

Golden Flatts Primary School Pupil Premium Reception to Year 6 Strategy Statement

1. Summary information					
Academic Year	2016 - 17	Total PP budget	£125 820 Pupil Premium £2819 Early Years Pupil Premium	Date of most recent PP Review	NA
Total number of pupils	161 children	Number of pupils eligible for PP	91 + 3 Post LAC	Date for next internal review of this strategy	July 2017

2. Current attainment					
	<i>School Pupil Premium Children</i>	<i>School other children</i>	<i>National Comparison</i>	<i>School PP / other gap</i>	<i>School PP / national gap</i>
% achieving expected standard in reading, writing and maths End of Key Stage 2	53%	67%	60%	-14%	-7%
% achieving high standard in reading, writing and maths End of Key Stage 2	0%	0%	7%	0%	-24%
Percentage of pupils at the expected standard for reading	60%	67%	72%	-7%	-12%
Reading progress score for the disadvantaged cohort at the end of Key Stage 2	-0.95	-1.11		+0.16	
Reading Scaled Score for the Disadvantaged Cohort 100+	60%	67%	71%	-7%	-11%
Reading High Scaled Score for the Disadvantaged Cohort	20%	11%	23%	+9%	-3%
Writing progress score for the disadvantaged cohort at the end of Key Stage 2	-1.73	-1.11		-0.62	
Percentage of pupils at the expected standard for writing	67%	78%	79%	-11%	-12%
Percentage of pupils in the disadvantaged cohort working at greater depth for writing	0%	0%	18%	18%	18%
SPaG average score for the disadvantaged cohort at the end of Key Stage 2	103.2	102.2	105	+1	-1.8
SPaG Scaled Score for the Disadvantaged Cohort 100+	67%	67%	78%	=	-11%
SPaG High Scaled Score for the Disadvantaged Cohort	20%	11%	27%	+9%	7%
Percentage of pupils at the expected standard for maths	67%	78%	76%	11%	9%
Maths progress score for the disadvantaged cohort at the end of Key Stage 2	0.09	-0.23		+0.32	
Maths Scaled Score for the Disadvantaged Cohort 100+	67%	78%	76%	-11%	-9%
Maths High Scaled Score for the Disadvantaged Cohort	20%	11%	20%	=	-9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor speech and language skills and lack of wider experiences that impact on progress phonics, reading and writing in subsequent years.	
B.	Higher ability pupils who are eligible for pupil premium making less progress than other high ability pupils in writing, which impacts on high achievement at the end of Key Stage 2.	
C.	Children who are eligible for pupil premium attaining in line with national expectations or above national expectations in only 2 out of the 3 areas of reading, writing and maths.	
D.	Issues around social and emotional wellbeing that can cause disaffection, low self-esteem, lack of confidence and poor emotional resilience.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance rates and persistent absence relating to specific pupil premium families.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	School's external and internal data to show that gaps have been narrowed for those PP pupils in Early Years whose speech and language is below ARE. All pupils eligible for PP to be assessed using Wellcome materials and referred into enhanced SALT provision where appropriate. In addition to this in school interventions will be used to support children with their speech and language development.	<ul style="list-style-type: none"> To ensure 100% of PP pupils identified as part of PM targets make accelerated progress and are working in line with ARE by the end of the summer term 2017.
B.	School's external and internal data to show that gaps have narrowed and all identified target PP pupils are working at greater depth in writing by the end of the academic year.	<ul style="list-style-type: none"> Data to demonstrate that 100% of PP pupils targeted to be working at greater depth in writing have achieved this.
C.	School's external and internal data to show that gaps have narrowed and identified target PP pupils are either working in line with age related / national expectations in reading, writing and maths or at greater depth in reading writing and maths dependent on their PA group and individual target.	<ul style="list-style-type: none"> Data to demonstrate that 100% of PP pupils targeted to be either working at greater depth at the end of the academic or in line with age related / national expectations at the end of the academic year in reading, writing and maths have achieved this.
D.	School to ensure that the following key initiatives are embedded into its work: <ul style="list-style-type: none"> Emotional literacy (ELSA) training and work with the EP to develop a nurture space. Place2Talk Place2Be Group work on friendships and emotional problem solving 	<ul style="list-style-type: none"> Pupil wellbeing questionnaire data to demonstrate that PP children are more emotionally resilient. The impact of embedding emotional literacy and nurture principles into the way the school teaches children to deal with their emotions to be reflected in the termly behaviour report produced for governors.
E.	School absence monitoring data to show a reduction in the rate of persistent absence for pupil premium children and a reduction in the overall percentage of session's pupil premium children are absent for.	<ul style="list-style-type: none"> To reduce the overall school level of persistent absence by 1% from 2.8% to 1.8%. To reduce the overall school percentage of sessions missed by absence by 1.5% from 4.9% to 3.4%.

