



## Gilthill Primary School

### Pupil Premium Action Plan 2021-2024

The targeted and strategic use of pupil premium will support us in achieving our vision of helping everyone to achieve their full potential. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making this provision we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

<b>1. Leadership and Management – To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding.</b>				
<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Outcome/Impact</b>
1.1 To keep abreast of the National and local agendas for closing the gap/diminishing the difference for vulnerable pupils.	a. Subscribe to EEF updates b. TECT updates via NCC c. HT meetings and briefings d. CPD	HT and PP Lead	On going	HT and PP coordinator have comprehensive understanding of the potential barriers to learning and expectations with regards to spending and reporting impact of funding. Information to feed into PP action plan. Message communicated effectively to staff and governors.
1.2 To evaluate and revise statements and procedures for the use of Pupil Premium taking into account research.	a. Update PP annual statement in line with up to date research with regards to support and spending of PP budget. b. Shared with PP governor and agreed by governors. c. Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure our provision reflects current good practice with regards to supporting PP pupils. d. Teachers are clear about their role in addressing the needs of PP pupils.	PP Lead Governors	October 2021	a. A revised policy and supporting philosophy for the use of Pupil Premium funds is produced. b. Revised policy ratified by governors and placed on the school website. c. All staff are aware of the current research from the Education Endowment Foundation. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision.
1.3 Continue to develop the portfolio of progressive case studies which explores the barriers and successes for FSM pupils including progress and attainment.	a. SLT members to monitor pupils through a case study b. HT to monitor the quality and impact of provision. c. Sample case studies to be presented to governors in the summer term. d. Barriers to learning at GPS clearly defined with strategies to address them collated including suggested success criteria.	SLT  PP Lead HT	Termly in line with assessment data points	a. SLT have an understanding of the importance of building up a whole picture of a vulnerable child, identifying barriers to learning and/or reaching their full potential and acting on information gathered. b. Case Studies shared with staff and governors. c. Barriers to learning document is used as a toolkit for teachers planning provision.
1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	a. PP Leads to track termly interventions used to support PP pupils and evaluate the impact of these interventions by tracking progress, matching to need and ensuring cost effective use of funding. b. HT to carry out an end of year analysis of progress and attainment of PP pupils and report on findings.	PP Lead	Termly as part of Pupil Progress procedures.	a. Pupil Progress meetings to evaluate and explore the effectiveness of provision. b. Annual Audit and monitoring analysing progress, attainment and quality of interventions for PP pupils.
1.5 Annual Audit of provision and therefore effective spending of PP funds.	Review to include an evaluation of spending of PP funding and data to support the impact of provision on reducing the attainment gap between PP and non PP pupils following the developed format.	HT	Annually in July	Annual review of PP provision and spending shared with governors and parents via the school website.
1.6 To update a comprehensive provision MENU for PP pupils.	a. Provision MENU gives details of possible interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually. b. MENU in sections to match PP strategy. c. Add data to quantify the impact on learning.	PP Lead PP governor	July Reviewed annually	a. Provision MENU available for all staff to refer to when planning provision for PP pupils. Provision MENU on school website. b. GPS data reflects the potential for impact on learning of provisions.

	d. Review by PP Governor			c. Governors are knowledgeable and informed of the use of PP funding.
1.7 Pupil premium governor has a thorough understanding of Pupil Premium and its potential for impact.	a. Governor to meet HT and PP leads to assess how robust our monitoring of PP pupils is by reviewing direct intervention forms, PP provision map and termly assessments. b. Most of this work will be done as part of an annual audit.	HT PP Leads PP governor	Annual Cycle	a. Governor visit report shared. Thorough understanding of how PP pupils are monitored and supported in school. b. Annual Audit is robust and challenging of practices leading to improved quality and consistency of provision.
1.8 Parents understand how Pupil Premium funding is used at Gilthill Primary School.	a. Parent friendly version of budget is placed on the website. b. Annual review of provision and spending placed on school website c. Pupil Premium strategy is on the website.	PP Lead HT	Annually	Parent survey shows that they understand how the funding has been used to support learning and progress.
1.9 Leadership Roles and expectations are clearly defined.	Role descriptors are developed as part of policy development.	HT PP Lead SENCo Governors CT's	Autumn Term	All staff are clear about their role in supporting PP pupils and their responsibility to ensure that provision is effective in raising attainment, accelerating progress and raising aspirations.  GPS staff work together with a common purpose.

