

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Gonville Academy				
Academic Year	2018-2019	Total PP budget	£124,080	Date of most recent PP Review	N/A
Total number of pupils	505	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Jan '19

2. Current attainment						
2017 – 2018 provision progress for whole cohort: Reading +3.4; Writing +1.0; Mathematics +3.0 RWM progress PP: +4.1 / Non-PPG: +2.9	Pupils eligible for PP (3 years)			Pupils not eligible for PP (national average)		
	2016	2017	2018	2016	2017	2018
% achieving national standard (all 3 subjects): TBC	26%	57%	TBC	56%	48%	TBC
Progress score in reading	-0.24	-1.71	TBC	-1.2	-1.13	TBC
Progress score in writing	-0.23	1.56	TBC	0.71	1.46	TBC
Progress score in maths	-0.48	-1.91	TBC	0.06	0.83	TBC
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers (issues to be addressed in school, such as poor oral language skills)						
A.	FSM attainment gap for the current Y6 cohort in Reading, Writing and Maths and GDS PP attainment in Maths					
B.	Gonville Academy has a high proportion of EAL students, with 56% attending, PP EAL students are a focus for KS2					
C.	Behaviour for learning for a focus group of PP SEN students (mostly boys in KS2)					
External barriers (issues which also require action outside school, such as low attendance rates)						
D.	Average attendance for students in current Reception and Y1 fell below target in 2017 – 2018: N (50% of students in current R): 90.1%; R (current Y1) 94.1%					

Desired outcomes		
A.	Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1. Improve reading comprehension skills & writing outcomes for PP students meeting or exceeding National expectations in Y6.	Students eligible for PP in KS1 make rapid progress, and achieve national standards in reading and writing / pass the phonics screening (interventions for Y2 students who did not pass Phonics in Y1). Measured through termly assessments and moderation across the STEP Trust and within Croydon LA. Develop attainment for GDS PP students in writing through half termly assessment, moderation and intervention.
B.	Close the gaps for EAL PP students in mathematics in upper KS2, with higher attainment and rates of progress.	Overall PP students in line with Non-PP students in Maths at the expected standard but there is a gap between attainment between EAL PP students and Non- EAL. Interventions and support will be tracked and measured through PUMA tests and question analysis of assessments throughout each half term. Moderation will continue across the STEP Trust and within Croydon LA.
C.	Improve behaviour for learning in class, for identified students and ensure effective provision for support and interventions are implemented for SEND PP students	Behaviour for learning at Gonville Academy is good and there are fewer behavioural incidents. A group of identified students with specific needs require further support to access learning and develop behaviour for learning strategies. The pastoral team and Inclusion Lead observe and collaborate with students, parents and teachers to ensure provision is implemented and effectively promoting progress in learning.
D.	Improve attendance rates for PP / FSM students in Reception and KS1.	Continued focus on attendance ensures Reception and KS1 students make continuous progress which impacts on the Y1 Phonics screening and attainment in Reading, Writing and Maths throughout the year. Overall attendance for PP students in Y1 increases from 94.1% and Reception increases from 90.1% to over 97%. (50% of current Reception attended Nursery).

