

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

1. Summary information					
Academic Year	2018 - 19	Total PP budget	£100,740 Pupil Premium £3,681 Early Years Pupil Premium £3, 800 LAC Pupil Premium = £108 221	Date of most recent PP Review	July 2018
Total number of pupils	148 children	Number of pupils eligible for PP	66	Date for next internal review of this strategy	July 2019

1. 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	25%	100%	70%	75%	45%
% achieving high standard in reading, writing and maths End of Key Stage 2	0%	0%	12%	=	-12%
Percentage of pupils at the expected standard for reading	42%	100%	80%	58%	-38%
Reading progress score for the disadvantaged cohort at the end of Key Stage 2	-2.61	-3.30		0.69	
Reading Scaled Score for the Disadvantaged Cohort 100+	101.6	106.2	106.1	4.6	4.5
Reading High Scaled Score for the Disadvantaged Cohort	109.7	104.0		5.7	
Writing progress score for the disadvantaged cohort at the end of Key Stage 2	-2.77	3.71		6.48	
Percentage of pupils at the expected standard for writing	67%	100%	78%	33%	22%
Percentage of pupils in the disadvantaged cohort working at greater depth for writing	8%	0%	24%	8%	24%
SPaG average score for the disadvantaged cohort at the end of Key Stage 2	98.7	111.6	107.2	12.9	8.5
SPaG Scaled Score for the Disadvantaged Cohort 100+	58	100	82	42	24
SPaG High Scaled Score for the Disadvantaged Cohort	0	60	39	60	39
Percentage of pupils at the expected standard for maths	50%	100%	81%	50%	31%
Maths progress score for the disadvantaged cohort at the end of Key Stage 2	-2.14	0.00		2.14	
Maths Scaled Score for the Disadvantaged Cohort 100+	99.8	108.6	105.4	8.8	5.6
Maths High Scaled Score for the Disadvantaged Cohort	106.3	106.7		0.4	

2. 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 number of PP children across school working below ARE than others	
C.	Gap in attainment in end of KS2 SATs between PP and others in school and nationally is significant	
D.	Social, emotional and behavioural needs impact disproportionately on PP children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low attendance rates and persistent absence particularly amongst those children with PP funding	
3. 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 (BLAST, BOOST) 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 2019.
B.	School's external and internal data to show that gaps have narrowed and all identified target PP pupils are working at ARE or above in literacy 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 ARE or above in literacy 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 their end of KS2 SATs	<ul style="list-style-type: none"> Data to demonstrate that PP pupils targeted to be either working at in line with age related / national expectations at the end of the academic year in reading, writing and maths have achieved this.
D.	<p>School to ensure that the following key initiatives are embedded into its work:</p> <ul style="list-style-type: none"> Wellbeing Curriculum embedded though: <ul style="list-style-type: none"> ⇒ Nurture Lite ⇒ TIC (Trying is Cool) to help build resilience ⇒ Mindfulness ⇒ Use of ELSAs ⇒ 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% To reduce the overall school percentage of sessions missed by absence by 1.5%

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?
<p>(A) Ensure that all PP pupils entering Early Years are assessed using Welcome materials and have access to an enhanced speech and language service if required.</p>	<p>Speech and language assessment of pupils in Early Years and action taken to remove barriers.</p>	<p>Children enter school with well below expected levels of language and are in need of early focussed interventions by SALT to address these to allow their learning to catch up.</p> <ul style="list-style-type: none"> • EEF Early Years Intervention • EEF Oral Language Intervention 	<p>Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.</p>	<p>M. Newbury</p>	<p>£3 681 July 2019</p>
<p>(B) Narrowing gaps for PP children to ensure that a greater proportion of pupils are working at ARE and above in Literacy</p>	<p>Maintaining single form, small class sizes in KS2.</p> <p>1-1 and small group tuition to accelerate progress for those children who are working just or significantly below ARE.</p>	<p>School believes that maintaining small class sizes in KS2 to enable teachers to accelerate pupil progress through the use of performance management and progress meetings is essential to help close the gaps in attainment.</p> <p>School has had previous success through 1-1 and small group tuition. Evidence from the end of year intervention analysis shows that 100% of PP who accessed this tuition made at least expected progress, which would have been possible without the intervention.</p> <ul style="list-style-type: none"> • EEF Reducing Class Sizes • EEF 1:1 and Small Group Tuition • Curriculum resources 	<p>Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.</p> <p>Pupil progress performance management targets to be set around increasing the percentage of pupils working at ARE and above in Literacy</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>Provision maps to highlight PP children.</p>	<p>E. Bestford</p>	<p>£20 000 July 2019</p>

