



Goldfield Infants' and Nursery School

Pupil Premium Strategy Statement (Primary)

| 1. Summary information | | | | | |
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| School | Goldfield Infants' and Nursery School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £21,530 | Date of most recent PP Review | October 2019 |
| Total number of pupils | 227 | Number of pupils eligible for PP | 13 <i>(2 EYPP Nursery)</i> | Date for next internal review of this strategy | Summer term 2020 |

| 2. Attainment End of Key Stage 1 6 pupils (including SEND/EHCP) | | |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------|
| | <i>Pupils eligible for PP (Goldfield)</i> 6 PUPILS | <i>Pupils not eligible for PP (national average figure)</i> <i>(*Goldfield)</i> |
| % at expected standard + in reading | 50% | 75% (83%) |
| % at expected standard + in writing | 50% | 69% (80%) |
| % at expected standard + in maths | 67% | 76% (88%) |

| 3. Barriers to future attainment | |
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| In-school barriers | |
| 1. | Some children eligible for pupil premium also have other factors such as SEN to consider when planning interventions. |
| 2. | Social and emotional needs and wellbeing continue to be a priority for this group, 38% of the pupils are Post LAC this year, the school is keen to provide emotional/wellbeing support for all pupils in this group. |
| External barriers | |
| 3. | Family breakdown and turbulent relationships impact upon emotional wellbeing and mental health |
| 4. | Accessibility to rich extra-curricular experiences restricted due to family income Experience of family breakdown and mental health issues in the home impact upon emotional health and readiness to learn |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | 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. | 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. | 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. |
| C. | 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. |
| D. | 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 will be available to all. 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. Our Emotional Well-being and Mental Health Leader will monitor emotional health working weekly with Post LAC children and monitoring 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 and making good to outstanding progress in class. Attendance at a range of clubs and activities will enhance interests and support wellbeing. |

5. Planned expenditure

Academic year

2019 - 2020

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? |
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| <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 (LSA) 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 including precision teaching</p> <p>Targeted support from professional; agencies and outreach such as Woodfield School and DESC</p> | <p>In order to support accelerated progress children will receive one to one or small group support.</p> <p>Support in the classroom will enable children to develop listening and attention skills and increase concentration. Pupils within this group have specific needs 50% of pupils in Year Two (30% of PPG pupils) are currently accessing support from the schools SENCo. 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>Professional advice and training will ensure TA and LSAs receive on-going CPD and can provide targeted support for individual needs.</p> | <p>Regular lesson observations in key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular 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>Governor monitoring (termly by assessment governor linked to achievement and regular visits by PPG Governor). PPG provision will remain a standing item on the 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>Debbie Stevens (HT)</p> | <p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Final review July 2020</p> |
| Total budgeted cost | | | | | £15,000 |

| ii. Targeted support | | | | | |
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| 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? |
| Pupils emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities. | <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 in the local area this year.</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>Refurbishment of an area where therapeutic activities can take place in a secure, comfortable, nurturing 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> |
| Total budgeted cost | | | | | £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? |
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| To ensure all pupils have access to a range of clubs and enrichment activities (including the Music Garden and fitness programmes such as daily skipping and Walk a Mile). | <p>Members of staff to lead clubs (e.g. Gymnastics, Gardening, Sewing, Music) and to ensure all pupils have the opportunity to attend a variety without cost.</p> <p>To subsidise or fully cover the cost of activities led by external providers/companies.</p> <p>To facilitate musical, creative and physical activities to enhance wellbeing and physical fitness within the school day – provision of a well-equipped music garden, emphasis upon creativity and regular use of the Walk a Mile track.</p> | 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. | <p>Debbie Stevens (HT)</p> <p>Lindsay Hankey (School Finance Secretary)</p> | 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 | <p>Debbie Stevens (HT)</p> <p>Lindsay Hankey</p> | Ongoing assessment of need. |
| Total budgeted cost | | | | | £1400 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| 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 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>This group of six Year 2 children included a pupil with SEN (EHCP Plan), two others also access SEN support. All of the other three children achieved Greater Depth at the end of Key Stage 1 in reading, two attained Greater Depth in writing and one in all three subjects. 60% attained Expected or higher in maths and 50% in all subjects. The majority made progress of three steps or more across the year (one measured in P Levels and using the IEALD), two of the children made less progress than anticipated, however, following advice from the Woodfield School and specific interventions clear progress could be seen through precision teaching and individual programmes. The use of targeted intervention strategies enabled the class teachers to provide personalised learning to meet the children's needs, including providing challenge for the more able. Strategies were adapted throughout the year.</p> <p>Dedicating an additional TA to each Year group to facilitate interventions, carry out speech and language programmes and work alongside pupils in the classroom has enabled targeted professional development/training - impacting upon pupil progress as well as the skill and independence of these members of the team.</p> <p>Through the year 70% of the children made progress of three or more steps in at least two areas (reading, writing and maths), 51% in all three. The significant impact observed has been in the building of relationships and communication skills, readiness or behaviour for learning, and concentration/focus. It is likely that this will impact upon the pace of learning in the coming year due to having these foundations in place.</p> <p>4 of the 5 EYPP pupils in the Nursery class made an average of 3 to 4 steps of progress across EYFS areas. One child did not make expected progress and received individual interventions and support to develop confidence and self-esteem. 1 to 1 activities with their Key Worker using favourite activities increased confidence and increased social interaction.</p> | <p>Continuing with interventions such as 'Precision Teaching' that take place in daily short bursts, also encouraging motivation and independence are effective and demonstrating progress. Including the Extended Learning Team in this and other training has added to the quality of support from TAs and LSAs. This Year advice from the Woodfield School and other professionals has enriched the interventions on offer for our team and the personalisation of our curriculum.</p> <p>Participating in group interventions has an impact upon the whole child, supporting all areas of development such as communication and language skills and relationships; this has been observed during classroom and pupil observations, as well as supported during conversations with children and parents. Pre-teaching, prior knowledge of learning to come has been successful with many of the children in this group who lack confidence and practice at home.</p> <p>We will continue to explore methods of small step assessment to more accurately measure the progress of the younger children in each area of the curriculum. This is particularly important on transition to KS1 at Year 1. 18% of the Pupil Premium group EHCP/SEN Register (school funds LSA support) and 41% receive support from additional regular interventions.</p> <p>The use of small group activities with key workers in the Nursery, including Attention Autism 'Bucket Time' have had an impact upon concentration, attention and confidence. This excellent strategy will be used with a larger number of children across the school next year.</p> | £11,000 |

