources  | Staff had training sessions about how to give high quality feedback. This was moderated and quality assured during Key Stage Department meeting. A consistent approach is seen, especially in English and Topic books, and the children are aware of next steps and this has improved outcomes, especially in writing.<br><br>Additional maths resources purchased. Manipulatives have helped to consolidate abstract concepts and improve maths outcomes across the school.   | Continue to embed high quality feedback, especially with new staff.<br><br>Continue approach     |                 |
| D. Improved SEMH                                       | Rewards for positive behaviour - in line with an updated Behaviour Policy.   | Behaviour in classes is always good, and usually outstanding, in lessons observed. The pastoral team are supporting a number of individuals and allowing them greater access to the curriculum and the support that they need. The updated reward policy has had a positive impact on SEMH and pupil conferencing and questionnaires shows positive attitudes towards behaviour.   | Continue approach  |                 |

|  |  |  |   |                                |
|--|--|--|---|--------------------------------|
|  | Rewards linked to school values  | New rewards have be introduced linked to the school values. These have focus pupils and staff around how to demonstrate the school values and this can be seen in class and on the playground. Lunchtime incidents have reduced.   | Continue approach   |                                |
| H. Improved lifestyle choices, such as diet, activity and health | Training for TAs and MMS about how to deliver effective active play sessions and playtime and lunchtime.   | Active play training promoted children's positive attitudes to physical activity in an informal setting. This then lead to increased confidence and participation in PE lessons and school sport.  | Continue approach   |                                |
| <b>ii. Targeted support</b>                                      |  |  |   |                                |
| <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><br><b>£255,000</b> |
| A. Improved oral language skills and PSED in reception           | 1-2-1 and small group provision  | All children who started programmes have successfully completed these interventions and have had a positive impact on oral language skills and PSED in Reception. Further impact analysis can be found with the SENCO.   | Continue approach   |                                |
| B. Improved attainment in reading, writing and maths             | Smaller class sizes in year 6 and smaller mixed ability maths classes for years 4 and 5<br><br>1-2-1 and small group provision<br><br>Additional Teaching Assistants to provide opportunities for focussed 1-2-1 or group work with targeted children (Increased TA ratio in year 6) | 71% of children (disadvantaged 68%, national 65%) at the end of Key Stage 2 achieved combined reading, writing and maths.<br>76% of all children (disadvantaged 70%, national 73%) achieved the expected standard in reading<br>86% of all children (disadvantaged 78%, national 78%) achieved the expected standard in writing<br>84% of all children (disadvantaged 83%, national 79%) achieved the expected standard in maths.<br>Progress for all children in reading was 0.0 writing 1.3 and maths 0.3.<br>Progress for disadvantaged pupils was -0.6 in reading, 0.8 in writing and 0.3. This shows that disadvantaged pupils made greater progress in writing and maths than nationally across the Key Stage. Disadvantaged pupils make similar progress to disadvantaged pupils in Kent. | Continue all approaches   |                                |
| C. Improved attainment in reading                                | 1-2-1 and small group provision  | 1-2-1 and small group provision has had a positive impact in improving basic decoding skills and in comprehension skills in KS2 of targeted children. Phonic results have improved at the end of year one and are now in line with the National Average. End of Key Stage 1 results are now at the national average and the gap between disadvantaged and non-disadvantaged children is closing.   | Continue strategy   |                                |

