



Goldfield Infants' and Nursery School

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Goldfield Infants' and Nursery School				
Academic Year	2020-2021	Total PP budget	£15,967	Date of most recent PP Review	October 2020
Total number of pupils	222	Number of pupils eligible for PP	12 <i>EYPP 1 pupil (Nursery)</i>	Date for next internal review of this strategy	Spring term 2021

2. Attainment End of Key Stage 1 <span style="color: purple;">6 pupils (including SEND/EHCP) Attainment Data for 2018-19 due to COVID-19</span>			
	<i>Pupils eligible for PP (Goldfield)</i> <b>6 PUPILS</b>	<i>Pupils not eligible for PP (national average figure)</i> <i>(*Goldfield)</i>	
% at expected standard + in reading	50%	75% <b>(83%)</b>	
% at expected standard + in writing	50%	69% <b>(80%)</b>	
% at expected standard + in maths	67%	76% <b>(88%)</b>	

Good Level of Development (GLD) 74% Year 1 Phonics 90%

3. Barriers to future attainment	
In-school barriers	
a)	Reduced exposure to the curriculum during the lockdown has had an impact upon prior learning; the knowledge, skills and understanding the children will need as they enter their new Year group. Children are entering in September below age related expectations for this time of the year, in the early years fine motor skills (pencil control) has been highlighted. Some pupils in this group were already receiving specific interventions to support learning prior to the pandemic.
b)	The children are finding it a challenge to sustain focus and attention, and to work independently.
c)	Social and emotional needs and wellbeing continue to be a priority for this group, alongside building sustained relationships after a prolonged time out of school, then returning to a much smaller group in the summer term (two of these children did not return until September).

d)	Underdeveloped speech, language and vocabulary will impact upon progress and attainment in reading, writing and maths	
<b>External barriers</b>		
e)	Accessibility to rich extra-curricular experiences restricted due to family income	
f)	Experience of family breakdown and mental health issues in the home impact upon emotional health and readiness to learn	
<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 for their Year group. Teaching and learning will be tailored to meet the needs of each individual child; progress and attainment measured by EYFS, age related attainment statements and National Curriculum assessments.	Pupils eligible for PP will make rapid progress so that the majority meet or exceed age related expectations and all have made good or better progress from their starting points.
<b>B.</b>	Continue to ensure that teaching, learning and assessment across the school is consistently good or better impacting upon PP achievement and progress in all classes. Curriculum planning, monitoring and assessment will ensure high expectations include challenge and inspire learners – capturing attention and building sustained focus. Monitoring by senior leaders/subject leaders of pupil attitudes, behaviour, classwork and attainment will demonstrate progress.	Teaching, learning and assessment across the school will continue to be consistently good or better overtime, ensuring that most pupils eligible for PP across the school 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. Small step assessment strategies will measure the progress of this group	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; enrichment opportunities will be available to all. A whole school focus upon resilience and wellbeing, through initiatives such as BLP and SHANARRI, will support a culture of close relationships and open discussion. Our Emotional Wellbeing and Mental Health Leader will monitor emotional health, working weekly with small groups and individual children; monitoring the progress of this group. Working out of the well-resourced ‘Squirrels Room’ she will have a dedicated day and safe space to work with individual children and small group and support parents.	Children will be observed to be happily participating in therapeutic activities, sharing feelings, sustaining relationships and making good to outstanding progress in class.

## 5. Planned expenditure

Academic year

2020 - 2021

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 in Reading, Writing, and maths, and attain a Good Level of development at the end of the EYFS.</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 alongside age related measures. Other assessment strategies, such as IAELD and Wakefield 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 (LSA) across each year group (the school adds additional funding in this area). The focus this year will be identifying gaps in learning created by the extended time away from school due to COVID-19 minimising the impact of the pandemic upon the disadvantaged group.</p> <p>Targeted actions include:</p> <p>Teaching differentiated phonic groups across the school during discreet 'Fantastic Phonic' sessions (planned through a combination of Read Write/Letters and Sounds)</p> <p>Nursery/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>Additional Key worker activities individually or in small groups across the curriculum, with a particular focus upon developing fine motor control, phonics, reading and pre- learning tasks.</p>	<p>In order to support accelerated progress children will receive one to one or small group support with planned targeted interventions.</p> <p>Support in the classroom will enable children to develop listening and attention skills and increase concentration. The provision of an additional LSA across each year group each morning will support individual/interventions, the work of the SENCo, professionals (e.g. speech therapy) and small step individual assessment.</p> <p>Regular opportunities to practice skills and recap information supports the acquisition of knowledge to long term memory</p>	<p>Regular lesson observations in key focus areas.</p> <p>Focused learning walks and drop-ins by Headteacher.</p> <p>PPG monitoring information/termly reviews and staff meetings</p> <p>Book looks/work scrutiny.</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 class and Headteacher.</p> <p>Meetings to explore the need for catch up planning targeting needs and closing gaps for disadvantaged pupils</p> <p>Governor monitoring (termly by assessment governor linked to achievement, remotely this year, by PPG Governor). PPG provision will remain a standing item on the</p>	<p>Debbie Stevens (HT)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Year group team meetings and moderation.</p> <p>Reviews termly - final review July 2021</p>