ii. Targeted support

| Desired outcome | Chosen action/approach | Impact: | Lessons learned | Cost |
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| <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>It was important to continue with this outcome as the high percentage Post Lac pupils continues (41% of this group). The children have demonstrated enthusiasm and enjoyment, keen to participate in the play therapy and nurture sessions. Weekly records from the sessions show the impact upon the children's ability to be open with their feelings, sharing thoughts and concerns and they have built a wonderful relationship with the Schools Emotional Wellbeing and Mental Health Leader. Parents have also given excellent feedback and feel supported by the Leader. Further time has been allocated to supporting parents this year. The parents have been able to arrange appointments to meet with the Leader who is also a trained Counsellor. The impact of this provision is significant, this proactive approach to supporting children's wellbeing has given teachers additional strategies and facilitated partnership working to support children's emotional development and behaviour. 53% of this pupil premium group have accessed weekly sessions throughout the year and others have had check in sessions to monitor needs. Work will continue in this area to develop strategies to more accurately measure impact.</p> <p>Excellent feedback from parents has provided evidence of the impact the local professional Counsellor 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.</p> <p>The BLP 'wellbeing' focus has increased yoga and mindfulness, the impact can be seen in the understanding and language of the children. The children took part in a survey along with pupils across the school 100% said that they felt safe in school and 80% said that they loved the yoga activities, naming several different positions.</p> | <p>Focus will continue in this area. The weekly sessions are in demand, it has been necessary to increase from half a day to a full day. All pupils who receive funding are offered a session, funding will increase in this area next year.</p> <p>Many of the children who attend nurture and therapy sessions also find lunchtimes difficult. The One O'clock Club was set up this year to provide a safe space inside for those children who have difficulty self-regulating and sustaining relationships with their peers during these more unstructured times of the day.</p> <p>A new room has been created to facilitate talking and play therapy sessions. The Squirrels Room provides a bright, relaxing space (including a sky and tree mural painted by a local artist) for children to share their feelings and to talk. All Post Lac children have an individual session which has been a comfort to parents and very well received by the pupils who can't wait to have their turn in this space.</p> <p>Within this group we have children who require more targeted support. Circle Therapy provision has been invaluable to staff, alongside children and parents. This link will continue with PPG funding to provide individual sessions, a course of sessions or advice for our team.</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> | <p>£2500</p> |

iii. Other approaches

| Desired outcome | Chosen action/approach | Impact: | Lessons learned | Cost |
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| 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 | All of the children attend at least one club. The 'Goldfingers Gardening Club' and the 'Gym-tastic Club' are provided by the school for all children. 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. Parents have been choosing clubs from Street Dance | During the year we had the opportunity to have a couple of funded places in the Rocksteady Bands for current FSM pupils, much appreciated by children and parents. 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. | £1200 |
| 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 assistance to ensure no opportunity is missed. | |

Additional detail

| | School Year 2 % and number of All pupils at Expected standard+ | | | School Year 2 % and number of Disadvantaged pupils Expected standard+ | | | School Year 2 % of All 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 | | | |
| Reading | 89% | 90% | 84% | 50% | 67% | 50% | 43% | 55% | 53% | 79% | 75% | 78% | 87% | -29% | -8% | -28% | 89% | 53% | |
| Writing | 81% | 82% | 80% | 50% | 33% | 50% | 37% | 42% | 39% | 72% | 70% | 73% | 83% | -22% | -37% | -23% | 83% | 39% | |
| Maths | 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%)

