



PUPIL PREMIUM STRATEGY STATEMENT

SCHOOL :

Gorse Ride Schools

DATE OF LAST REVIEW :

October 2020

DATE OF NEXT REVIEW :

September 2021

ACADEMIC YEAR :

September 2020 – September 2021

GORSE RIDE SCHOOL: PUPIL PREMIUM STRATEGY STATEMENT

SUMMARY INFORMATION									
SCHOOL	Total Number of Pupils	Total Number of Pupils Eligible for PP	PPG Pupils @ £1,345 per pupil		Service Children @ £310 per pupil		LAC @ £2,345 per pupil		Total PP Budget
			Eligible	Allocation	Eligible	Allocation	Eligible	Allocation	
Gorse Ride Infant School	129	30	28	£37,660	2	£620	0	£0	£38,280
Gorse Ride Junior School	213	46	34	£45,730	8	£2,480	4	£9,380	£57,590

CURRENT ATTAINMENT				
	<i>Pupils eligible for PP (GRIS) – 3 year trend</i>			<i>2019 National PP/National All Pupils</i>
<i>Based on end of EYFS data (July 2019)</i>	2017 25% GLD	2018 33% (2/6)	2019 LA data 53% GR data 66.6% (6/9)	56.5%/71.8%
	<i>Pupils eligible for PP (GRJS) – 3 year trend</i>			
<i>Year 1 Phonic Screener 2019</i>	2017 33%	2018 57% (4/7)	2019 LA data 64.4% GR data 63.6% (7/11)	70.7%/81.9%
<i>Based on end of KS1 data (July 2019)</i>	<i>Pupils eligible for PP (GRJS) – 3 year trend</i>			<i>2019 National PP</i>
% reaching Expected Standard or above in reading at end of KS1	2017 57.1% (4/6)	2018 17% (1/6)	2019 LA data 62.4% GR data 12.5% (1/8)	61.9%/74.9%
% reaching Expected Standard or above in writing at end of KS1	2017 57.1% (4/6)	2018 0% (0/6)	2019 LA data 57.4% GR data 0% (0/8)	54.7%/69.2%
% reaching Expected Standard or above in maths at end of KS1	2017 57.1% (4/6)	2018 17% (1/6)	2019 LA data 60.9% GR data 25% (2/8)	62.3%/75.6%
<i>Based on end of KS2 data (July 2018)</i>	<i>Pupils eligible for PP (GRJS) – 3 year trend</i>			<i>2019 National PP</i>
% achieving EXS or higher in reading, writing & maths	2017 25%	2018 43% (3/7)	2019 LA data 48% GR data 30% (3/10)	51.4%/65%
% achieving EXS or higher in reading (or equivalent)	2017 38%	2018 43% (3/7)	2019 LA data 59.8% GR data 40% (4/10)	62.1%/73.3%
% achieving EXS or higher in writing	2017 25%	2018 43% (3/7)	2019 LA data 62.9% GR data 40% (4/10)	67.8%/78.5%

CURRENT ATTAINMENT (CONT'D)				
% achieving EXS or higher in maths	2017 63%	2018 57% (4/7)	2019 LA data 61.6% GR data 62% (4/10)	67.4%/78.8%
Average Scaled Score in maths	2017 101.1	2018 102.3	2019 LA data 101.9 GR data	102.6/105
% achieving EXS or higher in GPS	2017 75%	2018 43% (3/7)	2019 LA data 66% GR data 70% (7/10)	67%

BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Though children's barriers to learning have been individually identified, some teachers do not check pupils work and thinking regularly enough in lessons to increase their reasoning and work attack skills.
B.	Sometimes teachers do not consolidate learning from out of class interventions in class or have high enough expectations of what underachieving children can achieve.
C.	Some children have specific speech and language issues, some children are not exposed to as much vocabulary at home as others and some have difficulty processing language, which particularly affects progress in Communication Language and Literacy impacting on their acquisition of reading and writing skills, as well as self-esteem and engagement in their learning as unable to express themselves.
D.	Progress of PP pupils especially those with significant SEND needs are under- assessed, resulting in teachers being unable to illustrate progress for these pupils.
External barriers (<i>issues which also require action outside school</i>)	
E.	Poor attendance and punctuality for some, which can be due to poor resilience, resulting in further gaps in learning.
F.	The regeneration plans for the Gorse Ride estate is impacting the mental health and well-being of a significant number of our more vulnerable pupils and their parents. The close community they have depended upon has become fractured. Many pupils are displaying heightened anxiety as they are unsure where they will be living and going to school in the near future which in turn impacts of self-esteem.
G.	High-level SEND social, emotional and behavioural needs affect many pupils' day to day learning.
H.	Impact of school closures due to COVID-19 resulting in heightened anxiety, missed learning and differing experiences of home schooling.

DESIRED OUTCOMES (and how they will be measured)	SUCCESS CRITERIA
<p>A</p> <p>The number of Disadvantaged pupils achieving the expected standard in reading, writing and maths increases because teaching, assessment and the curriculum are all targeted accurately with a focus on removing identified barriers to learning.</p> <p>Teachers scaffold learning effectively to enable PP and SEND children to access the curriculum.</p> <p>Teachers need to encourage pupils to verbalise their thinking; utilise the most effective scaffolds or strategies; complete identified amounts by certain points in the lesson and reduce cognitive load by ensuring consistent whole school approaches and practices and an engaging curriculum</p> <p>Leaders regularly monitor the curriculum to ensure that it engages, motivates and works particularly well for children who are vulnerable to underperformance.</p> <p>Pupils confidently verbalise their thinking; participate actively and illustrate engagement in their learning.</p>	<p>Disadvantaged pupils at Gorse Ride schools achieve at least as well as disadvantaged pupils nationally. (Target = 2019 outcomes for disadvantaged pupils nationally)</p> <p>Monitoring of planning, teaching and assessment evidence the alterations in curriculum to tilt towards children who are vulnerable to underperformance.</p>
<p>B</p> <p>Teachers plan effective interventions both in and out of class so that underperforming children make accelerated progress allowing them to catch up over the key stage.</p> <p>Teachers plan challenge and extension which is offered to all pupils.</p> <p>Teachers consolidate learning from interventions in the classroom, maximising the impact of the intervention provision.</p>	<p>Underperforming pupils illustrate they can transition knowledge and skills from interventions into their class work.</p> <p>Analysis of the impact of identified interventions show accelerated progress from baseline assessments (test scores/standardised scores).</p>
<p>C</p> <p>The percentage of SEND and PP pupils who achieved expected levels or above in CLL, reading and writing increases.</p> <p>Read Write Inc phonics is embedded in EYFS and KS1 and Read Write Inc spelling programme across the whole school, ensuring that the teaching of phonics, early reading skills and spelling is consistent and systematic.</p> <p>The whole school approach to the planning and teaching of writing is embedded. This breaks down the writing process into smaller chunks with an emphasis on modelled writing and using quality texts.</p>	<p>Read Write Inc phonics & spelling taught consistently.</p> <p>The percentage of PP/SEND pupils reaching ARE in the Phonics Screener increases to at least 75% of PP pupils and 50% of SEND pupils at the end of Year 1.</p> <p>Books evidence the whole school approach to writing, with no discernible difference between PP and non-PP children.</p>
<p>D</p> <p>Achievements and progress of SEND and PP pupils are accurately assessed.</p> <p>Teaching staff confidently using Pre Key Stage Assessment tracking and/or Provision Plan/Intervention targets to evidence progress for pupils operating well below expected levels.</p>	<p>All PP children's scaled scores increase year on year and match the national average scaled scores at the end of KS2.</p> <p>Robust assessment system for pupils not achieving expected standard, specifically those with significant SEND issues, clearly illustrates progress from their starting points.</p>