<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 in Year 6 SATs – linked to resilience and understanding of questions etc in test</p>	<p>Year 6 tuition offered by all teachers for 1 hour per week.</p>	<p>Year 6 tuition will be offered by all teaching staff for one hour per week after school. This proved successful last year with all children who attended making at least expected progress in teacher assessments. This year's Year 6 cohort is very similar to the previous one in that there are high levels of PP and children with multiple vulnerabilities. Analysis of the tests last year showed that test technique and formulating answers remained an issue, this will be the focus of the tutoring this year.</p>	<p>Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.</p>	<p>M. Newbury E. Bestford</p>	<p>£12 540 July 2019</p>
Total budgeted cost					<p>£36 221</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 continue to develop consistent behaviour management strategies across school based on emotional literacy and nurture principles. Develop Mindfulness and ELSA principles across school. We will continue to work closely with the EP Service through both work in school and the Future in Mind project.	<p>Further develop the provision in place to support those PP pupils with complex emotional needs through:</p> <ul style="list-style-type: none"> • Nurture Lite • CPD provided by EPS in order to support staff dealing with children who have complex emotional needs • Continue to embed procedures the school has in place (and taking in to account the new behaviour system implemented last year) for vulnerable pupils with additional needs in order to ensure that they are dealt with consistently by staff. • Building Mindfulness in to everyday classroom practice • TIC (Trying is Cool) 	<p>Many of our PP children have multiple vulnerabilities and since learning behaviours improve significantly once SEMH needs have been addressed, it is vital that this is prioritised to allow children to achieve what they are capable of.</p> <p>After success in the pilot, the school is part of the LA run Future in Mind project. The AHT will be the Wellbeing Champion and a Wellbeing team will be established with the aim of prioritising the wellbeing of the school community.</p> <p>Following Federation with Lynnfield Primary School, we have decided to implement a Nurture Lite programme.</p> <ul style="list-style-type: none"> • EEF TA support – shown to improve outcomes for disadvantaged children when specific training is in place 	<ul style="list-style-type: none"> • Through a wellbeing audit and questionnaire the results of which should see an improvement in pupil's emotional resilience and wellbeing. • Pre and post use of the Boxall profile data should show movement for those children accessing Nurture Lite. • Records will show fewer incidents of high end behaviour. • Greater engagement from hard to reach families to support children's learning and outcomes. • therapy trainee, while this isn't currently costing our school money, we are anticipating it being a useful resource and something we might consider for future PP money. 	E Bestford	£52 000 July 2019
(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>PSA to provide morning Drop in in Bungalow for parents to access. As well as parent group</p> <p>we will also be taking advice from the AHT at Lynnfield.</p>	<p>The PSA is effective at engaging with parents and families through quick and proactive responses and interventions linked to attendance. She works closely with the LA attendance team which has been successful in the work it has done with PP children.</p> <ul style="list-style-type: none"> • EEF TA support • EEF parental involvement 	<ul style="list-style-type: none"> • Attendance monitoring information provided by the LA attendance team. • Performance management targets of PSA. • Monitored weekly and termly reports to be provided to AHT 	E. Bestford	£20,000 July 2019
Total budgeted cost					£72 000

5. Review of expenditure				
Previous Academic Year 2017 - 2018				
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
<p>(B) Narrowing gaps for PP children to ensure that a greater proportion of pupils are working at ARE and above in <u>reading</u></p>	<ul style="list-style-type: none"> Quality First Teaching Analysis of PP data and discussions in Pupil Progress Meetings 	<p>In school data shows a 33% gap between disadvantaged and others, which has narrowed from the start of the school year.</p> <p>In the KS2 assessments, disadvantaged pupils performed 38% below the national benchmark at the expected standard and 25% below at the higher standard.</p> <p>Progress scores shoes that PP made similar progress to others in reading.</p>	<p>By embedding Wellbeing across school we will work to help to improve resilience in tests for this cohort and future Year 6 cohorts.</p>	<p>£37 000 + £2819 EY PP funding</p>
		<p>(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.</p>	<ul style="list-style-type: none"> Tuition LEXIA 	
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