	<p>Year 1: Targeted Fisher Family Trust one to one interventions, Small group English (including phonics) and maths interventions, additional reading support, pre-learning activities and specific speech and language therapy</p> <p>Year 2: Continued use of small group interventions including precision teaching, additional reading activities, pre-learning and catch up groups</p> <p>Targeted support from professional; agencies and outreach such as Woodfield School, SALT and DESC continued as regular interventions within the classroom.</p>	<p>Professional advice and training will ensure TA and LSAs receive on-going CPD and can provide targeted support for individual needs.</p>	<p>Learning Matters Committee agenda.</p> <p>Regular CPD, in-house and through external providers for the Extended Learning Team (TAs and LSAs). Matched to needs and monitored through appraisal.</p>		
<p>Pupils will be able to communicate and articulate their learning, demonstrating a growing understanding of language and an extended vocabulary</p>	<p>Additional support in the classroom will facilitate opportunities for talk, language games/activities and assessment and the extension of vocabulary through rich planning, reading tasks and modelling during play.</p>	<p>Research has shown a direct link between speech and language development and progress across the curriculum and it's impact upon future attainment/success.</p>	<p>Pupil progress meetings will explore data and pupil observations to assess progress. One to one assessment activities and speech and language assessment tools will support understanding and identify gaps in vocabulary acquisition and understanding.</p>	<p>Debbie Stevens (HT)</p> <p>Clare Hammill (Speech and Language Leader)</p>	<p>Headteacher and Speech and Language Leader will review data and assessment materials</p>
<p>Pupils will be able to sustain focus and concentration for increasing periods, and will demonstrate independence in completing tasks.</p>	<p>Following the extended period away from school additional LSA/TA support will build attention and focus, starting with short sharp activities planned to catch interest and build independence.</p>	<p>Effective planning and knowledge of the child will provide a starting point for capturing attention with which can then be extended throughout the term reducing the amount of adult support needed to complete increasingly complex tasks independently.</p>	<p>Classroom observation, assessment and behaviour logs will document progress.</p>	<p>Debbie Stevens (HT)</p>	<p>Headteacher</p>
<b>Total budgeted cost</b>					<p>£9,437</p>

<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>
<p>Pupils emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities.</p>	<p>Weekly small group (and individual) play and creative therapy sessions with the schools dedicated Emotional Well-being and Mental Health Leader. (Every Wednesday full day provision)</p> <p>Funded referral to a local Play Therapist/Counsellor (Circle Therapy) for pupils and parents.</p> <p>Provision of a dedicated room for Therapeutic activities, nurture groups and calm sessions where needed during the school day</p> <p>Woodland Friends session every Monday morning to support the transition from home to school.</p> <p>One to one Drawing and Talking therapy, two trained therapists on the staff team and others to received training through a cross-school approach within the local area this year.</p> <p>Use of social stories to support emotional resilience, anticipate/support responses and social interaction.</p> <p>The schools BLP focus is upon Wellbeing this Year the children will be introduced to SHANARRI the wellbeing indicators used by the Scottish Education and Health Departments.</p>	<p>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.</p> <p>Significant research into attachment and trauma demonstrates the importance of time to talk and support for mental health – building emotional resilience.</p> <p>A whole school approach to wellbeing will make this explicit and enable children to learn about the need for healthy minds alongside healthy bodies.</p>	<p>Training, resourcing, research and close monitoring will ensure effective implementation.</p> <p>Close observation, pupil voice and assessment activities (including the Boxall Profile) will reflect the progress of social and emotional development.</p> <p>Monitoring and feedback from a dedicated Mental health leader providing therapeutic activities in a safe, comfortable, nurturing well-resourced environment.</p>	<p>Debbie Stevens (HT)</p> <p>Faye Sladden (Emotional Wellbeing and Mental Health Lead)</p>	<p>Weekly records from group sessions</p> <p>Regular staff meetings to review pupil well-being</p> <p>July review of provision</p>
<b>Total budgeted cost</b>					£5,130