E	<p>Attendance levels increase as PP and SEND pupils' resilience and self-motivation increase due to greater engagement in their learning and participation in school life.</p> <p>Leaders gain PP children's opinion on the received curriculum and ensure that teachers have altered their curriculum accordingly.</p>	<p>Persistent absence levels for PP and SEND pupils decreases so more closely aligned to national levels.</p> <p>Learning walks and pupil conferences evidence that PP children are engaged and active learners, with pupil outcomes improving as a result.</p>
F	<p>PP/SEND pupils self-regulate and are ready to start the school day alongside their peers as they have access to a soft start provision.</p> <p>Anxious pupils have skills to self-regulate and self-soothe.</p> <p>Pupils who transition into our schools in-year settle quickly and have the necessary support in place.</p> <p>Resilience and confidence improve as pupils taught strategies to self-regulate.</p> <p>Bespoke interventions run to develop emotional literacy, support self-regulation and ability to lower negative thoughts.</p> <p>Robust transition programmes in place for pupils moving to new schools. All records passed on swiftly.</p>	<p>Vulnerable pupils are consistently punctual.</p> <p>Vulnerable/ anxious pupils make at least expected progress by the end of each Key stage.</p>
G	<p>Pupils can self-regulate and access learning in class.</p> <p>CPD in creation of Pastoral Support Plans and Behaviour Plans to identify and target strategies and support appropriately.</p> <p>Staff can create appropriate support plans identifying SMART targets, effective strategies and support from outside agencies to meet needs of pupils with complex needs.</p> <p>All high need SEND pupils have appropriate plans in place</p>	<p>Pupil with high level SEND make appropriate progress from their starting points</p>

Quality of teaching for all				55% Budget
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>The number of Disadvantaged pupils achieving the expected standard in reading, writing and maths increases because teaching, assessment and the curriculum are all targeted accurately with a focus on removing identified barriers to learning.</p> <p>The percentage of SEND and PP pupils who achieved expected levels or above in CLL, reading and writing increases.</p>	<p>PP pupils positively targeted for additional 1:1 work with teachers.</p> <p>Utilise Active Maths enhance learning experiences.</p> <p>Implement maths mastery approach through the PowerMaths scheme adopting the 'strengthening activities & power up sessions' which focus on fluency.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching." <i>EEF "The Attainment Gap" 2017</i></p> <p>Active Maths Resource was chosen to support our PP pupils because:</p> <ul style="list-style-type: none"> • <i>"Projects have taken place with "disengaged boys", "low confidence girls", "low achievers", "high achievers" – all with remarkable outcomes and hard data to satisfy school leaders, inspectors and officials of the obvious impact." Parliamentary Review 2019.</i> • Active learning involving movement and collaboration has been identified by many of our PP pupils as a preferred approach. • The Active Maths resource allows pupils to try, practice and consolidate basic Maths skills in a high challenge low threat forum. This resource will play to the preferred learning styles of many disadvantaged pupils whilst supporting teachers to tilt their curriculum to disadvantaged pupils. <p>Active Maths activities used as the basis for maths intervention at KS1 to consolidate and offer pre-learning on the identified Learning objectives.</p> <ul style="list-style-type: none"> • Research illustrates that many children learn best through physical activity. ("Finnish Schools on the Move" According to international studies, 	<p>SLT monitor pupil progress half termly.</p> <p>Active Maths activities used to enhance and consolidate identified Learning objectives for targeted pupils.</p> <p>Maths intervention supporting bottom 20% of KS 1 pupils in Maths through PowerMaths strengthening activities.</p>	<p>EHT/DHT/ Inclusion Manager</p> <p>HT</p> <p>Maths Lead/DHT</p> <p>Inclusion Manager</p>

