

## Pupil Premium Impact Statement 2018-19

Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months. The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for a Free School Meal. **“It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”** (SOURCE; DFE WEBSITE)

The Pupil Premium funding (currently £1320 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years. Children of Service Personnel are funded at the rate of £300 per year. Children who are in care or who have been in care are funded at an enhanced rate of £1900 per year.

### How is the impact monitored?

Assessment procedures at Gulval School are extremely robust and we are relentless in monitoring and evaluating the progress of all children. This is done in two ways:

- Through regular pupil progress meetings where we identify any child who is not on track or who is in danger of being left behind
- Our weekly attendance data where we identify any pupil at risk of falling in to persistent absence (PA)
- Half termly assessment point that allows us to see the academic progress of children throughout the school.

In the approaches above, pupils eligible for pupil premium funding are identified and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides a statistical outcome from which we can identify the areas of strength and further develop the Gulval School strategy for Pupil Premium and the Pupil Premium Charter.

### Key issues at Gulval School

At Gulval School, pupil premium funding helps our most disadvantaged and vulnerable pupils to flourish. We spend our Pupil Premium funding carefully to maximise the impact on the life chances and education of children based on best practice and evidence as outlined by the Sutton Trust. (For more information about the Sutton Trust visit; <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>)

The key challenges for Pupil Premium pupils is reflected in academic achievement where we are relentless in our work to close the gaps further between pupil premium pupils and their peers and in attendance data which is typically lower in some year groups. A further key issue relates to a lack of esteem, on occasion generated by various societal factors. This lack of esteem can be reflected in attendance concerns or in Thrive data. Therefore, we are looking to put in place a range of opportunities so that children can participate fully in society, free from mental health concerns and the grasp of poverty.

For more information about Pupil premium visit; <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

**Date for review of strategy: January 2018**





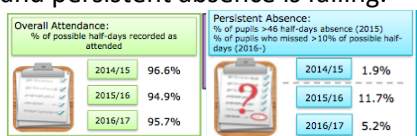
NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2017_18							
Total number of pupils				163			
Total number of pupils in receipt of Pupil Premium				37 (22.6%)			
Pupil Premium +	2	Pupil Premium	31	Free School Meals	20	Service Children	4
Total amount of pupil premium received				£39600			

**PUPIL PREMIUM**

STRATEGY	HOW WILL THIS BE MONITORED	OUTCOMES AND IMPACT	COST (£)	SUTTON TRUST COST V. IMPACT	
				COST	IMPACT (MONTHS)
1-1 and small group intervention	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> </ul>	<p>Employment of additional staff to provide appropriate and targeted support to pupils to ensure that they reach age related expectations, end of key stage targets and in year progress expectations.</p> <p><b>What does the evidence say?</b></p> <p>The gap between Pupil premium children and non pupil premium children is closing.</p>	£8013.74	<b>One to One Tuition</b>	
				££££	+ 5 Months









		KEY STAGE 1- 2 PROGRESS AND ATTAINMENT																																																																																																																																																																																																																																																														
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Extending support staff hours	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> <li>Quality assurance of teaching and learning</li> </ul>	<p>Extending hours to allow support staff to review the previous day's learning with teachers, help to identify gaps in pupils' knowledge and understanding and to be well informed about the learning planned ensuring their intervention is highly effective.</p> <p><b>What does the evidence say?</b></p> <p>The dialogue between teachers and support staff have ensured that the pupils have focused, targeted support on a daily basis, this has enabled the gap between pupil premium and non pupil premium children to narrow.</p>	£4714.42	Teaching Assistants	££££	+ 1 Month																																																																																																																																																																																																																																																										
THRIVE leadership and intervention	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Thrive progress data</li> </ul>	<p>The appointment of an additional member of staff to coordinate and lead Thrive in school in order to support pupils to increase their social and emotional skills, self-confidence, and their ability to form new friendships, emotional resilience and behaviour for learning.</p> <p><b>What does the evidence say?</b></p> <p>Children feel safe in school. There have been no exclusions and overall attendance is in line with national averages and persistent absence is falling.</p>	£3615.27	Social and Emotional Learning	£££	+ 4 Months																																																																																																																																																																																																																																																										