## 2. Teaching and Learning – To ensure that vulnerable pupils are supported with their learning.

Objective	Actions	Responsibility	Timeframe	Outcome/Impact
2.1 Embed a whole school approach to supporting PP pupils and closing the gap for vulnerable pupils.	a. Teachers to devise support and interventions using latest EEF research and school's menu of provision which target individual needs. b. All teachers take part in termly pupil progress meetings ensuring accountability for all.	All teaching staff	Ongoing	a. All staff accept the importance of teachers building relationships and identifying barriers to learning, whether academic, social or emotional for PP pupils. Provision maps and PP intervention grid demonstrates how teachers match provision to individual need. b. All teachers are aware of vulnerable pupils within their class.
2.2 Intervention records are a shared resource between the class teacher and the TA.	a. Intervention records are kept securely in a shared file b. PP children's work is monitored as a distinct group during work scrutinies and reported on as a separate group c. Phase meetings discuss PP group as a distinct item	Class Teachers SENCO Phase Leaders	Ongoing	a. Teachers ensure that they have ownership of the programme whilst the TA is the facilitator or delivers. b. Accurate records are kept. c. Work scrutiny shows that teachers are proactive in looking for opportunities where the child is able to translate their skills into every day working.
2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towards a group or individual. This includes the vulnerable groups – FSM, SEN, EAL	a. X3 Pupil Progress meetings per year. PP Leads and SENCO to analyse progress data termly and highlight pupils of concern on the pupil progress forms to ensure pupils in need are identified and provision can be directed towards these key children. b. Provision is allocated as a result of evaluation of attainment & progress. c. PP Leads are aware of all vulnerable pupils within their team and those needing additional support. d. Pupil Progress records are amended to incorporate a cyclical approach and provides an annual audit trail for PP pupils.	Phase Teams SLT	Ongoing	a. Pupil progress forms completed each term. Actions show where pupils are identified as a concern actions have been taken by the class teacher. Actions taken are shown to effectively impact progress. b. Annual monitoring evaluates progress of pupil premium pupils shows how identified pupils are targeted effectively to ensure progress. c. All staff share the common purpose of ensuring that PP pupil's needs are evaluated and provision promotes engagement, progress and aspirations.

				d. Monitoring is clearer and tracks throughout the year. Reduction in workload for teachers by having all information in one place.
2.4 Provision mapping is effective in highlighting and recording the range of provision used in order to close the gap for vulnerable pupils.	a. Class teachers to produce a provision map of identified interventions/support for PP children within class b. Provision map to linked to areas of highest need for each PP child based on the PP calculator and assessment information. c. Provision maps are kept up to date throughout the year and are shared with HT and SENCO and PP Leads.	Phase teams SENCO PP Leads	Ongoing	Planning Scrutiny of provision maps by SENCO as part of ongoing monitoring work.
2.5 Teachers have a heightened awareness of FSM and FSM6 pupils.	a. Pupil Progress meetings are focused around the progress and attainment of PP pupils. b. PP Leads to note any PP pupils not making progress and add to the pupil progress forms together with guidance and interventions to support progress.	Teachers PP Leads	Ongoing	a. Teachers demonstrate input and impact of provision at Pupil progress meetings. b. SLT ask challenging questions to drive aspirations for FSM pupils.
2.7 To explore how high impact low cost teaching strategies can effectively support PP pupils.	PP Leads to research different high impact, low cost strategies through the teaching and learning toolkit by the Education endowment foundation, CUREE and National College.	PP Leads	Ongoing	PP Leads to make recommendations to class teachers to promote good and better progress for PP pupils.  Case Studies to highlight the impact of provision and explores attitudes to learning of PP pupils.
2.8 To evaluate the quality of work and engagement in learning of PP pupils.	a. Work scrutiny of PP books against standards for relevant year groups. b. Pupil Interviews to assess attitudes to learning. c. 10 minute observations of PP pupils in lessons. d. Case studies updated and passed on between phases to ensure a progressive record of learning, provision and impact.	PP Leads	Ongoing	a) Monitoring reports include actions for class teachers to promote consistently high standards throughout the school. b. Case Studies reflect the learning journey of PP pupils and give a clear picture of what the school does for pupils, the impact on their learning, emotional resilience and aspirations for the future
2.9 Evaluation of pupils work is focussed and identifies gaps and targets.	Work Scrutiny proforma is developed to support PP Leads and class teachers in evaluating work and developing targets.	HT PP Leads	Termly	A clear and accurate picture of attainment is gathered around the child resulting in focussed targets are set for each term and provision which is accurately matched to barriers, gaps and needs.

<b>3. Cultural Enrichment – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development &amp; financial barriers.</b>				
<b>Objective</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Outcome/Impact</b>
3.1 Families receive a greater service from the school via 1:1 conversations with families.	Engagement work with parents including increasing contact with both parents in split families.	SENCO	Ongoing throughout the year	Parent survey demonstrates that families feel supported and are involved in exploring opportunities for their child/ren.
3.2 PP pupils have the opportunity to participate in a range of clubs, trips and residential visits.	a. School to support families with costs. b. Teachers to highlight the range of opportunities during structured conversations or parent's evenings.	Teachers Business manager	Termly	a. PP pupils have the opportunity to participate in activities of their choice. b. PP pupils extend their experiences by participating in new activities.
3.3 Offer support to parents to give them the confidence to support their child's learning at home	a. Provide workshops to give strategies for supporting children at home. b. Provide support materials on school website. c. Encourage active involvement of parents in school life	HT/SLT Teaching teams	ongoing	a. Parents have the information and strategies to support their children at home. b. Parents have the confidence to seek support when needed

