



## Goldfield Infants' and Nursery School

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
School					
Academic Year	2017-18	Total PP budget	£12880	Date of most recent PP Review	October 2017
Total number of pupils	240	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 2018

2. Attainment End of Key Stage 1		
	2 pupils (including SEND/EHCP)	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i> <i>*Goldfield</i>
% at expected standard + in reading	50%	79% (89%)
% at expected standard + in writing	50%	72% (81%)
% at expected standard + in maths	50%	79% (83%)
% at expected standard + in science	100%	86% (98%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	A high proportion of pupils eligible for Pupil Premium have significant SEND including pupils with ECHP plans in place requiring one to one support to access the curriculum.
<b>B.</b>	Social and emotional needs present a barrier to learning, over half the pupils in this group are post LAC the school is keen to provide emotional support including staff training in attachment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	A significant number of absences due to illness related to specific needs.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils will reach or exceed age related expectations at the end of Y2 in Reading, Writing and Maths. Teaching and learning will be tailored to meet the needs of each individual child, progress and attainment measured by EYFS and National Curriculum assessments. Other assessment measures, such as IAELD and P levels will be used as appropriate to monitor and assess steps of progress and provide personalised provision.	Pupils eligible for PP will make rapid progress so that the majority meet age related expectations by the end of Key Stage 1 and all have made at least good progress from their starting points.
<b>B.</b>	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>C.</b>	Pupils with Special Educational Needs and Disabilities will be provided with outstanding teaching, support and planning enabling them to make good to outstanding progress from their starting points	Outstanding provision will be observed, through quality first whole class teaching supported by SENCo and specialist professionals. The use of well-chosen assessment and individual targets will highlight good to outstanding progress from EYFS baseline.
<b>D.</b>	Pupils emotional wellbeing, confidence and self-esteem will be nurtured through therapeutic group/individual activity and access to a range of clubs and creative activities, enriching opportunities available to all. Their participation in selected lunchtime and after school clubs will be monitored and will reflect individual interests. Clubs will be run by the school (free of charge) alongside outside providers. A new leader for emotional well-being will be appointed, a morning set aside for sessions and training provided.	Children will be observed to be happily participating in therapeutic activities and making good to outstanding progress in class.

5. Planned expenditure					
Academic year		2017 - 2018			
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?
<p>Pupils will reach or exceed age related expectations at the end of Y2 in Reading, Writing and Maths.</p> <p>Teaching and learning will be tailored to meet the needs of each individual child, progress and attainment measured by EYFS and National Curriculum assessments. Other assessment measures, such as IAELD and P levels will be used as appropriate to monitor and assess steps of progress and provide personalised provision.</p>	<p>To support pupils progress and attainment in maths and English by providing an additional learning support assistant across each year group.</p> <p>Targeted actions include:</p> <p>Reception: Speech and language activities/intervention strategies (i.e Elklan and Well Comm) to support the development of firm foundations in literacy and numeracy</p> <p>Year 1: Targeted Fisher Family Trust one to one interventions, Small group English and maths interventions and specific speech and language therapy</p> <p>Year 2: Continued use of small group interventions</p>	<p>EEF T&amp;L Toolkit Phonics EEF Guidance –Improving Literacy in KS1 2016 Recommendation 3,8</p> <p>EEF T&amp;L Toolkit Small group tuition EEF Guidance -Improving Literacy in KS1 2016 Recommendation 2,8</p> <p>EEF T&amp;L Toolkit Feedback EEF Guidance -Improving Literacy in KS1 2016 Recommendation 5,6</p> <p>EEF Additional small group teaching</p> <p>Whole school focus on Growth Mindset strategy</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils’ work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Governor monitoring (termly by assessment and data governor linked to achievement and regular visits by PP Governor)</p>	<p>Debbie Stevens (HT)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>Final review Sept 2018</p>

<b>Total budgeted cost</b>					£11,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities.	Weekly small group (and individual) play and creative therapy sessions with the schools dedicated Well-being Leader.  Funded referral to a local Play Therapist for pupils and parents.  Whole school 'well-being' focus for the schools BLP initiative	A body of research (including Claxton, Dweck, Clark, Nottingham) has shown that for effective learning to take place pupils need to feel secure, confident and develop high self-esteem. Talk is essential along with strong relationships with adults.	Training, resourcing, research and close monitoring will ensure effective implementation.  Close observation, pupil voice and assessment activities (including the Boxall Profile) will reflect the progress of social and emotional development.	Debbie Stevens (HT)  Faye Sladden (Emotional Well-being Lead)	Weekly records from group sessions  Regular staff meetings to review pupil well-being  July review of provision
<b>Total budgeted cost</b>					£2500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure all pupils have access to a range of clubs and enrichment activities.	To appoint members of staff to lead clubs and to ensure all pupils have the opportunity to attend without cost.  To subsidise or fully cover the cost of activities led by external providers/companies.	Creative, physical and environmental clubs/activities support social interaction, development of skills, interest and confidence.	Regular review of provision and attendance along with the addition of new opportunities.	Debbie Stevens (HT)  Lindsay Hankey (School Finance Secretary)	Termly Monitoring
To enable all pupils to take part in school trips, events and access special activities	To fund school curricular activities such as visiting groups, trips, events and musical instruments to provide equal opportunities for all. Support is also available for school uniform and equipment.	To ensure that every child is able to participate in every area of provision without financial disadvantage.	The school will provide	Debbie Stevens (HT)  Lindsay Hankey (School Finance Secretary)	Ongoing assessment of need.
<b>Total budgeted cost</b>					£1200

## 6. Review of Previous Academic Year

### Statutory Assessment – Early Years Foundation Stage Profile – 2017

% and proportion (e.g. 2/7) attaining a good level of development (GLD)	Disadvantaged Pupils		Other Pupils (non-disadvantaged)	
	%	Number	%	Number
	60%	2/3	89%	57

### **KS1 Diminishing the difference: Percentage of KS1 disadvantaged pupils attaining the expected standard+ compared to national 'other' pupils in 2017**

No. in cohort 27 boys 36 girls	63	School Year 2 % and number of <u>All</u> pupils at Expected standard+	School Year 2 % and number of <u>Disadvantaged</u> pupils Expected standard+		School Year 2 % of <u>All</u> pupils working at Greater depth (GDS)	<u>National Other</u> % working at Expected standard+	% <u>Difference</u> between School Disadvantaged pupils and National Other Expected+
			No (e.g. 2/7)	%			
No. of disadvantaged	2						
<b>Reading</b>		89% (76%)	1/2	50%	43% D=0% (25%)	79% GD28%	-29% GD-28%
<b>Writing</b>		81% (68%)	1/2	50%	37% D=50% (16%)	72% GD18%	-22% GD+32%
<b>Mathematics</b>		83% (75%)	1/2	50%	35% D=0% (21%)	79% GD23%	-29% GD -23%
<b>Science</b>		98% (83%)	2/2	100%	N/A	86%	+14%
<b>R/W/M</b>		73% (64%)			29% D=0%	67% 11%	

The group of PPG pupils continues to be small, they have continued to receive support from dedicated LSAs in both small groups and alongside their peers within the classroom. Although progress has remained in line with their peers' attainment has been lower where pupils have an identified special educational need. The school plans to monitor the high number of pupils in this group that have significant need, along with the growing number of post LAC children, in the coming year. Additional support for this group will be provided (as set out above) and the effectiveness of a dedicated Well-being Leader planning therapeutic sessions for these pupils will be monitored and evaluated.

\*Figures in brackets are KS1 national 2017.

