Pupil Premium Strategy Statement 2017 - 2018

Gotham Primary School



Janette Allen

Updated Autumn Term 2018

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Summary Information | | | | | | | |
| School | | Gotham Primary School | | | | | |
| Academic Year | | 2017/18 | | Total PP Spend 2016/17 | | PP - £32,801.32  PP+ - £4,122  After adjustment £27,720 | |
| Total Number of Pupils | | 199 | | Number of Pupils Eligible for PP/PP+ | | 21 PP  3 PP+ | |
| 1. Summary of Barriers for Learning | | | | | | | |
| At the end of 2016/17 academic year:  PP Reading attainment was below non-PP across school and many of our PP children do not read at home.  PP Writing attainment was below non-PP across school.  PP Maths attainment was below non-PP in many year groups (not current year 6 or 1).  Speech and language skills were on occasions significantly below.  Behaviour issues of some PP children are having a detrimental effect on their academic progress and that of their peers.  The health, fitness and well-being of the PP population was a cause for concern. | | | | | | | |
| 1. Desired outcomes and how they will be measured | | | | | | | |
| Desired outcomes | | | | Success Criteria | | | |
| Higher rates of progress and attainment in reading for PP children | | | | PP diminishing the difference in reading. | | | |
| Higher rates of progress and attainment in writing for PP children | | | | PP diminishing the difference in writing. | | | |
| Higher rates of progress and attainment in maths for PP children | | | | PP diminishing the difference in maths. | | | |
| Behaviour issues of particular PP children addressed | | | | Fewer behaviour incidents recorded for these pupils on the school system | | | |
| 1. Budget by item/project 2017-18 | | | | | | | |
| Item/Project | Cost | | Objectives | | Success Criteria | | Outcomes |
| 1. Switch-On reading | £2925 TA time | | To accelerate the rate of progress for children selected for the intervention,  to develop the level of skill in the teaching of reading for all teachers and TAs | | Children receiving intervention will have diminished the difference in reading.  % of children at ARE will have increased. | | 73% PP children who received switch on had good or better progress,  36% above good progress |
| 1. Numicon | TA time see below | | To accelerate the rate of progress for all children in maths. To accelerate the rate of progress for children receiving this intervention. | | Children receiving intervention will have diminished the difference in maths.  % of children at ARE will have increased. | | Progress in maths has improved slightly since last year  % above ARE has increased by 14%  % at ARE has dropped by 4% |
| 1. Novel study | £500 | | To develop a love of reading and writing through the use of quality books that children will then take home.  To accelerate the rate of progress for writing by engaging PP children in writing activities through the use of quality books that are theirs. | | % of PP children making good or better progress in reading and writing will have increased. | | % of children above ARE has increased in reading and writing. 5% increase in writing, 7% increase in reading.  % of children at ARE in reading and writing has increased by 11% in both subjects. |
| 1. Uniform | £415 | | To develop a sense of pride in belonging to Gotham Primary School | | % of PP children with a positive attitude to school and learning has increased. | | 76% of PP children have a positive attitude to school. This is an increase. |
| 1. FSM, Milk and Extra Curricular School Sports Clubs | FSM £5528  Milk £250  Extra-curricular sports clubs funded by Sports funding | | To develop health and well being | | % of PP children attending Extra Curricular School Sports Clubs has increased.  % of PP children eating a healthy school meal is above non-PP  % of PP children drinking milk is above non-PP | | 57% of PP children have attended extra-curricular clubs – this is an increase.  48% of PP eat a healthy school meal this is lower than non-PP children (51%) |
| 1. Extra TA and teacher support | £19827 | | To increase the rate of progress in reading, writing and or maths | | % of PP children making good or better progress will have increased. | | % of children above ARE has increased in reading, writing and maths.  % of children at ARE in reading and writing has increased by 11% in both subjects. |
| 1. ELSA | £1463 | | To develop emotional literacy skills | | Children receiving intervention will have demonstrated a development in emotional literacy skills and will have developed their sense of well-being. | | 3 PP children received ELSA support. |
| 1. Trips | Trips = £1305  Other Trips = £147  Hathersage = £1280 | | To enrich lives, embed learning and develop life skills which can then have an impact on self-development, attitudes to learning, self-esteem and long-term educational achievement | | Engagement and well-being of PP children will increase. Relationships with staff and other children will improve. | | PP children engage well and have strong relationships with staff. |