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Educational Welfare Support (EWO)	<ul style="list-style-type: none"> <li>Weekly attendance data</li> </ul>	<p>School support from an Education Welfare Officer to work closely with families/parents, providing accurate and up to date information on pupil attendance and a dedicated in-school team that monitor attendance daily, liaise with the EWO, organise and attend attendance surgeries and work with families to support and assist them in ensuring their child gets to school regularly and on time. This ensures that children are improving their learning opportunities and thereby maximising the chance to reach learning potential.</p> <p>What does the evidence say?</p> <table border="1"> <thead> <tr> <th colspan="2">Overall Attendance: % of possible half-days recorded as attended</th> <th colspan="2">Persistent Absence: % of pupils &gt;46 half-days absence (2015) % of pupils who missed &gt;10% of possible half-days (2016-)</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>96.6%</td> <td>2014/15</td> <td>1.9%</td> </tr> <tr> <td>2015/16</td> <td>94.9%</td> <td>2015/16</td> <td>11.7%</td> </tr> <tr> <td>2016/17</td> <td>95.7%</td> <td>2016/17</td> <td>5.2%</td> </tr> </tbody> </table>	Overall Attendance: % of possible half-days recorded as attended		Persistent Absence: % of pupils >46 half-days absence (2015) % of pupils who missed >10% of possible half-days (2016-)		2014/15	96.6%	2014/15	1.9%	2015/16	94.9%	2015/16	11.7%	2016/17	95.7%	2016/17	5.2%	£1268	Parental Involvement	+ 3 Months
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Educational Psychologist Support	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Thrive progress data</li> <li>Attendance data</li> <li>Exclusion data</li> </ul>	<p>School support from an education psychologist to work closely with pupils</p>	£1335	Social and Emotional Learning	£££																
				£££		£££															
Systematic phonics through the delivery of	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> </ul>	<p>To continue to provide all pupils in EYFS and KS1 with a systematic and rigorous approach to the learning of sounds, and reading and writing.</p> <p>To accelerate the progress of individuals and close the gap between the attainment of boys and girls in Phonics.</p> <p>To provide support for RWI teachers and improve the quality of teaching and learning</p>	£1000	Phonics	+ 4 Months																
				£																	



Read Write Inc.	<ul style="list-style-type: none"> <li>In year progress data</li> <li>Quality assurance of teaching and learning</li> </ul>	<p><b>What does the evidence say?</b></p> <p>100% of pupils at the end of year 1 achieved the expected standard for phonics.</p> <table border="1" data-bbox="629 293 994 389"> <thead> <tr> <th colspan="2">Year 1 Phonics</th> </tr> <tr> <th>National 2017</th> <th>2018 (29)</th> </tr> </thead> <tbody> <tr> <td>81%</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="1084 293 1673 389"> <thead> <tr> <th colspan="2">Combined end of Year 2 Phonics</th> </tr> <tr> <th>National Y2 combined 2017</th> <th>2018 Y2 combined (26)</th> </tr> </thead> <tbody> <tr> <td>92%</td> <td>96%</td> </tr> </tbody> </table>	Year 1 Phonics		National 2017	2018 (29)	81%	100%	Combined end of Year 2 Phonics		National Y2 combined 2017	2018 Y2 combined (26)	92%	96%										
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Early Intervention and support	<ul style="list-style-type: none"> <li>Outcome results of academic performance</li> <li>In year progress data</li> </ul>	<p>Employment of an additional member of staff to provide appropriate and targeted support to pupils in Reception Class to ensure that they achieve at least a good level of development.</p> <p><b>What does the evidence say?</b></p> <table border="1" data-bbox="860 612 1449 708"> <thead> <tr> <th colspan="2">EYFS: Good level of development</th> </tr> <tr> <th>National 2017</th> <th>2018 (25)</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>92%</td> </tr> </tbody> </table>	EYFS: Good level of development		National 2017	2018 (25)	71%	92%	£7674.64	<p><b>Early Intervention</b></p> <p>£££££</p> <p>+ 5 Months</p>														
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THRIVE Room and courtyard space	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Thrive progress data</li> <li>Attendance data</li> <li>Exclusion data</li> </ul>	<p>To purchase resources to further develop the Thrive Room and courtyard space in order to fully support the social and emotional development of our most vulnerable pupils</p> <p><b>What does the evidence say?</b></p> <table border="1" data-bbox="777 879 1532 1107"> <thead> <tr> <th colspan="3">Overall Attendance: % of possible half-days recorded as attended</th> <th colspan="3">Persistent Absence: % of pupils &gt;46 half-days absence (2015) % of pupils who missed &gt;10% of possible half-days (2016-)</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>96.6%</td> <td rowspan="3"></td> <td>2014/15</td> <td>1.9%</td> <td rowspan="3"></td> </tr> <tr> <td>2015/16</td> <td>94.9%</td> <td>2015/16</td> <td>11.7%</td> </tr> <tr> <td>2016/17</td> <td>95.7%</td> <td>2016/17</td> <td>5.2%</td> </tr> </tbody> </table> <p>Exclusions are 0%</p>	Overall Attendance: % of possible half-days recorded as attended			Persistent Absence: % of pupils >46 half-days absence (2015) % of pupils who missed >10% of possible half-days (2016-)			2014/15	96.6%		2014/15	1.9%		2015/16	94.9%	2015/16	11.7%	2016/17	95.7%	2016/17	5.2%	£500	<p><b>Behaviour Interventions</b></p> <p>£££</p> <p>+ 4 Months</p>
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Attendance awards and certificates	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>	To improve the attendance of all children including Pupil Premium children	£200	<p><b>Parental Involvement</b></p> <p>£££</p> <p>+ 3 Months</p>
Curriculum enrichment resources	<ul style="list-style-type: none"> <li>Social, academic and behaviour outcome data</li> <li>Attendance data</li> </ul>	To improve the quality and breadth of learning experiences (including outdoor learning) through the Commando Joe's	£1200	<p><b>Collaborative Learning</b></p> <p>£</p> <p>+ 5 Months</p>