5. Planned expenditure

Academic year

2016 - 2017

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) Ensure that all PP pupils entering Early Years are assessed using Welcome materials and have access to an enhance speech and language service if required.	Speech and language assessment of pupils in Early Years and action taken to remove barriers.	School has had success accelerating pupil progress through the use of performance management and progress meetings using the principles of small gains. <ul style="list-style-type: none"> • EEF Early Years Intervention 	Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.	S. Sharpe	July 2017
(B) Increase the percentage of pupils working at greater depth in writing across all year groups in Key Stage 1 and 2.	<p>Pupil progress performance management targets to be set around increasing the percentage of pupils working at a deeper level in writing.</p> <p>Progress of target children to be discussed at pupil progress meetings on a half termly basis and appropriate interventions and support allocated.</p>	<p>School has had success through maintaining small class sizes to enable teachers to accelerating pupil progress through the use of performance management and progress meetings using the principles of small gains.</p> <p>The school is undertaking a writing project for more able learners through Durham University. The school is taking part in Brilliant Club.</p> <ul style="list-style-type: none"> • EEF Reducing Class Sizes • EEF Aspirations Interventions • EEF 1:1 and Small Group Tuition • Curriculum resources and curriculum enrichment 	Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.	S. Sharpe	July 2017

<p>(C) Ensure that teachers are strategically using the tracking of pupil attainment in combined R/W/M to accelerate pupil progress and increase the percentage of PP pupils working at ARE in R/ W/M combined and above ARE in R/W/M combined.</p>	<p>Pupil progress performance management targets to be set around the progress of a specific pupils being accelerated in order to bring them in line with ARE for R/W/M combined.</p> <p>Progress of target children to be discussed at pupil progress and pupil welfare meetings and next steps identified and support allocated.</p>	<p>This piece of work is also linked to a project the school is involved in with the EEF and Durham University looking at specific initiatives focused on reading comprehension and developing working memory.</p> <ul style="list-style-type: none"> • EEF Reducing Class Sizes • EEF 1:1 and Small Group Tuition • Curriculum resources and curriculum enrichment 	<p>Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.</p>	<p>S. Sharpe</p>	<p>July 2017</p>
Total budgeted cost					<p>£63 819</p>

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?
(D) To develop consistent behaviour management strategies across school based on emotional literacy and nurture principles. We are working closely with the school's EP to develop this approach and ensuring that it dovetails into the work already established through Place2Be.	<p>Further develop the provision in place to support those PP pupils with complex emotional needs through:</p> <ul style="list-style-type: none"> • Development of more tightly focused TA support systems across Key Stage 1 and 2 • CPD package to be developed in order to support staff dealing with children who have complex emotional needs • Revise the procedures the school has in place for vulnerable pupils with additional needs in order to ensure that they are dealt with consistently by staff. • Teaching of mindfulness 	<p>The school was pleased with the success we had in 2015 – 16 through the Place2Be project we wanted to extend these principles further into the work of the school. Furthermore it also fitted in well with the outcomes of Miss Hudson NPQML research project.</p> <ul style="list-style-type: none"> • EEF Behaviour Interventions • EEF Social and Emotional Learning 	<ul style="list-style-type: none"> • Supervision meetings with the EP • Analysis of CPOMs data 	S. Sharpe D. Hudson L. Ferguson	July 2017
(E) School absence monitoring data to show a reduction in the rate of persistent absence for pupil premium children and a reduction in the overall percentage of session's pupil premium children are absent for.	<p>Further develop the provision in place through the introduction of a system of supervision for staff members involved in first contact calls and referrals.</p>	<p>The school's Social Inclusion Assistant works closely with the LA attendance team which has been successful in the work it has done with PP children. The senior leadership team is keen to extend this work with the Headteacher taking a direct liaison role with the attendance team.</p> <ul style="list-style-type: none"> • Social Inclusion Assistant and EEF TA support 	<ul style="list-style-type: none"> • Attendance monitoring information provided by the LA attendance team. 	S. Sharpe	July 2017
Total budgeted cost					£65 000

6. Review of expenditure				
Previous Academic Year 2015 - 2016				
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
Improving attainment in reading.	<ul style="list-style-type: none"> Reading recovery 	<ul style="list-style-type: none"> 6 pupil PP pupils accessed Reading Recovery. 	<ul style="list-style-type: none"> Very intensive support in terms of both time and financial resource, however, impact on pupil progress not as marked as hoped and impacted on a limited number of pupils. Therefore school has decided to continue with its commitment to Reading Recovery until the end of the academic year 2015 – 16 but not to continue in 2016 – 17. 	£20 000
	<ul style="list-style-type: none"> Small group tuition 	<ul style="list-style-type: none"> 31PP children accessed tuition across school from Y1 – Y6. 11/31 or 33% made accelerated progress and 27 / 31 or 87% made expected or better progress End of KS2: 60% of PP children reached the expected standard compared to 71% nationally. 20% PP children were working above the expected standard compared to 23% nationally. End of KS1: 55% of PP pupils made the expected standard compared to 78% nationally and 0% of PP children were working at greater depth compared to 27% nationally. Phonics screening: 73% of PP children passed the phonics screening check compared to 70% nationally and 31% of PP achieved a high pass mark compared to 31% nationally. 	<ul style="list-style-type: none"> Small group tuition took place across school. Evaluation indicates that there needs to be a greater emphasis on comprehension skills. In 2016 – 17 the school is taking part in the EEF literacy campaign one of the strands for targeted support that will be picked up is interventions around comprehension. 	£4000
	<ul style="list-style-type: none"> Reading scheme 	<ul style="list-style-type: none"> Book banded reading scheme purchased and used across Key Stage 1 and 2. 		£8690
	<ul style="list-style-type: none"> Curriculum resourcing 	<ul style="list-style-type: none"> Additional books purchased to support the reading curriculum and other curriculum areas. 		£4000
				Total cost: £36 690