		<p>increasing physical activity during school days can have positive impacts on several preconditions of learning (e.g. cognitive abilities, ability to focus, behaviour during lessons, enjoyment at school). Physical activity can be increased considerably without any negative effects on learning results in academic subjects. (Kantomaa 2017; Syväoja 2015; Syväoja et al. 2012.)</p>		
<p>Leaders regularly monitor the curriculum to ensure that it engages, motivates and works particularly well for children who are vulnerable to underperformance.</p> <p>Teachers scaffold learning effectively to enable PP and SEND children to access the curriculum.</p>	<p>Continue to develop and extend changes to curriculum to engage children in their learning ensuring a rich curriculum that develops across the year groups.</p> <p>Teachers to give extra group-work or 1:1 time to PP children – quality first teaching.</p> <p>Time given to Assistant Headteachers, Reading, Writing & Maths leads to coach/mentor teachers to ensure pedagogical approach is tilted to needs of PP pupils at point of learning.</p> <p>Weekly staff meetings focus on strengthening First Quality Teaching and consistency of approach across the school.</p> <p>SMART Performance Management targets and monitoring of pupil progress ensure teachers are being held accountable for underperforming children in their care.</p>	<p>“An effective curriculum which is adapted and which is able to accommodate ‘issues’ such as building resilience as well as plugging academic gaps and providing enrichment experiences is important.” Ofsted 2017</p> <p>Quality professional development delivered to whole staff team will support staff to strengthen pedagogical approach which will improve outcomes for PP pupils.</p> <p>Reading Lead conducts “in the moment” coaching to strengthen First Quality Teaching and ensure consistency of approach.</p> <p>Writing and Maths leads provide coaching and team teaching sessions to enhance First Quality Teaching.</p> <p>Work with the English and Maths Hubs offers teaching development through their work.</p> <p>Performance management meetings, sharing pupil progress with governors and regular discussions about good practice in teaching & learning approaches ensure a constant reminder of the class teacher’s responsibility.</p> <p><i>“Though teacher focus on underperforming PPG children in some classes is a strength, this is not consistent and there is a need for greater ‘in the moment’ intervention for targeted pupils in lessons. In some classes teachers do not check in frequently enough with PP children or expect them to reason their thinking or verbally develop their ideas.” (External PPG Review Nov 2018)</i></p>	<p>DHT and SLT to continue to embed consistent approach to the curriculum through INSET and staff meeting time given for planning.</p> <p>Monitored as part of assessment and monitoring timetable.</p> <p>Staff Development focus of weekly professional development meetings.</p> <p>Professional Development targeted to develop First Quality Teaching.</p> <p>EHT/DHT to monitor attainment & progress of all pupils. Monitoring evidences PP pupils engaging actively in their learning.</p> <p>Termly pupil progress meetings discuss the progress of all pupils including Focus children (PP & SEN & vulnerable) to ensure no-one is falling behind.</p> <p>“Keep Up” sessions offered to pupils who fall behind.</p> <p>EHT / DHT have a termly assessment and monitoring timetable, triangulating planning, teaching and assessment. In addition to panel meetings, intervention review meetings, Pupil progress and assessment moderation meetings, regular learning walks and book looks ensure</p>	<p>EHT / DHT/SLT</p> <p>EHT / DHT/SLT</p> <p>EHT/DHT/ Inclusion Manager</p> <p>AHTs</p> <p>Maths Leads</p> <p>Teachers/ Reading Lead/ Inclusion Manager</p> <p>EHT/DHT</p>