**Rationale for PP Spending**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approach** | **Switch-On reading** | **Objective: To accelerate the rate of progress for children selected for the intervention,** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| * That switch-on reading has had an impact of +3 months after a 10 week course. * Within school last year we had great success. On average children made 1 year’s book band progress in 8 weeks. * This year 2/3 of classes have increased the number of children at ARE in 1 term. * The Educational Endowment Trust noted that the impact was greater for children for more disadvantaged children. | | We have found that a number of PP are not supported with reading at home and are therefore falling behind. This impacts on all areas of learning. There are also a number of PP children who are also SEND and therefore need extra teaching within reading. | Last year 2 TAs were trained in Switch-On reading. The English co-ordinator and these TAs have trained all teachers and TAs in Switch-On and TAs have an appraisal target involving Switch-On reading.  An extra set of Switch-On reading books has been bought so that more children can have the intervention and correct reading books can be found.  Each afternoon additional TA time has been put in to deliver Switch-On. During the morning time is specifically directed towards Switch-On sessions. |
| **Approach** | **Numicon** | **Objective: To accelerate the rate of progress for children selected for the intervention,** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| Between 2001 and 2006, supported by their educational psychology services, Leeds (with their Primary National Strategy team), and Brighton and Hove LAs have independently undertaken teaching programmes based upon the Numicon approach for children who were not succeeding with their school mathematics Using standard psychological tests to measure results, these studies showed notable improvements in both children’s scores and also very importantly in children’s personal confidence and attitudes to number work. Detailed reports from both Leeds and from Brighton and Hove LAs are available from the authorities themselves.  During 2006-7 Cambridge LA have been trialling the use of Numicon in Wave 3 interventions using typically three to five 25 minute teaching sessions a week over a period of a term and a half, and their reported results again show notable progress for the vast majority together with greatly improved mathematical self-confidence in children (report available from Cambridge Access to Learning Specialist Teaching Team). | | We have found that the use of Numicon has supported children’s visualisation of maths and helped with understanding and confidence. This has impacted both PP and non-PP children. | Extra Numicon resources have been purchased throughout school. Teachers and TAs have been trained in the use of this in both individual and groups interventions as well as in whole class teaching. |
| **Approach** | **Novel Study** | **Objective: % of PP children making good or better progress in reading and writing will have increased.** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| In 2012, the Education Standards Research Team (ESARD) in the UK, compiled the *Research evidence on reading for pleasure* report. It found that reading for pleasure had educational benefits, supported personal development and had a positive impact on reading including:   * reading attainment and writing ability * text comprehension and grammar * breadth of vocabulary * positive reading attitudes * self-confidence as a reader * pleasure in reading in later life.   The *Research evidence on reading for pleasure* report also identified benefits in:   * general knowledge * understanding of other cultures * community participation * insight into human nature and decision-making. | | At Gotham we are teaching writing through Novel Study. As a class we study a book in depth and each have our own copy, non-PP children pay for their own. We bring that book to life through drama, art, language, reading and writing. At the end of the block of work all PP will have a copy of the book to take home. Over time the children will have a collection of quality texts that they have lived, breathed and as a result love. They then will develop their ability to read for pleasure. We believe that the development reading for pleasure with high quality texts has a dramatic effect on the quality of children’s writing. | Purchasing Novel Study books for PP children. |
| **Approach** | **Uniform** | **Objective: To develop a sense of pride in belonging to Gotham Primary School** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| Research shows that a sense of social belonging allows students to rise above the concerns of the moment and is linked to long-term student motivation and school success (Walton & Cohen, 2011) | | At Gotham we have just developed a new school uniform. It is particularly smart and alongside its introduction we have been working on developing pride in belonging to Gotham school and working towards our school ethos ‘Being the best we can be together.’ | Tie and jumper bought for Pupil Premium children. |
| **Approach** | **FSM, Milk and**  **Extra-Curricular School Sports Clubs** | **Objective: To develop health and well being** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| Talbot claims that physi-  cal education helps childr en to develop respect for the  body—their own and others’, contributes toward the inte-  grated development of mind and body, develops an under-  standing of the role of aerobic and anaerobic physical  activity in health, po sitively enhances self-confidence and  self-esteem, and enhances social and cognitive develop-  ment and academic achievement.  1  Writing specifically  about sport, a Council of Europe report suggests that it pro-  vides opportunities to meet and communicate with other  people, to take different social roles, to learn particular  social skills (such as tolerance and respect for others), and  to adjust to team/collective objectives (such as cooperat ion  and cohesion), and that it provides experience of emotions  that are not available in the rest of life. This report goes on  to stress the important contribution of sport to processes of  personality development and psychological well-being,  stating that there is, ‘‘strong evidence . on the positive ef-  fects of physical activities on self-concept, self-esteem,  anxiety, depression, tension and stress, self-confidence,  energy, mood, efficiency and well-being.’’  