<p>(D) School to ensure that the following key initiatives are embedded into its work:</p> <ul style="list-style-type: none"> • Emotional literacy (ELSA) training • Place2Talk • Place2Be • Group work on friendships and emotional problem solving 	<p>Embedding ELSA principles in school to for alongside the work of Place 2 Be and Place 2 Talk</p>	<p>As a result of very high need, we set up a Nurture Classroom specifically for two Year 6 children who were at very high risk of exclusion (both of whom were PP) This was staffed by two TAs. Both children accessed this space full time from January.</p> <p>We had one more member of staff trained as an ELSA during the summer term 2018.</p> <p>Using trainee EP time, we were able to run groups such as We Eat Elephants for y5 children</p> <p>We continued to be happy with the work of Place 2 Be and it met the needs we required for the children who accessed it, as well as offering parental support. However we did feel that for the cost involved we could potentially reach more children and due to budget constraints, we will not be continuing this approach next year.</p>	<ul style="list-style-type: none"> • Building on from work last year and the need we know exists in the 2018-19 cohort of Y6 and subsequent year groups, we plan this year to develop our nurture provision and run a Nurture lite programme to support our most vulnerable pupils. We have taken advice from Lynnfield Primary School and our SENDCo has worked closely with theirs to set up our programme. This will support children from Y1-Y6 and will be run by two TAs. Our SENDCo is also attending 4 days of training on Nurture. • Another member of staff has been trained as an ELSA during the last academic year and will be assist in running the nurture Lite programme. • Through work with the LA, this year we intend to embed a Wellbeing curriculum through the Future in Mind Project. Our AHT is attending training provided by the EP service. • Due to budget constraints, school have had to discontinue their Place 2 Be service. This has also influenced the decision to set up Nurture lite and our PSA is setting up a parent group as well as drop in sessions in the bungalow. 	<p>£45 000</p>
<p>(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>	<p>Use of PSA for first response and home visits.</p> <p>Reintroduction of incentives to improve attendance.</p>	<p>Additional incentives for attendance were reintroduced.</p> <p>The return of our PSA from maternity leave has meant we have had a dedicated member of staff for phone calls and home visits.</p> <p>PSA continues to work closely with LA attendance</p>	<p>Incentives proved popular and we will continue with and extend on this in the coming year.</p> <p>Attendance for the academic year 2017-18 shows an overall improvement of 0.6%. Whilst continuing with the above approach, we will also take advice from other schools who have had success in improving attendance figures.</p>	<p>Total Cost £45 000</p>

<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria?</p>	<p>Lessons learned (and whether you will continue with this)</p>	<p>Cost</p>

		Include impact on pupils not eligible for PP, if appropriate.	approach)	
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 were taught in small single year groups.	Due to a fall in pupil numbers and small class sizes in Y1 and Reception, the decision has been taken to merge these classes in to a mixed Year 1/2 class in the academic year 2018-19. We will continue to commit funds to ensure other classes will remain single year groups.	£36 000
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.	One member of staff who provides support for complex needs and offers support and advice for staff on a daily basis.	We will continue this approach and plan to dedicate more TA time to children with SEMH needs through Nurture Lite	£20 000
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. 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.	Due to the gap that continues to exist between PP and others in terms of attainment, we do not feel that using the funding for this is particularly helpful. As such we will not continue this approach next year.	£14 500
				Total cost £70 500

8. Breakdown of expenditure 2018 - 2019

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"> £3 681 Early Years Pupil Premium 	£3 681
(B) Narrowing gaps for PP children to ensure that a greater proportion of pupils are working at ARE and above in Literacy	<ul style="list-style-type: none"> Maintaining small class sizes EEF Reducing Class Sizes After school tuition EEF 1:1 and Small Group Tuition 	<ul style="list-style-type: none"> £17 000 (LAC money included here) £3 000 	£20 000
(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"> After school tuition EEF 1:1 and Small Group Tuition Curriculum resources 	<ul style="list-style-type: none"> £7 000 £5 540 	£12 540
(D) Nurture Lite, emotional literacy and work on social and emotional wellbeing embedded into the work of the school.	<ul style="list-style-type: none"> Set up of Nurture space in Bungalow Cover for AHT to attend training on Wellbeing Staff delivering emotional literacy work EEF Behaviour Interventions EEF Social and Emotional Learning EEF TA support 	<ul style="list-style-type: none"> £1000 £1000 £50,000 	£52, 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 EEF TA support 	<ul style="list-style-type: none"> £20 000 	£20 000
			= £108 221