			leaders have a clear understanding of outcomes for all children.	
<p>Teachers plan effective interventions both in and out of class so that underperforming children make accelerated progress allowing them to catch up over the key stage.</p> <p>Teachers plan challenge and extension which is offered to all pupils.</p>	<p>Specific targeted intervention support for reading, writing and maths is evident across the school. Interventions are closely monitored and adjusted if not effective.</p> <p>DHT & Inclusion Manager to support staff to arrange booster sessions with PP children (pre-teach, precision teaching, etc.)</p> <p>Class teachers ensure First Quality Teaching in class builds on pupils intervention targets.</p>	<p>External research on impact of intervention and internal reviews on effectiveness of specific interventions.</p> <p><i>“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” EEF Toolkit (one to one tuition research)</i></p> <p><i>“Challenge is key to developing self-regulation and metacognition: if learners are not challenged, they will not develop new and useful strategies; nor will they reflect deeply on the content they are engaging with, or on their learning strategies, or stretch their understanding of themselves.” EEF Metacognition and Self-Regulation 2018</i></p> <p>“The assumption is that we are hard-wired to enjoy challenging, interesting things to think about. This territory is characterized by dilemmas, problems, puzzles, questions that have no obvious, immediate answer.” Mary Myatt 2019</p>	<p>SEN meetings review and set SMART targets, communication between Learning Mentors and Inclusion Manager.</p> <p>EHT/DHT/Assessment Lead to monitor attainment of all pupils. Termly pupil progress meetings, with SEN Review & Intervention Review meetings held in the second half of each term, to discuss the progress of all pupils as well as Focus children (PP & SEN & vulnerable) and to set appropriate SMART targets for each PP child.</p> <p>Booster sessions will mirror approaches in the classroom where possible ie Keep Up rather than Catch Up groups- RWInc phonic groups, writing process, PowerMaths strengthening sessions.</p> <p>Monitoring by leaders in the school evidences extension/challenge activities being offered to all pupils.</p>	<p>EHT / DHT/ Inclusion Manager</p> <p>EHT / DHT/ Inclusion Manager</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Read Write Inc phonics embedded in EYFS and KS1 and Read Write Inc spelling programme across the whole school to ensure the teaching of phonics, early reading skills and spelling is consistent and systematic.</p>	<p>Read Write Inc embedded as phonics teaching approach and core reading scheme in EYFS and KS1.</p> <p>RWInc Spelling programme fully implemented across the schools as spelling approach for Yr 1-6.</p>	<p>Systematic synthetic phonics has proven record of ensuring pupils ascertain a sound phonic knowledge and gain early reading skills rapidly. RWInc ensures consistency of approach.</p> <p>No one approach used from KS1 to 2. The RWInc programme will ensure consistency in the teaching of spellings.</p>	<p>Reading Lead given dedicated time to conduct lesson drop ins, in the moment coaching and “master Classes” to hone pedagogy of teachers and support staff.</p> <p>Writing Lead given dedicated time to conduct lesson drop ins, in the moment coaching and professional development to hone pedagogy of spelling and ensure consistency of approach.</p>	<p>Reading Lead</p> <p>Writing Lead</p>
<p>Embed the whole school approach to the planning and teaching of writing, which breaks down the writing process into smaller chunks with an emphasis on modelled writing and using quality texts.</p>	<p>Reinforce non-negotiables of writing pedagogy and agreed whole school approach to writing so consistently followed by all teachers. The approach is tilted to support PP and underperforming children improve in writing.</p> <p>Writing Lead to provide further CPD/coach staff effective strategies to improve writing-fiction and non-fiction.</p> <p>Writing Lead and SLT identify opportunities for pupils to develop their writing stamina.</p>	<p>Looking at data analysis, writing is still an area of concern for PP children across the school.</p> <p>Monitoring of planning and lesson observations show improved consistency in approaches to planning and teaching of writing across the school, but impact of COVID-19 school closures has been on pupils writing stamina and resilience.</p> <p>School Review in Autumn 2019 identified that there is not enough extended writing. (<i>“Although there was some good writing in all books, there was little opportunity for pupils to write at length. This may be because the English curriculum is designed so that children produce short pieces.” School Review Oct 2019.</i>)</p>	<p>Writing Lead monitor use of non-negotiables for each year group and report to staff.</p> <p>Writing Lead to monitor writing planning, teaching and outcomes for PP children.</p> <p>Writing Lead given time to plan changes to whole school planning and teaching of writing to incorporate opportunities for extended writing in the writing cycle.</p>	<p>SLT/Writing Lead</p>