|   |  |   |   |  |
|---|--|---|---|--|
|   | <p>'Beanstalk' intervention</p> <p>No-Nonsense Phonics intervention for years 2-6</p>  | <p>This additional time spent reading continues to be a good strategy to engage more vulnerable children. The children enjoy this time with their allocated adult and, on many occasions, have been able to use this time to discuss worries or concerns they might have as well as building their reading mileage.</p> <p>Pupils have had access to a high quality access to a phonics intervention programme. Staff had high quality training and feel confident to deliver the intervention. Pupils have shown accelerated progress when completing the intervention (exit data from provision maps and in school data).</p>   | <p>Continue strategy</p> <p>Continue strategy</p>   |  |
| D. Improved SEMH  | <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, EAL FLO and safeguarding Officer to engage hard to reach families.</p>                     | <p>Dare to Differ have worked with a range of children and families to break down SEMH barriers to learning. They have given support at school and home and some of our families have found their support invaluable. Dare to Differ has had a greater impact than other providers.</p> <p>Provision for vulnerable children continues to be strong, especially those with emotional and behavioural needs. The learning mentors, situated in the 'Nurture Room' ensure that children with emotional and behavioural needs have the opportunity to discuss their feelings and are not put in situations which could cause issues to arise.</p> <p>The Family Liaison Office is an asset and a strong, trusting relationship has been forged with many families. Early Help referrals are now swift and families feel supported by the school in this process. The FLO has been joined by a Safeguarding Officer which has tightened the link between Safeguarding and family support. Where appropriate, families who have required support to finance uniform or transportation have received this.</p>        | <p>Extend the use of Dare to Differpr</p> <p>Continue strategy</p> <p>Continue strategy</p>   |  |
| F. Improved attendance rates for pupils eligible for PP | <p>Employ a FLO and EAL FLO and Attendance officer 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>There is greater engagement and attendance from EAL families due to improved communication from the EAL mentor. Much time is saved due to our ability to communicate with a greater number of our families in their own language. Attendance of disadvantaged children has improved since 2018-19 but continues to be a priority.</p> <p>The use of the minibus has increased rates of attendance for the most vulnerable disadvantaged pupils who had poor attendance in the past. The minibus has also allowed our FLO to build relationships and support these families, building their capacity to have positive morning routines and get their children to school on time on their own in the future. The minibus now collects children on a one week on then off basis which has allowed us to have a greater impact on a larger amount of pupils</p> <p>A range of attendance initiatives have been carried out during this academic year which has seen a positive impact during the periods of the initiative. This also helped to raise the profile of attendance with our parents and carers.</p> | <p>Continue strategy</p> <p>Continue and expand strategy</p> <p>Continue strategy when needed</p> <p>Continue and expand strategy</p> |  |

| <b>iii. Other approaches</b> |   |  |  |                                   |
|------------------------------|---|--|--|-----------------------------------|
| <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><br>(and whether you will continue with this approach) | <b>Cost</b><br><br><b>£95,000</b> |
| D. Improved SEMH             | Additional lunchtime supervision<br><br>Playtime/ Lunchtime 'Zoning'<br><br><br><br><br><br><br><br><br><br>Lunchtime clubs | Active play, including zoning, has now been embedded at playtime and lunch time. Increased participation and enjoyment can be seen on the playgrounds, leading to increased levels of positive SEMH. Staff report fewer behavioural incidents as the children are fully engaged with the provision on offer. Staff training, including MMS, has ensured that all are aware of the requirements of Active Play. There are now more MMS to help to support on the playground and facilitate activities.<br><br><br>A range of lunch clubs further support SEMH by providing smaller and more focused activities for some of the most vulnerable children. During these activities children also develop social and emotional skills. | Continue strategy<br><br><br><br><br><br><br><br><br><br>Continue strategy   |                                   |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>E. PP Pupils will have the same opportunity as all pupils</p> | <p>All educational visits paid for by the school</p> <p>Workshops and experiences in school to engage and enrich the curriculum</p> <p>Free whole class and 1-2-1 music lessons</p> <p>Partial Funding for the school minibus</p> <p>Homework Club</p> <p>6 sessions of Forest school for year 1 pupils</p> | <p>All school trips are paid for by the school which means that all children can have access to high quality learning experiences outside of the classroom. Trips are intrinsically linked to the curriculum and these opportunities 'bring learning to life'.</p> <p>A range of educational workshops and experiences have taken place throughout the year, linked to the topics or themed weeks. Children have been engaged in workshops by musicians, actors and scientists, showing them that skills and knowledge gained at school can be applied to the wider world. These events have been used as a stimulus for writing across the curriculum and teachers report high levels of engagement during and following these events.</p> <p>KS2 children have an increased opportunity and access to learn and play a musical instrument. Approximately 21% of children in years 4-6 receive free music tuition, while approximately 29% receive whole class music lessons by a qualified music teacher. This has increased the confidence and well-being of these children. There has also been recent research showing links to learning musical instruments and improved attainment in maths.</p> <p>Attendance figures have improved for the children using the morning minibus pick-ups. Using the school minibus has increased the participation of children in interschool sports and is also used to widen experiences of children through transport to site visits.</p> <p>Homework club has allowed children to have access to support to complete homework that they may not have at home. Increased rates of homework activities were seen which has a positive impact on academic outcomes and emotional well-being.</p> <p>Year 1 pupils accessed six Forest School sessions, including one with parents. This aided transition and helped pupils to settle into their year 1 class quicker. Year 1 saw good progress across the year and at the National expected standard for the phonics check.</p> | <p>Continue approach</p> <p>Continue and extend approach where necessary.</p> <p>Continue approach</p> <p>Continue approach</p> <p>Continue approach</p> |  |
| <p>G. Improved parental engagement</p>                           | <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>Our approach to linking parents workshops with a stay and play session has had a very positive impact on parental engagement. These saw greater participation/ attendance rates from parents and carers. This has allowed them to have a greater understanding of how to support their children at home. Parental voice shows that parents feel well informed about their child's learning.</p> <p>Our FLOs have provided a range of support to some of our most vulnerable families. They help break down barriers to learning, provide home support and sign post further support when needed. They run a range of groups, including coffee mornings, to further engage some of our most hard to reach families.</p>   | <p>Continue approach</p> <p>Continue approach</p> <p>Continue approach</p>   |  |
| <p>I. Improved lifestyle choices,</p>                            | <p>Employment of a 'Sports Coach'</p>   | <p>Our Sport coach promotes healthy living and positive life style choices. They have arranged and supported access to a range of outside agencies, promoted school sports and healthy choices. This has led to increased participation rates with clubs and school sport. Pupils were</p>  |  |  |

