

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                         |
|---|------------------------------|
| School name   | Golden Flatts Primary School |
| Number of pupils in school  | R – Y6 = 95 N = 9            |
| Proportion (%) of pupil premium eligible pupils   | R -Y6 = <b>59 62.1%</b>      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2025                  |
| Date this statement was published   | December 2023                |
| Date on which it will be reviewed   | December 2024                |
| Statement authorised by   | Sue Sharpe                   |
| Pupil premium lead  | Kate McIntyre                |
| Governor / Trustee lead   |                              |

## Funding overview

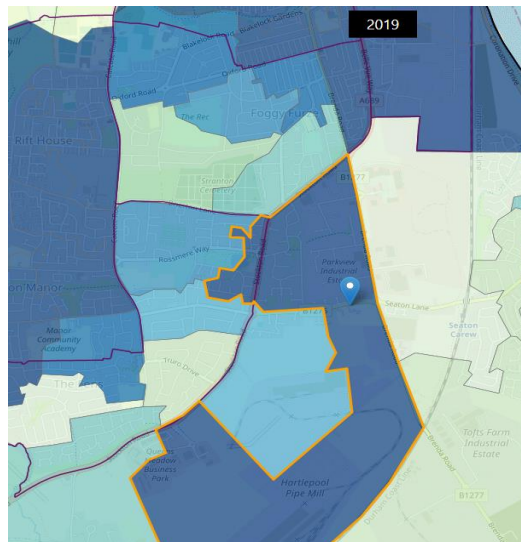
| Detail  | Amount                                    |
|---|---|
| Pupil premium funding allocation this academic year   | PP £ 92 360<br>LAC+ £4 820<br>EYPP £1 525 |
| Recovery premium funding allocation this academic year  | £8 700                                    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £98 705                                   |

# Part A: Pupil premium strategy plan

## Statement of intent

### *Statement of intent*

The pupil premium funding is intended to improve outcomes for disadvantaged pupils in school in England. Golden Flatts Primary School is located in Hartlepool, the north east of England. At the school, 62. % of pupils (R-Y6) qualify for pupil premium funding. When making decisions about how the funding should be used, it is vital to consider the context of the school. Despite 37.9% of the children (R-Y6) being regarded as 'non-pupil premium' the school is located in the lowest decile (1) of most deprived neighbourhoods in the country with a LSOA IMD ranking of 1451 out of 32 844 – this is a drop from 1823 in 2015 thus demonstrating the area is in decline. The location of the school is one of the 58 LSOAs in Hartlepool. Using the IMD rank of average summary measure this local authority ranked 32 in 2015 out of 317 local authorities and in 2019 ranked 25. 59.6% of all of the children live in IMD rank 1 – the bottom 10% - an increase from 52.3% and 46.7% the year before that.



Deciles of deprivation



[http://dclgapps.communities.gov.uk/imd/iod\\_index.html#](http://dclgapps.communities.gov.uk/imd/iod_index.html#)

Our ultimate aim is to narrow the attainment gap between the disadvantaged and non-disadvantaged pupils whilst also reaching the national standard by the end of year 6 and ultimately gain GCSEs at the end of Y11. We acknowledge that to do this we must exceed the national expected progress rates as the starting points for our pupils are very much lower than the national average.

The key principles of our strategy are that we:

- We reserve the right to address social disadvantage for any pupil regardless of whether or not they qualify for pupil premium funding due to the deprived context of the school area
- Ensure quality first teaching is at an optimum to meet the individual needs of pupils
- Understand that pupil's social and emotional needs must be effectively met in order to access the academic curriculum
- Use an 'early intervention' approach to social, emotional, health and academic needs to identify and provide effective support to pupils at risk of poor outcomes