	d. Offer open communication to increase confidence of parents to seek support from school.			c. Parents are actively engaged in school life
3.4 Provision for additional music and sports tuition.	a. Additional samba music tuition available for PP children. b. Sports coach sessions for PP children.	Sports coach Music teacher HT/PP lead	ongoing	a. Improved engagement in a range of extracurricular activities and experiences. b. PP children positively engage with enrichment activities (arts, music and PE) c. A percentage of PP children participate in competitive sports events.
3.5 PP pupils read every day.	a. Staff read daily with identified pupils. b. PP pupils take greater responsibility for their own reading development.	Class Teachers	½ termly	a. Reading ages and teacher assessments demonstrate good progress in reading and the attainment gap is reduced. b. PP pupils engage with reading. Pupil voice interviews report that they enjoy reading and see a purpose for improving reading skills.
3.6 PP pupils have access to a wide range of interventions to support their learning and progress.	a. Interventions available are revised to ensure maximum impact. b. TA staff are appropriately trained to deliver interventions. c. PP children can access a range of interventions to support their emotional development e.g. PP pupils have access to School Counsellor via 'Drop in' sessions or by referral from the class teacher. Counsellor provides training around a range of emotional challenges for children. ELSA Drawing and Talking	All Staff	Termly	a. All staff commit to the philosophy that rich provision, quality first teaching and consistently high expectations are everyone's responsibility. This can be measured in staff annual questionnaires. b. Counsellor feeds back to class teachers and parents. PP pupils feel supported. c. Monitoring evaluates the quality and impact of the programme on learners. d. Staff feel knowledgeable and supported in supporting PP pupils.
3.7 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity.	a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground.	Class teachers	½ termly	a. PP pupils demonstrate raised self-esteem and a sense of value within the school.

4. Impact of Funding – Pupil Premium money is effectively used to provide a range of interventions which support good progress.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
4.1 Clear PP Budget plan is published.	a. PP income is clearly accounted for. b. PP budget is located to individuals, groups, and intervention programmes. c. Governors approve the proposed spending of PP funds.	HT Governors	Autumn Term	a. All stakeholders are clear about how PP funds have been used to support pupils' learning and development. b. PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. c. Governors understand and approve the rationale for spending.
4.2 Eligible parents enrol with FSM at NCC.	a. GPS to send out a letter to parents to promote the uptake of FSM and check eligibility. b. Parents to receive FSM flyer.	Business Manager	Autumn Term	a. Increased funding due to greater uptake of FSM.

4.3 Consider pupils not classified as PP but are just above thresholds.	<ul style="list-style-type: none"> <li>a. Identify pupils that are also on the threshold for PP funding and distribute lists to SBM and PP lead</li> <li>b. Include these pupils on provision programme.</li> </ul>	PP lead Class teachers	Autumn Term	<ul style="list-style-type: none"> <li>a. Pupils receive the very best provision needed to ensure that they are successful learners.</li> <li>b. Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings.</li> </ul>
---	---	---------------------------	----------------	---

5. Behaviour and Attendance – Attendance is in line with national and GPS %'s.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
5.1 PP pupils attendance is in line with non PP Pupils.	<ul style="list-style-type: none"> <li>a. 'Family champion' to monitor PP pupils on a half termly basis and provide reports for class teachers.</li> <li>b. Class teachers to host structured conversations with parents to explore the impact of absence and set targets.</li> </ul>	Family champion Class teachers SLT	½ termly	<ul style="list-style-type: none"> <li>a. Attendance dips are identified early</li> <li>b. b. Intervention and support is offered to facilitate high attendance</li> <li>c. Monitoring identifies issues and intervention is prompt</li> <li>d. Parents have a clear understanding of the importance of good attendance and commit to improving their child's attendance in order to improve attainment and progress.</li> </ul>
5.2 PP pupils demonstrate positive behaviours which consistently meet expectations.	<ul style="list-style-type: none"> <li>a. Behaviour policy is consistently applied throughout school</li> <li>b. Parents are informed promptly of positive behaviour and causes for concern</li> <li>c. Support and intervention groups put in place if needed including EHAF and SBAP referrals</li> </ul>	SLT Class Teachers TA's	Ongoing	<ul style="list-style-type: none"> <li>a. Pupils are clear about expectations.</li> <li>b. Behaviour is good throughout the school and surveys of all stakeholder's support this</li> <li>c. Parents are partners with school and work together to promote good behaviour</li> <li>d. Support and intervention is prompt and timely and children at risk of poor behaviour are targeted. Data shows behaviour is good</li> </ul>