**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?
<p>To ensure all pupils have equal opportunities to take part in school trips, events, and access special activities and clubs. To provide for the needs of this group should in the light of the on-going pandemic e.g. it's impact upon family finances, a local lockdown etc</p>	<p>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.</p> <p>To remain in communication with families to monitor needs as the pandemic continues to impact upon family finance and wellbeing.</p>	<p>To ensure that every child is able to participate in every area of provision without financial disadvantage.</p> <p>Supporting parents with situations that could impact upon their emotional wellbeing/mental health will have a positive impact upon the emotional health of the family.</p>	<p>The school will provide financial support for these items and activities. The Financial Secretary will monitor this spending and ensure equal access.</p> <p>The class teacher, Emotional/Mental health and Wellbeing lead and Headteacher will remain in touch with families, evaluate need and seek external support as appropriate.</p>	<p>Debbie Stevens (HT) Lindsay Hankey</p>	<p>Ongoing assessment of need.</p> <p>Budget monitoring (FSS, Governors, Finance Secretary and Headteacher)</p>
<b>Total budgeted cost</b>					£1400

**6. Review of expenditure COVID-19 Lockdown and reduced opening from June 1<sup>st</sup> has impacted upon outcome this year.**

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<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 will include:                      Reception: Speech and language activities/intervention strategies (i.e Elklan and Well Comm) to support the development of firm foundations in literacy and numeracy                      Year 1: Targeted Fisher Family Trust one to one interventions, Small group English and maths interventions and specific speech and language therapy                      Year 2: Continued use of small group interventions</p>	<p>Autumn term baseline data was collected, however, due to the coronavirus lockdown it was not possible to continue with school based or national assessment arrangements this year.</p> <p>For the period 1.9.2019 to the school closure 20.3.2020 the attendance of pupils in this group was slightly higher than those pupils not in this group (as it had been for the previous academic year).</p> <p>Teaching teams remained in contact with families by accompanying planning on the website, and by email, with the delivery of weekly paper packs of classwork. This enabled families to catch sight of the class teams and retain contact. This resource pack also facilitated skills practice, it is essential that our young children continue to use pencils and scissors, engaging in creative tasks to encourage participation and focus. The school received positive feedback from families, particularly those without printing facilities. A laptop was also provided to a family with no online access. (Lesson videos and stories were uploaded).</p> <p>As an Infant School children from all year groups returned from June 1<sup>st</sup> except Year 2, with a large Key Worker group no classroom space remained. The Year 2 'Forest Friends Tutor Group' was created to enable Year 2 to access school safely outside (outdoor toilet acquired) and attend activities. This also enabled transition activities and preparation for junior school. Parents contacted the school to provide fantastic feedback regarding the impact of these activities.</p>	<p>Assessment in the autumn term will focus upon gaps in learning, the need for specific catch up programmes and progress against age related expectations.</p> <p>The paper packs of class work were very well received by parents during the lockdown and supported the completion of work. If possible this should be continued if a class bubble is to shut down, however, if a class is isolating the teaching team will be too. Continued exploration into how this might be arranged, including the possibility of targeting this PP pupils if necessary.</p> <p>Remote learning will remain a 'blended' mix of online planning/videos and practical activities.</p>	£15,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>Pupils emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities.</p>	<p>Weekly small group (and individual) play and creative therapy sessions with the schools dedicated Emotional Well-being and Mental Health Leader.</p> <p>Funded referral to a local Play Therapist/ Counsellor for pupils and parents (Circle Therapy).</p> <p>Attachment and Trauma training</p> <p>Whole school 'well-being' focus for the schools BLP initiative</p>	<p>At the beginning of term pupils were benefitting from time to play, get creative and talk with our Emotional and Mental Health Lead/counsellor in our dedicated Squirrels Room. Notes from her sessions were detailing increases in confidence and the ability to share feelings. Drawing and Talking therapy was providing a regular structured outlet for those in the group with increased anxiety. During the lockdown from March this Leader kept in touch with these families and as the pandemic continued began to make weekly Wednesday calls to many parents to ensure they did not feel isolated or anxious. Parental feedback provided evidence of the impact of this support and the value families placed upon this provision. Particular families within this group accessed additional emotional throughout the lockdown. From June all but 2 children from this group (shielding concerns) returned to school and responded well to the smaller bubbles of 15.</p> <p>Close links with Circle Therapy have remained, particularly supporting children with Family First Assessments in place. DESC (Dacorum Education Support Base) also provided professional advice and one to one working. The DSPL Pupil Support worker had just begun to work with groups prior to the lockdown. This had an impact upon families who welcomed support and advice but also the staff team who were keen to act upon advice to improve their practice.</p> <p>New direct access emails were set up to retain contact with families and Zoom calls ensured those children who did not return continued to interact with their class teacher and a group of their peers. This supported the return of pupils and impacted upon the large number of children back in school by the end of term.</p> <p>Personalised Commissioning was obtained providing a much-needed outdoor trip for family impacting upon mental health and wellbeing over the summer.</p>	<p>Having this provision in place definitely enabled additional support for PP pupils and their family with a known and trusted Leader who dedicated time to checking in with families and monitoring wellbeing.</p> <p>Further work with DESC Pupil Support worker this year will support pupil's transition to full time attendance.</p> <p>Parents do not currently have open access to the school site, therefore parental contact will be through invitation into school, phone call or Zoom.</p>	<p>£5130</p>