ii. Targeted support				
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
Supporting pupils experiencing social and emotional difficulties	Embedding Place2Be counselling service into the work of the school.	<p>During the autumn term 2015 and the Spring term 2016:</p> <ul style="list-style-type: none"> • 10 PP children accessed 1:1 counselling for 1 hour per week. • There were 174 Place2talk sessions held involving 119 children. These sessions took place with either individuals or groups of children. • 1 parent accessed parent counselling. 	<ul style="list-style-type: none"> • The school's work on emotional literacy to be extended and developed in the school. A TA to take responsibility for coordinating emotional support work and undertake ELSA training. 	<p>£14 500 + £3000 LAC PP funding</p> <p>Total cost £17 500</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
Reduction in class sizes	The school is committed to ensuring that pupils are taught in single age classes. Consequentially there are no mixed year classes within school. This means that class sizes are kept small, transition between year groups is more effective and curriculum continuity is maintained.	All pupils are taught in small single year groups.	Needs to be tied more closely to Performance Management targets to better evidence impact.	£40 000
Part funding of Social Inclusion Assistant and Part funding of additional TA support.	Part of the school's pupil premium allocation is dedicated to ensuring that there are a number of TAs that can be allocated to supporting pupils with specific needs across the school. In addition to this the school employs a Social Inclusion Assistant. The role of the Social Inclusion Assistant is to focus on supporting families, this also includes signposting them to specialist services. This might be through her work around attendance or CAF or part of her wider remit.	Attendance data PP pupils V others <ul style="list-style-type: none"> • Over all attendance: 94.7% V 95.76 • Authorised absence: 2.84 V 2.46 • Unauthorised absence: 2.47 V 177 • Attendance case data shows that 33/44 or 75% of attendance cases picked up through the register checks relate to PP children. 		£28 170
Curriculum enrichment	The school provided funding to enable children in upper Key Stage 2 to access a residential and take part in outdoor and adventurous activities. In addition to this Year 5 and 6 pupils took part in a trip to London. This trip linked with Year 5 and Year 6 topic work and was part funded by the school. Funding was also used to support the costs of school trips to enhance the children's learning experiences.	All PP children have access to school trips at a reduced rate.	Needs to be tied more closely to specific curriculum targets to better evidence impact.	£11 000
				Total cost £59 170

8. Breakdown of expenditure 2016 - 2017

Action	Specific Spending	Costs	Total
(A) Speech and language assessment of pupils in Early Years and action taken to remove barriers.	<ul style="list-style-type: none"> Part funding of enhanced speech and language service EEF Early Years Intervention 	<ul style="list-style-type: none"> £2819 Early Years Pupil Premium 	£2819 Early Years PP funding
(B) Narrowing gaps for PP children to ensure that a greater proportion of pupils are working at greater depth in writing.	<ul style="list-style-type: none"> Maintaining single year groups and small class sizes EEF Reducing Class Sizes Brilliant Club EEF Aspirations Interventions After school tuition EEF 1:1 and Small Group Tuition Curriculum enrichment 	<ul style="list-style-type: none"> £20 000 £2000 £2000 £3500 	£24 000
(C) Narrowing gaps for PP children to ensure that they are working at ARE in reading, writing and maths.	<ul style="list-style-type: none"> Maintaining single year groups and small class sizes EEF Reducing Class Sizes After school tuition EEF 1:1 and Small Group Tuition Reading Recovery (summer term 2016 commitment) EEF 1:1 Tuition Curriculum enrichment Curriculum resources: foundation curriculum, maths curriculum and English curriculum 	<ul style="list-style-type: none"> £16 000 £2000 £8000 £3500 £1500 	£37 000
(D) Emotional literacy and work on social and emotional wellbeing embedded into the work of the school.	<ul style="list-style-type: none"> Part funding of Place2Be services Staff delivering emotional literacy work EEF Behaviour Interventions EEF Social and Emotional Learning 	<ul style="list-style-type: none"> £22 500 £25 000 	£45 000
(E) School absence monitoring data to show a reduction in the rate of persistent absence for pupil premium children and a reduction in the overall percentage of session's pupil premium children are absent for.	<ul style="list-style-type: none"> Social Inclusion assistant and EEF TA support 	<ul style="list-style-type: none"> £20 000 	£20 000
			£126 000 + £2819

