

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

1. Summary information					
Academic Year	2020-21	Total PP budget	£90,115 Pupil Premium (-2,285) £2 973 Early Years Pupil Premium (-732) £0 LAC Pupil Premium (-3,300) (total difference from last year – £6 317)	Date of most recent PP Review	
Total number of pupils	126	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Summer 2021

	Total cohort	Total PP	% PP
Whole School Not Including Leo's and N	104	62	59.6
Whole School	131	66	50.3

School Development Plan Priorities 2020 - 2021		
<p>PRIORITY 1 THE QUALITY OF EDUCATION IMPROVE OUTCOMES FOR PUPILS</p>	<p>PRIORITY 2 THE QUALITY OF EDUCATION IMPROVE THE QUALITY OF TEACHING AND LEARNING</p>	<p>PRIORITY 3 LEADERSHIP AND MANAGEMENT TO FURTHER IMPROVE THE QUALITY OF LEADERSHIP AND MANAGEMENT</p>
<p>a. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in English.</p> <p>b. Ensure that all pupils make strong progress and reach higher standards, especially in key stage 2 in maths.</p> <p>c. Review the EYFS curriculum in order to ensure that pupils make consistently strong progress across the key stage.</p> <p>d. Develop the use of marking and feedback</p>	<p>a. Establish an appreciation and love of reading across the school so that all pupils are able to read fluently, and with confidence, by the end of Year 6</p> <p>b. Embed new strategies in the teaching of phonics so that all pupils make a strong start in reading</p> <p>c. Developing the quality of provision in the early year's outdoor learning environment.</p> <p>d. Embed the use of Power Maths across the school in order to drive up standards.</p>	<p>a. Strengthen the role of middle leaders in leading the ongoing developments in the school's curriculum and assessment systems</p> <p>b. Ensure that the current review of the curriculum results in pupils acquiring age appropriate skills and knowledge in all subjects.</p> <p>c. Develop and strengthen leadership structures across the school and federation.</p>

Current attainment							
Pupils in total PP Pupils in Attainment data	School Pupil Premium Children	School NON Pupil Premium Children	School Gap PP/Non Pupil Premium Children	School Pupil Premium/Nation al Non Pupil Premium	National Pupil Premium Children	National Non Pupil Premium Children	National Gap PP/Non Pupil Premium Children
% achieving expected standard in reading, writing and maths End of Key Stage 2							
% achieving high standard in reading, writing and maths End of Key Stage 2							
Percentage of pupils at the expected standard for reading							
Reading progress score for the disadvantaged cohort at the end of Key Stage 2							
Reading Scaled Score for the Disadvantaged Cohort 100+							
Reading Higher standard for the Disadvantaged Cohort							
Writing progress score for the disadvantaged cohort at the end of Key Stage 2							
Percentage of pupils at the expected standard for writing							
Percentage of pupils in the disadvantaged cohort working at greater depth for writing							
SPaG average score for the disadvantaged cohort at the end of Key Stage 2							
SPaG Scaled Score for the Disadvantaged Cohort 100+							
SPaG High Scaled Score for the Disadvantaged Cohort 110+							
Percentage of pupils at the expected standard for maths							
Maths progress score for the disadvantaged cohort at the end of Key Stage 2							
Maths Scaled Score for the Disadvantaged Cohort 100+							
Maths Exceeding the expected standard for the Disadvantaged Cohort							

1. 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.	Performance of PP pupils in reading, writing and maths and combined	
C.	Gap in attainment in end of KS2 SATs between PP and others in school and nationally is significant	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The attendance of PP pupils in identified intervention groups	
E.	The personal development and welfare of those PP pupils identified as having SEMH needs	
2. 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 2021.
B.	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. Improved results in standardised tests Minutes of Pupil Progress meetings demonstrates progress and challenge
D.	Improve attendance of all identified PP pupils (PA)	<ul style="list-style-type: none"> Reduce PA of PP pupils to 8.5% (within national comparator of 8.7%) Increase attendance of PP pupils to overall 96%
E.	Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> Nurture School status attained
E.	Raise aspirations of PP pupils	<ul style="list-style-type: none"> PP pupils are represented on the school council PP pupils access aspirational activities/events to ensure they have a good understanding of opportunities available to them.