4. Planned expenditure					
Academic year		2018 - 2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve reading fluency, phonic knowledge and quality of handwriting for PP students in KS1.	Embedding linguistic phonics through Sounds Write Staff training & CPD from AOA Phonics Champion. KS1 interventions in Reading and Phonics.	Current Y2 Reading – PPG 75% compared to Non-PPG 81% achieved the expected standard at the end of Y1. In Phonics 81% of current Y2 students passed the Phonics screening falling below their target.	Use INSET days to deliver training. Support from STEP Head of T&L & phonics champion Observation of phonics sessions, learning walks. Analysis of phonic practise screening	DHT (English Lead) Phonics Lead	January 2019, June 2019
A. Improve writing outcomes for PP/ FSM students meeting or exceeding National expectations in Y6.	Additional teachers in Years 4, 5 & 6 - smaller class teaching in English. Embedding a whole school editing approach. Linking Context Curriculum and embedded texts to develop nonfiction writing. Staff training & CPD Internal and external moderation of writing	Smaller group teaching in Y4, Y5 and Y6 had significant impact on PP outcomes in Reading 2017 – 2018. CPD to ensure best practice informs steady progress over time. Focus on close reading and embedding reading strategies has been successful in improving progress made and therefore, the introduction of specific writing CPD strategies will further develop writing opportunities and development of skill.	Additional teachers paid for out of PP budget – don't have to rely on volunteers to provide additional classes after school. Impact monitored by Deputy Headteacher & Assistant Headteacher Year 6. Meet with parents to discuss students who need stretch & challenge.	DHT (English Lead) Y6 Team Leader	Half termly basis, beginning October 2018.
B. Close the gaps for EAL PP students in mathematics KS2, with higher attainment and rates of progress.	Additional teachers in Years 4, 5 & 6 - smaller class teaching in Mathematics, and daily intervention including Maths Meetings. Mathematics sets to enable sufficient support and stretch for groups.	Gap between PP and Non PP students aiming to attain Greater Depth in mathematics at the end of KS2. Continued training for teachers in mastery in mathematics and stretching higher attaining students is required. Collaborative and shared CPD and monitoring of reading positively impacted outcomes in Y3 – Y6 in 2017-2018.	Quality assurance and review of learning with teachers and SLT to inform specific areas of subject knowledge for maths mastery CPD. Support from STEP T&L lead and STEP Maths lead. INSET days. Training from West London Maths Hub & STEP Head of T&L	AHT (Inclusion) KS2 Team Leaders DHT	Half termly basis, beginning October 2018.
Total budgeted cost					£64,690

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improve behaviour for learning in class, for identified students and ensure effective provision for support and interventions is implemented for SEND and vulnerable PPG students	Learning Mentor support in class. Additional teachers in Years 4, 5 & 6 - smaller class teaching in English & Mathematics, and daily intervention.	EEF toolkit suggests pastoral interventions for older students can have real impact. Successful impact in 2017 - 2018 with students across Academy, particularly in reading and mathematics. Use of CPOMs to track and record behaviour incidents. Tight focus on Y3, Y4 & Y5 in 2018 - 2019.	AHT (Inclusion Lead) and Learning Mentor to use observations, monitoring and assessment to organise support for individuals identified. AHT to liaise with Team Leaders and parents so support plans are robust and impact is regularly revised. AHT to offer specific CPD opportunities for class teachers and TAs to develop best practice.	AHT (Inclusion) Learning Mentor Team Leaders	January 2019, June 2019
A. Improved reading fluency and phonic knowledge in KS1 & identified students in KS2.	1:1 and small group interventions targeting identified students across KS1 (phonics; oracy; speech & language) Linguistic phonics & rapid reading intervention in KS2.	Main area of need for PP students in Y2 is phonic knowledge, which impacts on reading and writing. EEF Toolkit suggests well trained support staff have most impact in interventions. Oracy project had positive outcomes for the past 2 years.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Close monitoring of data for students.	AHT (Inclusion) Phonics Lead DHT (T&L / KS1 Lead)	Half termly basis, beginning October 2018.
B. EAL CPD and targeted support for identified students through adapted strategies and interventions	Introduction of EAL assessment tool. Develop bank of EAL resources.	Provision of daily support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective, e.g. Visible Learning by John Hattie and the EEF Toolkit. Increase in EAL so specific CPD needed to ensure best practice is in place with teachers equipped to use a range of EAL strategies in planning learning opportunities across the curriculum.	Dedicated time for support staff to deliver interventions. High quality training for those delivering interventions. INSET day training. Close monitoring of data for students.	AHT (Inclusion) Phonics Lead DHT (T&L Lead)	January 2019, June 2019
Total budgeted cost					£71, 400

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance rates for FSM/ PP students in Reception and Y1.	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	NFER school briefing identifies attendance as a next step. Students with low attendance do not attain as well as those with high attendance. Specific FSM students in KS1 are a focus, particularly based on Reception attendance last year and in ensuring there are no gaps in learning.	AHT Inclusion, EWO HPC work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed. Data for FSM students to be closely tracked.	DHT KS1 Leader AHT (Inclusion)	Half termly basis, beginning October 2018.
Total budgeted cost					£5,500