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| such as diet, activity and health | Employment of an Sports TA (Active play leader) to support active play and deliver balanceability | also given the opportunity to develop their leadership skills, which in turn increased self-esteem and activity levels, through becoming part of the Sports Organising Crew, change for life leaders and play leaders. Change 4 Life lunchtime clubs were targeted towards pupils who were not attending active clubs, the impact of this was seen through increased engagement in PE lessons and pupils joining clubs and representing the school.<br>Active Play has promoted active engagement at playtime, promoting health and wellbeing. Balanceability has improved motor skills of many of the pupils who have taken part, and has increased the opportunity to ride a bike that many of our pupils don't receive at home. | Training provided to all stakeholders and relevant equipment provided. |  |
|-----------------------------------|---|--|--|--|

## 6. Additional detail

### Key Stage 2 results -

#### Reading, Writing and Maths Combined

N/A\*= Not yet released by DfE

|  | GPSN    |        | National all    |
|--|---------|--------|-----------------|
| % at or above expected standard in RWM               | 71      |        | 65              |
|  | GPSN PP | Nat PP | National non PP |
| % Pupil Premium at or above expected standard in RWM | 68      | N/A*   | N/A*            |

### Subject Attainment and progress

National Average progress for all children is 0

| Reading                         |             |              |            |        |            |                          |             |            |            |
|---------------------------------|-------------|--------------|------------|--------|------------|--------------------------|-------------|------------|------------|
|                                 | All at GPSN | National all | PP at GPSN | PP Nat | Non PP Nat |                          | All at GPSN | PP at GPSN | Non PP Nat |
| % at or above expected standard | 76          | 73           | 70         | N/A*   | N/A*       | KS1-KS2 Average progress | 0.0         | -0.6       | N/A*       |

| Writing                         |             |              |            |        |            |                          |             |            |            |
|---------------------------------|-------------|--------------|------------|--------|------------|--------------------------|-------------|------------|------------|
|                                 | All at GPSN | National all | PP at GPSN | PP Nat | Non PP Nat |                          | All at GPSN | PP at GPSN | Non PP Nat |
| % at or above expected standard | 86          | 78           | 78         | N/A*   | N/A*       | KS1-KS2 Average progress | 1.3         | 0.8        | N/A*       |

| Maths                           |             |              |            |        |            |                          |             |            |            |
|---------------------------------|-------------|--------------|------------|--------|------------|--------------------------|-------------|------------|------------|
|                                 | All at GPSN | National all | PP at GPSN | PP Nat | Non PP Nat |                          | All at GPSN | PP at GPSN | Non PP Nat |
| % at or above expected standard | 84          | 79           | 83         | N/A*   | N/A*       | KS1-KS2 Average progress | 0.3         | 0.3        | N/A*       |

**Key Stage 1 results**

| 119 Pupils | All Pupils |       | National all |       | Pupil Premium Pupils* |       |
|------------|------------|-------|--------------|-------|-----------------------|-------|
|            | % EXS      | % GDS | % EXS        | % GDS | % EXS                 | % GDS |
| Reading    | 77         | 30    | 75           | 25    | 64                    | 14    |
| Writing    | 70         | 7     | 69           | 15    | 56                    | 3     |
| Maths      | 82         | 22    | 76           | 22    | 72                    | 11    |