		Character Curriculum, increasing engagement and participation of pupils.			
Afterschool homework space	<ul style="list-style-type: none"> <li>○ Outcome results of academic performance</li> <li>○ In year progress data</li> <li>○ Attendance data</li> </ul>	To provide a dedicated space and adult support for homework before and after school.	£2000	<b>Extending School Time</b>	
				£££	+ 3 Months
Uniform Vouchers	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Thrive progress data</li> <li>○ Attendance data</li> </ul>	To support all children in wearing their school uniform with pride, supporting their social and emotional development, helping them to feel a part of their school and have a sense of ownership through the wearing of school uniform. To support vulnerable families and develop relationships school.	£500	<b>Parental Involvement</b>	
				£££	£££
Subsidised outdoor and residential experiences and educational visits	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Thrive progress data</li> <li>○ Attendance data</li> </ul>	Our aim is for all children to have equality of opportunity and experience however, we recognise that, for some of our families, opportunities for their children to widen their experiences and develop essential life skills and awareness are often met with financial constraints. All children should have equal access to these opportunities and we subsidise where needed to ensure that cost is not a factor in participation.	£1000	<b>Outdoor Adventure Learning</b>	
				£££	+ 3 Months
Breakfast Club Staffing	<ul style="list-style-type: none"> <li>○ Participation data</li> <li>○ Outcome results of academic and social data</li> <li>○ Attendance data</li> <li>○ Pupil questionnaire</li> </ul>	Subsidised entry to breakfast club for Pupil Premium children throughout the year, ensuring a healthy start to the day and allowing opportunities for social interaction. <b>What does the evidence say?</b> Increased attendance in breakfast and after school club has necessitated the employment of an additional member of staff.	£2192.75	<b>Extending School Time</b>	
				£££	+ 2 Months
Subsidising music and sport provision	<ul style="list-style-type: none"> <li>○ Social, academic and behaviour outcome data</li> <li>○ Thrive progress data</li> <li>○ Attendance data</li> </ul>	The opportunity to access extra-curricular sport in the community or extra-curricular music lessons is beyond the limits of some family finances. All children who express an interest or talent in a specific sport or musical	£1500	<b>Outdoor Adventure Learning</b>	
				£££	£££

		instrument are enabled to access a range of opportunities through subsidised provision. This leads to an increase in engagement in wider school activities and therefore an increase in self-esteem.			
Reserve costs for vulnerable children throughout the year	<ul style="list-style-type: none"> <li>○ TBA</li> </ul>	Development of appropriate provision, this can be allocated later in the year, depending on interim assessment point data.	£2886.18		