Other approaches				45% Budget
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Achievements and progress of SEND and PP pupils are accurately assessed.</p> <p>Robust assessment system for pupils not achieving expected standard, specifically those with significant SEND issues, clearly illustrates progress from their starting points.</p>	<p>Assessments and measures implemented which more clearly illustrate small steps of progress for pupils working well below expected standards.</p>	<p>“It was clear that detailed assessment of individual children is necessary to select the most appropriate approach, and progress should be monitored when using any intervention to assess whether it is effective for that particular child. (DFE SEN support: A rapid evidence assessment Research report July 2017)</p>	<p>Research different assessments to identify those which best illustrate pupil’s strengths/weaknesses and will illustrate small steps of progress for those pupils with very low starting points.</p> <p>Inclusion Manager and SLT will monitor progress against these measures to ensure pupils operating well below expected levels are still making progress.</p> <p>Assessments used to adjust targets or intervention to support pupils to make good progress.</p>	<p>Inclusion Manager</p>
<p>Attendance levels increase as PP and SEND pupils’ resilience and self-motivation increase due to greater engagement in their learning and participation in school life. Leaders gain PP children’s opinion on the received curriculum and ensure that teachers have altered their curriculum accordingly.</p>	<p>EHT & ELSA to work closely with parents to offer support and strategies to improve attendance.</p> <p>ELSA works with PP children individually or within groups to boost self-esteem, deal with anxiety and encourage a higher attendance in order to increase pupil outcomes.</p> <p>Leaders in school ie Curriculum leads as well as SLT will positively target vulnerable pupils to gain their opinion of the received curriculum and how teaching could improve their learning and interest.</p>	<p>“Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.” EEF</p>	<p>SLT and teachers to meet half termly and discuss work, targets and impact in panel meetings.</p> <p>EHT monitors attendance half termly-contacts all teachers & identifies pupils causing concern. Class teacher has initial conversation to raise parent awareness that attendance is an issue- identify support early if required.</p> <p>Graduated and timely response to parents of pupils whose attendance falls below 90%.</p> <p>Regular attendance meetings with EHT & ELSA to monitor and identify further support.</p> <p>Pupil Conferencing and gaining pupil voice is an identified activity Curriculum leads must undertake to complete their annual</p>	<p>EHT/ELSA</p>

			report for SLT and governors.	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>PP/SEND pupils self-regulate and are ready to start the school day alongside their peers as they have access to a soft start provision.</p> <p>Pupils have skills to self-regulate and self-soothe.</p> <p>Pupils who transition into our schools in-year settle quickly and have the necessary support in place.</p>	<p>Parents offered soft start to the school day for their children- come in early to settle and then join class.(Before School Places)</p> <p>ELSA and Inclusion team select specific pupils for targeted, time framed group emotional support aimed at enhancing resilience, mental well-being, self-esteem, confidence and lowering anxieties.</p> <p>Additional transition agreed with previous schools in advance of transfer.</p>	<p>Previous ELSA work evidences this approach will improve resilience and self-esteem, so reducing worries about perceived anxieties and so encourage a higher attendance in order to increase pupil outcomes.</p>	<p>Pupils identified via Attendance monitoring and Panel Meetings.</p> <p>Soft Start and ELSA sessions tailored to needs of pupils accessing at the time.</p> <p>Analysis of impact half termly – expect to see improvement in attendance figure, punctuality or reduction in missing sessions/broken weeks.</p> <p>EHT or Inclusion Manager to contact previous school once pupil admitted.</p>	<p>EHT/ELSA/Inclusion Manager</p>
<p>Pupils can self-regulate and access learning in class.</p> <p>Staff can create appropriate support plans identifying SMART targets, effective strategies and support from outside agencies to meet needs of pupils with complex needs.</p> <p>All high need SEND pupils have appropriate plans in place.</p>	<p>As above.</p> <p>Behaviour/Pastoral Support Plans more closely aligned to needs of individual pupils and identify a series of strategies that can be implemented to support pupils depending on their needs.</p>	<p>“A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.” EEF 2018</p> <p>‘A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties.’</p> <p>John Cornwall, 2015</p>	<p>Monitor behaviours for learning during lesson observations/walks. Cross reference in class strategies with strategies identified on Behaviour Support/Pastoral Support Plans to ensure consistency.</p> <p>How to create effective Behaviour Support/Pastoral Support Plan CPD for all teaching staff, ELSA and Inclusion TA to ensure SMART targets with strategies to embed appropriate behaviours and encourage self-regulation identified. Reinforce importance of consistency of approach, language scripts, rewards, consequences and giving these time to be assimilated by child.</p>	