2  Talbot claims that physi-  cal education helps childr en to develop respect for the  body—their own and others’, contributes toward the inte-  grated development of mind and body, develops an under-  standing of the role of aerobic and anaerobic physical  activity in health, po sitively enhances self-confidence and  self-esteem, and enhances social and cognitive develop-  ment and academic achievement.  1  Writing specifically  about sport, a Council of Europe report suggests that it pro-  vides opportunities to meet and communicate with other  people, to take different social roles, to learn particular  social skills (such as tolerance and respect for others), and  to adjust to team/collective objectives (such as cooperat ion  and cohesion), and that it provides experience of emotions  that are not available in the rest of life. This report goes on  to stress the important contribution of sport to processes of  personality development and psychological well-being,  stating that there is, ‘‘strong evidence . on the positive ef-  fects of physical activities on self-concept, self-esteem,  anxiety, depression, tension and stress, self-confidence,  energy, mood, efficiency and well-being.’’  2  An emerging body of multidisciplinary literature has documented the beneficial influence of physical activity engendered through aerobic exercise on selective aspects of brain function. Human and non-human animal studies have shown that aerobic exercise can improve a number of aspects of cognition and performance. Lack of physical activity, particularly among children in the developed world, is one of the major causes of obesity. Exercise might not only help to improve their physical health, but might also improve their academic performance. A growing number of studies support the idea that physical exercise is a lifestyle factor that might lead to increased physical and mental health throughout life. An extract from ‘Be smart, exercise your heart: exercise effects on brain and cognition’ by Charles H. HillmanCharles H. Hillman is at the Department of Kinesiology and Community Health, 213 Louise Freer Hall, 906 South Goodwin Avenue, University of Illinois, Urbana, Illinois 61801, USA.  1. Kirk I. Erickson and Arthur F. Kramer are at the Beckman Institute for Advanced Science and Technology, 405 North Mathews Avenue, University of Illinois, Urbana, Illinois 61801, USA. | | At Gotham we are actively encouraging PP children to attend extra-curricular sports clubs as well as supporting children to each a well-balanced diet. We believe that having a healthy body supports positive self-esteem. This in turn helps children to be able to build good relationships amd be ready to learn. | Use of PP money to fund FSM and milk. Use of sports funding to have extra-curricular sports clubs – some of which are particularly focussed on PP children. Use of sports funding for trained coaches to work alongside staff to improve provision for sports and fitness throughout school. |
| **Approach** | **Extra TA and teacher support** | **Objective: To increase the rate of progress in reading, writing and or maths** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| The Educational Endowment Trust state that research to date had suggested that students in a class with a teaching assistant did not, on average, perform better than those in a class with only a teacher. However, new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. An evaluation of one to one maths support demonstrated the value of structured interventions. A programme of twice-weekly sessions delivered by teaching assistants was trialled. The report concluded that interventions lead to significant gains in learning, an average of three or four months’ additional progress, compared to continuing with normal lessons. Other findings from the report suggested that small group teaching improved the writing skills of those struggling with literacy at the end of primary school. | | As a school we have had success with targeted support by both TAs and the class teacher. | Extra TA time for targeted PP children to tackle gaps in their learning.  Extra teacher time with small groups or one to one that is facilitated by the use of another high quality teacher who takes the rest of the class so that the class teacher can target the group. |
| **Approach** | **ELSA project**  **(Emotional Literacy Support Assistant)** | **Objective: To develop emotional literacy skills** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people. It has supported staff development, with ELSAs frequently commenting on the impact training has had on them, personally as well as professionally.  Further research can be found at elsanetwork.org | | Within the PP population of Gotham there are a number of children whose emotional well-being is a concern. By using an ELSA we are aiming for children to understand and regulate their own emotions whilst also respecting the feelings of those around them. | ELSA project |
| **Approach** | **Trips** | **Objective: To enrich lives, embed learning and develop life skills which can then have an impact on self-development, attitudes to learning, self-esteem and long-term educational achievement** | |
| **Research shows:** | | **Gotham Primary’s context:** | **Item/Project** |
| Research has shown that children who go on an educational visit to a museum have:   1. Greater recall of details. 2. Greater critical thinking. 3. Greater historical empathy. 4. Greater tolerance of the views of others and the right to demonstrate your feelings through media or art. 5. Greater wish to visit museums in the future.   The impact of the trips are generally much larger for students from less-advantaged backgrounds. For more details see The Educational Value of Field Trips By [Brian Kisida](http://educationnext.org/author/briankisida/), [Daniel H. Bowen](http://educationnext.org/author/dhbowen/) and [Jay P. Greene](http://educationnext.org/author/jgreene/)<http://educationnext.org/the-educational-value-of-field-trips/> | | At Gotham we have long seen the benefits of going on educational visits both academically, socially and emotionally. | Paying for school trips for PP children. |

Janette Allen

DHT