		<p>Posting fun videos and projects on the school website, Instagram, YouTube supported a feeling of sustained community which held families together and continued the sense of belonging #caringcommunity #standingtogetherwhenweareapart #goldengoldfield. – likes, comments and interactions evidenced the involvement of this group. A project went viral and an article by the head was published in the Anna Freud Institute for Child and Adolescent mental health online magazine.</p> <p>Excellent feedback from parents has provided evidence of the impact the local professional Counsellor (Circle Therapy) has had upon supporting families. This work has continued through consultation visits in the classroom which have upskilled class teams providing teaching, knowledge and strategies to enhance our provision and support each child. Zoom/telephone advice continued through lockdown..</p>		<p>It is important to provide support for parents as well as children to support the emotional wellbeing of families. Building successful links with a professional counsellor has enabled us to offer attachment and trauma training for staff.</p>
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### iii Other Approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
To ensure all pupils have access to a range of clubs and enrichment activities.	<p>To appoint members of staff to lead clubs and to ensure all pupils have the opportunity to attend without cost.</p> <p>To subsidise or fully cover the cost of activities led by external providers/companies.</p>	<p>In the autumn and early spring, the children were attending at least one club. A Lego Club was also available to those children who benefit from adult support scaffolding co-operative play. These clubs have a positive impact upon behaviour and relationships.</p> <p>FSM packed lunches were provided at the start of the lockdown. Parental opinion was then sought as to the convenience of this, resulting in a swap to the Governments voucher system instead.</p>	<p>Teachers monitor this area each term and look to identify what might appeal the child. We need to continue to monitor this area and ensure the children have the opportunity to follow their interests and that funds are accessed equally.</p> <p>There is a need to continue to support families who may be encountering financial hardship at this time.</p>	<p>£1400            £932 actual spend (underspend due to COVID-19 Clubs trips and resources not running or required in the second half of the Spring and the summer term )</p>
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.	Provision has been made to assist families on means tested benefits (FSM and Ever 6) with school events and resources to ensure equity exists further support wellbeing.	Continue to explore efficient ways of recording access to this funding to ensure no opportunity is missed.	

### Additional detail 2018-19

	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)			National Other % working at Expected standard+				% Difference between School Disadvantaged pupils and National Other (Expected standard+)			Target for Year 2 2020  % and number of All pupils at Expected standard+	Target for Year 2 2020  % of All pupils working at Greater depth (GDS)	
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	Scho ol other 2019	2017	2018	2019			
No. in cohort	63	60	60	63	60	60	63	60	60	63	60	60	60	63	60	60	60	60	60
No. of disadvantaged	2	*3	6	2	3	6	2	3	6	2	3	6	6	2	3	6			
<b>Reading</b>	89%	90%	84%	50%	67%	50%	43%	55%	53%	79%	75%	78%	87%	-29%	-8%	-28%	89%	53%	
<b>Writing</b>	81%	82%	80%	50%	33%	50%	37%	42%	39%	72%	70%	73%	83%	-22%	-37%	-23%	83%	39%	
<b>Maths</b>	83%	85%	88%	50%	67%	67%	35%	47%	46%	79%	76%	79%	91%	-29%	-9%	-12%	89%	45%	

Disadvantaged pupils working at Greater Depth (GDS) 2019:

**Reading:** Goldfield 50% (Nat 28%) **Writing:** Goldfield 25% (Nat 17%) **Maths:** Goldfield 25% (Nat 24%)