REVIEW OF EXPENDITURE FOR ACADEMIC YEAR 2018-2019

Gorse Ride Infant School Allocation : £31,060

Gorse Ride Junior School Allocation : £50,300

Quality of teaching for all

Desired outcome	Chosen action / approach	Impact:	Lessons learned
<p>Outcomes for disadvantaged children are a focus from the very top, including the governors.</p>	<p>The data dashboards, which are already shared termly with governors, will be extended to add extra detail on the interventions for individual children and the impact of the interventions.</p>	<p>The data dashboards evolved further through conversations between EHT / DHT and challenge from the governors. Information about each PP child’s attainment and attendance has been added so that leaders are aware of the interventions/support put in place for each pupil and whether these have made impact in terms of progress. Each half term, the Teaching, Learning and Outcomes Committee have a clear agenda to review the data dashboards. With the added information they can forensically monitor, discuss and question/challenge any underperformance.</p>	<p>There is a danger of the Pupil Data Dashboards becoming unwieldy and as the new Ofsted framework moves away from pure data analysis EHT encouraging curriculum leaders and year group teachers to attend a governor meeting once a year to share their cohorts progress and how they are accelerating it in class or through developments in their curriculum area. This will strengthen teacher’s accountability and skills in sharing how they are progressing outcomes for pupils they teach.</p>
<p>All children make good or better progress each term because teaching, assessment and the curriculum are all targeted accurately with a focus on removing identified barriers to learning.</p> <p>Teachers tilt the curriculum to ensure any underperforming children are able to catch up rapidly.</p>	<p>Teachers to give extra group-work or 1:1 time to PP children – quality first teaching;</p> <p>Time given to UPS/TLR teachers to support others.</p> <p>Weekly staff meetings include a regular “Teaching and Learning” slot to discuss good practice in planning/teaching/assessing curriculum.</p> <p>Performance management meetings will focus on class teachers being held</p>	<p>Infant DHT worked closely with staff new to particular year groups/the infant school. Cross school moderation work and collaboration strengthened staff knowledge of expectations for their year group and facilitated their ability to assess pupil attainment. The English Lead worked closely with staff to develop pedagogy in English lessons and Infant DHT ran writing booster group for Year 2 pupils which resulted in Phonics outcomes at the end of Year 1 and writing outcomes at the end of Year 2 increasing by 10%.</p> <p>Weekly focus on developing staff pedagogy supported staff in sharing good practice.</p> <p>CPD sessions with teaching and support staff throughout the year defined the difference between “support” and “scaffolding learning”.</p>	<p>In order to ensure agreed good practice is implemented consistently subject leads or senior staff need to drive the implementation and have the capacity to come alongside their colleagues to model good practice whether in planning or delivery.</p> <p>CPD provided regarding the reduction of cognitive load and minimising “teacher talk” to give pupils “take up time” an opportunity to process information or instructions being given. Strategies developed such as visual cues and clues, work schedules breaking down task, worked models & working walls to refer to, pre-learning of subject specific vocabulary.</p>

<p>Leaders regularly monitor the curriculum to ensure that it works particularly well for children who are vulnerable to underperformance.</p>	<p>accountable for underperforming children in their class.</p>	<p>Learning Objectives and success criteria grids in books now include level of support given to pupils to support accurate assessment of pupils independent learning. All staff also understand the hierarchy of scaffolding learning to support & use this as a tool to enable them to encourage pupils to be as independent as possible in their learning.</p> <p>Despite the robust panel meeting / assessment / intervention process being in place for two years, some class teachers are still unsure about their role in accelerating progress for underperforming children (as evidenced in panel meetings and lesson observations). Both performance management meetings and regular discussions about good practice in teaching & learning approaches ensure a constant reminder of the class teacher’s responsibility.</p> <p>Pupils with Complex Needs have a specifically tailored curriculum offer with strategies which allow them to access learning such as chunking of each session to reduce cognitive load, movement breaks, individualised sensory diet, pre-learning.</p>	
<p>A consistency of approach to the planning and teaching of writing, using a whole school approach, which breaks down the writing process into smaller chunks with an emphasis on modelled writing and using quality texts.</p>	<p>Research and use evidence to develop an effective and consistent whole school approach to writing that will benefit PP and underperforming children improve in writing.</p> <p>DHT to provide CPD/coach staff on consistent whole school approach and effective strategies to improve writing.</p>	<p>Sustained and consistent focus on professional development and the purchase of high quality CPD gave teachers the necessary knowledge and skills regarding the pedagogy of writing to accelerate progress in writing for all pupils but particularly PP pupils.</p>	<p>Whilst the approach to writing is now agreed and followed new staff will join the school in Autumn 2019 necessitating further work in embedding the writing process. Lesson observations have highlighted further CPD required in developing approach to non-fiction writing and the use of modelled texts. There are inconsistencies in feedback given to pupils regarding their writing. Further work will need to be conducted on the agreed “non-negotiables” for each year group.</p> <p>A recent School Review also highlighted “Although there was some good writing in all books, there was little opportunity for pupils to write at length. This may be because the English curriculum is designed so that children produce short pieces.” Review October 2019. Therefore, further work on the writing process will need to ensure pupils get the opportunity for extended writing.</p>
<p>Targeted support</p>			