3. 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?
(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.	Speech and language assessment of pupils in Early Years and action taken to remove barriers.	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. <ul style="list-style-type: none"> • EEF Early Years Intervention • EEF Oral Language Intervention 	Progress of pupils to be reviewed on a half termly basis looking at progress and barriers to learning.	M. Newbury	Monitor, Review and Evaluate Termly £2 973
(B) Improve the performance of PP pupils in reading, writing and maths and combined (raise attainment)	<ul style="list-style-type: none"> • The school in collaboration with the Federation and the LA Primary Advisor will continue the development of the curriculum offer through high quality CPD, coaching and support • The federation will introduce a new feedback and marking policy designed to ensure children embed and use knowledge by effectively supporting them to access and transfer knowledge to their long term memory • An additional 15 m minutes per day to be used for interleaved practice to ensure all PP 	Due to falling numbers, we have had no choice but to merge year groups and now have mixed Reception/Year 1, Year 1/2 and Year 3/4 classes. We will continue to take advice from LA advisor and use cross federation expertise to build the curriculum and assessment needed to sit around mixed year groups. <ul style="list-style-type: none"> • EEF: Mastery Learning • EEF: Teaching Assistants • EEF: Metacognition and self-regulated learning • EEF: Implementation Guidance Report • DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils 	Leadership and Infrastructure <ul style="list-style-type: none"> • PP pupils are identified • Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning • Work Scrutiny supported by the Primary LA Primary Advisor • Planning and Provision support from the Primary LA Advisor 	SD – English Lead	Monitor, Review and Evaluate Termly £25 000

	pupils have an opportunity to practice retrieval from their long term memory and apply to fresh problems to ensure their knowledge is embedded.				
(E) Raise aspirations of PP pupils	<ul style="list-style-type: none"> • Student council • Part funding of educational visits and other experiences which build cultural capital. 	The school council continues to give pupils the opportunity to have a forum for their voice and is represented elected representatives, some of which are PP	Leadership and Infrastructure <ul style="list-style-type: none"> • PP pupils are identified Cultural <ul style="list-style-type: none"> • School council attend meetings both in school and at other schools 	Humanities faculty Lead and Monitoring Lead	Monitor, Review and Evaluate July 21 £5 143

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) Improve the attendance of PP pupils in identified intervention groups	<ul style="list-style-type: none"> • Wave system to be fully embedded and supported by work of the PSA. <ul style="list-style-type: none"> ○ Wave 1: 95% - 96% ○ Wave 2: 91% - 94% ○ Wave 3: 89% - 90% ○ Wave 4: 88% and below 	<ul style="list-style-type: none"> • DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils. 	Leadership and Infrastructure <ul style="list-style-type: none"> • PP pupils are identified • PSA to be fully involved in the continued implementation of the initiative Partnerships <ul style="list-style-type: none"> • School and LA Attendance officer to meet and action plan termly <p>It is hoped that in the 20/21 summer term, partnerships with parents in school can be forged with parental workshops in key areas such as reading and basic number skills</p>	EB (AHTVP)	Termly £25 000

<p>(E) Improve the personal development and welfare of those PP pupils identified as having SEMH needs</p>	<ul style="list-style-type: none"> • Continue the work of embedding the new behaviour policy. • Continue to embed ACE awareness across school. • Continue to develop trauma informed and attachment aware approaches to provision. • Play therapist employed across the federation to continue the specialist provision. 	<p>School continues to be pleased with the impact of 'nurture lite' on developing emotional literacy for our most vulnerable children and this will continue to the next academic year.</p> <p>The employment of a play therapist has been successful and we have seen benefits for children and their parents.</p> <p>EEF Social and Emotional Learning</p> <ul style="list-style-type: none"> • DFE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils 	<p>Leadership and Infrastructure</p> <ul style="list-style-type: none"> • PP SEMH pupils are identified • Termly solution focussed teaching and learning meetings looking at pupil progress and barriers to learning <p>Partnerships</p> <ul style="list-style-type: none"> • Attain nurture school status • Termly meeting with Play therapist focussed on impact • Supervision meetings with the EP • Analysis of Boxall data for targeted pupils <p>Cultural</p> <ul style="list-style-type: none"> • Pupils experience home type cultural celebrations (birthday parties, Christmas day etc) <p>Addressing Material Poverty</p> <ul style="list-style-type: none"> • Materials associated with cultural celebrations such as gifts to be purchased/sourced 	<p>CL (IAHT) SLT</p>	<p>July 2020 £32 053</p>
Total budgeted cost					<p>£90 115</p>

