

## Godshill Primary School: Pupil Premium Strategy 2017 – 2018

### Barriers to learning:

The main barriers to learning at Godshill Primary School have been identified as being:

	Contextual Information
Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. <b>45%</b> of Pupil Premium at Godshill Primary are registered as SEND learners
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show that: <b>17%</b> of Pupil Premium at Godshill Primary School have an attendance below 96%, the school target (December 2017). There are <b>2</b> pupils who have been identified as having persistent low attendance (December 2017).
Punctuality	Punctuality can cause pupils to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore they are not prepared for learning. There are <b>3</b> Pupil Premium pupils who have been identified as being persistently late.
Communication and Language	Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.
Learner disposition	Poor behaviour for learning impacts on pupils' outcomes and achievement.
Parental engagement	Parents of Pupil Premium children are under- represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies etc. Low prior attainment requires rapid progress in order to meet age related expectations. Additional learning opportunities are required.
Previous low attainment	<b>52%</b> of Pupil Premium at Godshill Primary School are identified as having low attaining starting points.
Limited life experiences	Some Pupil Premium children do not have the life experiences required to recall for use within the curriculum. As they do not have the opportunity to experience these they may need to be provided by the school.
Emotional literacy	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs can restrict pupil progress and disengagement from school life. We have systems, resources, and skilled people to work with these children.

**Proposed spending of Pupil Premium Funding 2017-2018**

<b>Proposed Intervention</b>	<b>Intended Outcome</b>	<b>How will this address barriers to learning?</b>	<b>How will the school measure the impact?</b>
<b>PP support teaching assistants</b>	Personalised support and small group intervention to address misconceptions and gaps in learning provide support and extend pupils' learning in and out of class.	Additional learning opportunities are required to address attainment difference and consolidate conceptual knowledge.	Progress against age related expectations
<b>SENCO</b>	Monitoring and evaluating impact of SEND interventions and pupil premium provision.	Additional interventions will address the gaps in children's learning and help to diminish the difference in attainment between disadvantaged children and others.	Regular observations of interventions and class work scrutiny to analyse impact. Regular data analysis.
<b>ELSA support</b>	Promote pupil attitudes in order to engage with learning.	Pupils will be provided with varying opportunities, resources and support to help to manage emotions.	Sleuth scrutiny to analyse behaviour which will help to target ELSA support to specific children.
<b>Family Liaison Officer</b>	Work with families to ensure children are attending school	Pupils will be prompt in the morning and attendance will improve.	Improved attendance leading to raised attainment.
<b>Experiences, including trips</b>	Engaging pupils and increasing the real life experiences which support their learning.	Pupils will have rich experiences which will develop spoken language and lead to increased attainment, particularly in writing.	Progress against age related expectations
<b>Curriculum resources</b>	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources.	Resources will enrich the curriculum as well as giving extra support to interventions.	Progress against age related expectations

<b>Information Technology</b>	Extend resources and use of IT including I-pads and software.	Pupils will have increased opportunities to use IT, including during interventions	Pupil's use and access to IT supported in all areas of the curriculum, therefore raising attainment.
<b>Breakfast Club</b>	Provide opportunities for breakfast at the start of the day for pupils to be able to focus on their Learning.	Pupils will be in school on time and ready to take part in morning interventions.	Pupils are focused and ready to learn.
<b>Additional specialist intervention</b>	Provide specialist speech and language advice and support for pupil. Teachers understanding of appropriate activities to support speech and language needs.	Pupils who have speech and language difficulties will have support and confidence to access reading and writing activities.	Pupils who have speech and language difficulties will make greater progress and have higher attainment in reading and writing.
<b>Funzone Home work club</b>	Provide pupils with an opportunity to complete homework with teacher support.	Pupils will be able to follow up on work set at school within a learning environment	Pupils will complete confidently homework on a regular basis. Pupils will be supported in refining learning techniques. Confidence and self-esteem will be raised enabling further engagement in whole school life.
<b>Reading engagement</b>	Encourage children to develop positive and regular reading habits. Provide children with the opportunity to select books that they wish to read on a regular basis.	Pupils will have access to high quality reading	Pupils will make greater progress and have higher attainment in reading. Data analysis.

<p><b>Encouraging home/school learning</b></p>	<p>Setting up a holiday project for the summer holiday so that pupils engage in learning.          Providing topic-based Homework projects          Where parents and Children can access the Learning together          Provide parent English and maths after school sessions where parents learn how to support their children at home</p>	<p>Pupils will continue to engage with learning during the summer holidays</p>	<p>Parents of Pupil Premium children will attend school meeting.          All children will be provided with learning materials which are now available for home use.          Work will be returned and celebrated with class teachers and on blog sites.          Parents become more confident and engaged with supporting their children at home.          Children will make better progress as a result of more positive parental support.</p>
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**Date of next Pupil Premium Strategy Review**

To be completed by end of March 2018