Desired outcome	Chosen action / approach	Impact:	Lessons learned
Children that are underperforming from any starting point make accelerated progress to allow them to catch up over the key stage because teachers plan effective interventions both in and out of class.	Specific targeted intervention support for reading, writing and maths is evident across the school. Interventions are closely monitored and adjusted if not effective.	By pinpointing the exact barriers to learning – see below. Staff are more successful in selecting interventions to target the issue more directly.	Some interventions had good impact on progress for identified pupils. Need to ensure interventions are implemented more rapidly in order to have enough time to have an impact. Staff also need to be mindful of supporting pupils to transfer skills/knowledge from intervention into their everyday practice.
	Inclusion Manager to implement a suite of diagnostic tests in order to find specific barriers to learning – to use for implementing appropriate interventions.	More specific diagnostic information supported staff to identify interventions or strategies to remove the barriers to learning more rapidly so pupils achieved stronger outcomes.	Diagnostic tests did support matching of in class strategies and interventions to identified gaps more specifically. Initially conducted a number of diagnostic tests on some pupils whereas it would have been more efficient to cease testing once a diagnostic identified strong gaps in knowledge & begin strategies.
	DHT & Inclusion Manager to support staff to arrange booster sessions with PP children (pre-teach etc.)	Booster sessions for targeted pupils which are in place for 10 weeks helped PP pupils to catch up with their peers.	This was effective for vast majority of pupils.

Other approaches

Desired outcome	Chosen action / approach	Impact:	Lessons learned
Leaders establish opportunities for PP children to voice their opinion on the curriculum and ensure that teachers have altered their curriculum accordingly.	Continue to develop and extend changes to curriculum from last year (themed approach) to engage children in their learning ensuring a knowledge rich curriculum that develops across the year groups.	<p>Pupils have opportunities to lead their learning and follow their interests which has improved pupil engagement and enthusiasm in their learning.</p> <p>PP pupils were selected as Curriculum Champions. The children enjoy the project approach and having the opportunity to follow their interests. The Scrap Books are also popular and support the children to articulate their learning and they are beginning to make links across subject units.</p>	Scrapbooks to be introduced to KS 1 but will move to Year scrap books.
PP children show an improved participation in school life, including having leadership	Encourage PP children to become leaders or take more responsibility within school	PP children positively targeted to represent the school and so develop leadership skills.	PP pupils did put themselves forward for more leadership roles in the school- however struggled if it involved presenting to their peers- need to offer support to prepare for their presentations. Positively selecting PP pupils for particular roles ie Curriculum Champions was very successful and ensured they gave their genuine opinions.

responsibilities.			
PP children's attendance and punctuality improve.	EHT, DHT & ELSA to work closely with parents to help with attendance issues.	Work with parents really successful in improving attendance of target pupils.	This approach will continue next year.
	Recruit and train Emotional Literacy Support Assistant (ELSA) to work with anxious children to improve attendance	ELSA work improved resilience and self-esteem, dealt with anxiety and supported improved attendance. ELSA training very successful giving member of staff a strong theory base and practical approaches to support pupils. Two pupils whom she worked with intensively improved their attendance to 100%.	This approach will continue next year.