4. Review of expenditure

Academic Year 2019 – 20				
Desired outcome	Chosen action/approach	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
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.	Speech and language assessment of pupils in Early Years and action taken to remove barriers.	Children identified were referred. This is an essential service given the needs of children joining our Early Years.	We will continue to use EYPP for this.	£3 681
Improve the performance of PP pupils in reading, writing and maths	As joint work across the federation and with support from an LA primary advisor, school is producing refined assessment materials CPD on teaching of reading and writing provided by LA advisor Introduction of Power Maths Embed initiatives to further develop the quality of teaching and establishing an appreciation and love of reading cross school	Power Maths was implemented and embedded across school.	We will continue to work with the LA and cross federation working parties this academic year.	£20 000
Supporting PP children in particular those with SEMH needs	Further develop the provision in place to support those PP pupils with complex emotional needs through: <ul style="list-style-type: none"> Revise and embed attachment focussed behaviour strategy 	This work was ongoing.	We will continue with the target of embedding the behaviour policy, particularly as children have missed school due to COVID.	£53 724
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.	Development of parent group PSA to continue to provide morning Drop in in Bungalow for parents to access. Further attendance initiatives to raise the profile of having good attendance	A parent group was set up, but due to illness of the PSA and then COVID, attendance remains a target for the school.	We will continue to focus on improving attendance.	£22,000

8. Breakdown of expenditure 2020 - 2021

Action	Specific Spending	Costs	Total
A. Ensure all children entering Early Years have access to enhances SALT services if and when required.	<ul style="list-style-type: none"> Enhanced SALT services 	£2 973	<ul style="list-style-type: none"> £2 973
B. Improve the performance of PP pupils in reading, writing and maths and combined	<ul style="list-style-type: none"> EEF: Mastery Learning EEF: Teaching Assistants EEF: Interventions Part Funding SLA SI 	£4 166 per class	<ul style="list-style-type: none"> £25 000
E. Raise aspirations of PP pupils	<ul style="list-style-type: none"> School council Part funding of educational visits and other experiences to build cultural capital 	£260 (100% of cost) £4 883 towards building cultural capital	<ul style="list-style-type: none"> 5 363
G. Improve the attendance of PP pupils in identified intervention groups	<ul style="list-style-type: none"> Funding of PSA 	PSA £24 726 (100% of wage)	<ul style="list-style-type: none"> £ 24 726
H. Improve the personal development and welfare of those PP pupils identified as having SEMH needs	<ul style="list-style-type: none"> Funding of staff in Nurture Provision EEF Social and Emotional Learning Online Boxall Subscription 	Online Boxall £550 £7 830 (50% of wage) £9 108 (50% of wage) £14 565 (50% of wage)	<ul style="list-style-type: none"> £32 053
			<ul style="list-style-type: none"> £90 115

2020 Statutory Results

EY - GLD	All Pupils	Pupil Premium	Others
Number of children			
%			

Year 1 Phonics	All Pupils	Pupil Premium	Others
Number of children			
%			

Year 2 Phonics	All Pupils	Pupil Premium	Others
Number of children			
%			

KS1 ALL	Reading		Writing		Maths		Science	
GDS								
EXS								
WTS								
B								
Combined	GDS: EXS:							

KS1 PP	Reading		Writing		Maths		Science	
GDS								
EXS								
WTS								
B								
Combined	GDS: EXS:							

KS1 Others	Reading		Writing		Maths		Science	
GDS								
EXS								
WTS								
B								
Combined	GDS: EXS:							

KS2 ALL 54	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							

KS2 PP 40	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							

KS2 Others 14	Reading		Writing		Maths		Science	
GDS								
EXS +								
Combined	GDS: EXS:							