B. Review of expenditure: 2017 - 2018				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved reading fluency and phonic knowledge across the school, with a particular focus on Y2.	Introduction of linguistic phonics. Staff training & CPD from AOA Phonics Champion. KS2 intervention	Linguistic Phonics was effectively introduced throughout 2017 -2018. Gonville Academy collaboratively worked with Phonics leaders and teachers in KS1 and EYFS attended Sounds Write CPD throughout each term at AOA. Internal CPD, planning and monitoring ensure strategies of Linguistic Phonics were embedded and supported students learning. Overall, 81% was achieved in Y1 Phonics (FSM students achieved 86%) and 82% in Y2 successfully repeated the Phonics screening.	Continued monitoring and development of staff CPD to continue in 2018 – 2019. All new teachers and those new to KS1 or EYFS will be given the opportunities to attend Sounds Write training at AOA. Interventions, assessments and phonics lessons will continue to track and monitor progress in Phonics throughout each term with a focus on current PP students in KS1 preparing for Phonics screening and retaking Phonics screening (Y2)	£25,000
A. Improved reading fluency & teaching of key comprehension skills in KS2.	Daily close reading sessions (Reading Reconsidered) Staff training & CPD Text & context curriculum	Through frequent and focused CPD sessions, strategies of close reading were effectively embedded across the academy in 2017 – 2018. Daily close reading in all KS2 classes were implemented and used to support learning in English and Humanities. SLT worked closely with Team Leaders to ensure a rich context curriculum was planned and had regular opportunities to access both fiction and non-fiction texts.	Highly effective in improving progress and attainment in KS2. To continue to develop strategies used and promote best practice of teaching reading through use of fluency assessment and daily close reading. Collaboration across the STEP trust for CPD opportunities and to quality assure assessments and moderation in line with expected standards. Additional teacher model in Y4 – Y6 has a positive impact on progress and attainment as well closing the gap between PP and Non PP students reading expected standards in reading.	See above

<p>B. Close gaps for PP students in Upper KS2 in mathematics.</p>	<p>Focus on consolidating basic skills in maths. Introduction of daily maths meetings. Staff training on mastery approaches & stretch & challenge.</p>	<p>CPD and regular moderation of maths assessments ensued teacher and support staff subject knowledge was enhanced. Maths in Upper KS2 provided opportunities to develop a mastery approach which was evidence in scrutiny of work, learning walks and end of term assessments. PP and Non-PP gap has continued in mathematics for current Y5 but closed in current Y6. In the current Y6 this is now a focus on supporting PP students, particularly for reaching GDS targets.</p>	<p>The additional teacher and DHT supporting in smaller class interventions worked effectively and will continue in 2018 – 2019. Small and flexible classes for maths in upper KS2 ensured planning was specific to the needs of individuals and targeted to support or stretch students. The quality of work and focus on mastery was reflected in students books and through the triangulation of learning evidence. Teaching was strong and NQT teachers effectively supported to accurately assess and give active feedback.</p>	<p>See above</p>
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<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A. Improved reading fluency and phonic knowledge in Y2 & identified students in KS2.</p>	<p>1:1 and small group interventions targeting Y2 (phonics; oracy; speech & language) Linguistic phonics & rapid reading intervention in KS2.</p>	<p>High quality training was provided to teachers and support staff so intervention groups were effectively support and made continuous progress. The introduction of linguistic phonics allowed KS1 and EYFS to assess more specifically and revise the initial code. Teachers were given opportunity to train with AOA Phonic lead. High mobility in Y2 had an impact on the end of Y2 Phonics repeat (82% pass) with but Y1 FSM students met Phonics with 86% passing so exceeded Non FSM students 77%. (Overall 78%).</p> <p>AHT Inclusion lead monitored impact and adapted interventions throughout the year.</p>	<p>It is important to ensure all teachers in EYFS and KS1 are confident and proficient in the teaching of Linguistic Phonics so training will continue for all teachers ne to EYFS and KS1 in 2018 – 2019. As training was introduced, TAs supporting specific needs through 1:1 or small group interventions will also develop skills in collaboration with AHT Inclusion lead.</p> <p>Intervention and daily phonics will continue to support those in current Y2 repeating Phonics.</p> <p>As noted mobility in current Y3 classes was an influential factor on the final KS1 outcomes and so rapid reading and phonics interventions will continue through 2018 – 2019 for identified students.</p>	<p>£126,700</p>

<p>B. Close gaps for PP students in Upper KS2.</p>	<p>Additional teachers in Years 4, 5 & 6 - smaller class teaching in English & Mathematics, and daily intervention. Mathematics sets to enable sufficient stretch for more able.</p>	<p>Gaps between PP and Non PP students are narrowing for those meeting expected the standard. The most significant gaps for current Y5 and Y6 are in achieving Greater Depth. Current Y5 PP GDS attainment is lower than Non PP in reading, writing and maths. For Y6 PP meeting GDS expectations, they exceed Non PP in reading but there is a gap in writing and maths.</p> <p>In Y4, impact was high, and gaps were closed in maths; progress was also strong.</p>	<p>Whole school approaches to supporting students achieve GDS in maths will be built into CPD and the additional experienced teacher will remain for Y4 – Y6. Further collaboration and use of internal and external moderation will be utilised to ensure sufficient stretch and challenge is evidenced each term. KS1 and KS2 Maths leads to be trained in specific areas of maths as well as the Maths Mastery scheme to ensure KLI's are embedded and monitored in termly assessments.</p> <p>PUMA tests will continue to be used as an assessment but additional assessment through Testbase will be implemented to review progress and analyse specific skills of fluency, reasoning and problem solving throughout KS2.</p>	<p>See above</p>
<p>C. Improved behaviour for identified students.</p>	<p>Head of Pastoral Care to deliver Thrive interventions. Learning Mentor support in class.</p>	<p>Thrive was introduced in the initial stages in 2017 – 2018. Head of Pastoral Care worked with specific classes who were identified with most need through the Thrive audit. Class targets and PSHE lessons were designed to begin introducing elements of Thrive across the school.</p> <p>Learning Mentor effectively supported students both in play and in class. Throughout the year the needs of individual students identified varied depending on their circumstances and ability to self regulate.</p> <p>AHT Inclusion Lead and Pastoral team worked closely to review all support and target specific behavioural needs.</p> <p>In July 2018, Gonville Academy was assessed and continues to fully meet the standard required by the Inclusion Quality Mark, Centre of Excellence Status.</p>	<p>Head of Pastoral Care will be on a sabbatical year for 2018 – 2019. As the experienced lead in Thrive, the initial elements of Thrive will continue but not developed.</p> <p>A revised behaviour policy will be introduced and embedded through practice of routines. Learning Mentor and wider leadership team will support a focus on behaviour and conduct which will promote fewer low level behaviour incidents as well as supporting teachers with specific strategies to reinforce exemplary behaviour for learning.</p> <p>Rights Respecting schools framework will also be revised to ensure there is consistency in the language used with students and all new teachers are familiar with the framework expectations.</p>	<p>See above</p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Increased attendance rates for FSM students in KS1	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	EWO and Attendance Lead effectively promoted immediate notification to parents and tracked attendance rigorously. Attendance for Y1 and Y2 improved.	<p>Throughout the year attendance improved in KS1 and across the school attendance awards and rewards worked as effective initiatives in promoting 100% attendance for classes.</p> <p>Y1 and Y2 attendance improved to an average of 96.6% (Y1) and 95.7% (Y2) in the Summer term.</p> <p>EYFS had 70% GLD and attendance of EYFS was at times an area to improve within the year so those students currently in Y1 remain a focus to ensure there are the best opportunities for learning with improving attendance. Attendance in Nursery was lowest and therefore the focus of attendance support for current Reception classes.</p>	£5,500

C. Additional detail

For additional information relating to the above targets, please see:

- Internal data reports for 2017 – 2018 & 2018 - 2019
- Attendance reports
- Behaviour and detention reports
- CP plans and CAFs
- Self-Evaluation report
- Academy Improvement Plan
- Action plans

D. Mid-year review: PPG spending

Academic year

2018 - 2019

Summary of impact of PPG spending from September 2016 – January 2017 are detailed below. See autumn term data reports for further information.

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	Date of next review
Total budgeted cost				£

i. Targeted support				
Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	When will you review implementation?
			Total budgeted cost	£

ii. Other approaches				
Desired outcome	Chosen action / approach	Impact so far & next steps	Staff lead	When will you review implementation?
Total budgeted cost				£