Common barriers to achieving this aim include but are not limited to; poverty, under developed language and social skills, less support at home, unmet SEMH needs, social care involvement, attendance and punctuality.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge                                  |
|------------------|--|
| 1                | Well below average language and communication skills |
| 2                | Lower than average attainment in R, W, M and phonics |
| 3                | Social care involvement                              |
| 4                | SEMH needs   |
| 5                | Low aspirations                                      |
| 6                | Attendance and punctuality                           |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| Increase the number of pupils at 'typical' in the talk matters data analysis year on year.   | <ul style="list-style-type: none"> <li>• Successful scrutiny of EY planning demonstrates teaching staff are responding to the gaps as identified in the WellCom assessments and the Reception baseline</li> <li>• Pupil Progress meetings demonstrate pupils are making progress in the communication, language and development strand of the Development Matters Document</li> </ul>          |
| Improve current attainment in R, W and M across the school                                   | <ul style="list-style-type: none"> <li>• Improved results in standardised tests across the year in reading</li> <li>• End of year maths standardised test demonstrates good attainment</li> <li>• Minutes of Pupil Progress meetings demonstrates progress and challenge</li> <li>• Moderation meetings demonstrate progress and challenge</li> </ul>  |
| Improve outcomes of Phonics screening check  | <ul style="list-style-type: none"> <li>• There are a significant number of pupils making progress and accelerated progress through the RWI program</li> <li>• Pupils accessing phonics make accelerated progress in their reading scores</li> <li>• Pupils accessing Key Stage 2 phonics make accelerated progress in their reading scores</li> </ul>  |
| Improve the personal development and welfare of those pupils identified as having SEMH needs | <ul style="list-style-type: none"> <li>• Nurture School status attained</li> </ul>   |
| Raise aspirations of PP pupils   | <ul style="list-style-type: none"> <li>• PP pupils are represented on the school council</li> <li>• PP pupils access aspirational activities/events to ensure they have a good understanding of opportunities available to them.</li> </ul>  |
| Improve attendance of all identified PP pupils (PA)  | <ul style="list-style-type: none"> <li>• Reduce PA of PP pupils from 22/23 figure of 81.4% to closer to national % (within national comparator of 8.7%) (most recent figure that can be used due to covid lockdowns)</li> <li>• Increase attendance of PP pupils to overall 96% (21/22 89.3%) (22/23 89.7%)</li> <li>• Continued successful implementation of the Jigsaw Curriculum</li> </ul> |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### 1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1.1 A key focus on the teaching of early reading <ul style="list-style-type: none"> <li>Part Funding of RWI Support</li> <li>RWI lead time (English Lead)</li> <li>Part Funding EY Lead</li> <li>Part Funding TA roles</li> </ul>                         | <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><u>Evidence</u><br/>           EEF Phonics (+ 5m)<br/>           EEF Reading Comprehension Strategies (+ 6m)</p> | 1,2                           |
| 1.2 Teaching and Learning focus on evidence based strategies to support teaching and learning to improve progress and outcomes <ul style="list-style-type: none"> <li>Part Funding PP Lead (HoS)</li> <li>Part Funding SLA Speech and language</li> </ul> | <p>A team around the child approach has been adopted to ensure best use of teacher and TA time.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>EEF: Mastery Learning (+ 5m)</li> <li>EEF: Teaching Assistants (+ 4m)</li> <li>EEF Phonics (+ 5m)</li> <li>EEF Reading Comprehension Strategies (+ 6m)</li> </ul>  | 1, 2                          |
| 1.3 Improve the early language of pupils in EY <ul style="list-style-type: none"> <li>Part funding of enhanced speech and language service</li> <li>Part funding of EY Lead</li> </ul>  | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>   | 1,2,5                         |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Part Funding SLA Speech and language</li> </ul> | <u>Evidence:</u> <ul style="list-style-type: none"> <li>EEF Oral Language intervention (+ 6m)</li> <li>EEF Phonics (+ 5m)</li> <li>EEF Early Literacy Approaches (+4m)</li> </ul> |  |
|--|---|--|

## 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed    |
|---|---|----------------------------------|
| 2.1 Part fund the staff delivering interventions  | <u>Evidence</u><br>Early Talk Boost in nursery and reception<br>Blast 1<br>EEF evidence says that there are seven meta-analyses indicating that communication and language interventions can produce positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. Six have been conducted in the last 10 years, but a number of included studies have only limited causal inference and the effect sizes vary widely, particularly in terms of different outcomes measured. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds (up to seven months' additional progress). Overall the evidence is rated as extensive<br>EEF: Communication and language approaches (+6months) | 1,2                              |
| 2.2 1:1 Tutoring program to aid catch up (recovery premium) using Tuition Partner Approach – Tutor in a box | EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. Tutor in a box works with school to ensure this need is met. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group and so we will provide tutoring in groups of up to 3 children.<br>EEF: One to one tuition (+ 5 months)                           | 1, 2<br><br>Not from this budget |

### 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56981

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>3.1 Further development of nurture provision</p> <ul style="list-style-type: none"> <li>• Part funding of the Nurture Provision across school</li> <li>• Part Funding of Inclusion AHT</li> <li>• Online Boxall Subscription</li> <li>• Purchase of gifts (cultural capital)</li> </ul> | <p>Golden Flatts School believes that, for pupils to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that ‘All behaviour is communication’ (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties. As a school community we value the integrated approach to mental health and behaviour and as a result our policy is developed to support both aspects through a joined-up policy. We seek to support pupils in a holistic and equitable way, taking into account but not making excuses for pupil’s background, current circumstances and life events.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• EEF Behaviour intervention ( + 3m)</li> <li>• EEF Social and emotional learning (+ 4m)</li> <li>• EEF Metacognition and Self-regulation strategies (+ 7m)</li> <li>• DfE 2018 mental Health and Behaviour in schools</li> <li>• DfE 2016 Counselling in schools: a blueprint for the future</li> <li>• DfE 2015 Special Needs and disabilities code of practice 0 – 25.</li> </ul> | <p>1,2,3,4,5,6</p>            |
| <p>3.2 Improve attendance and punctuality</p> <ul style="list-style-type: none"> <li>• Funding of PSA and</li> <li>• Funding of Vulnerable Pupils AHT</li> </ul>   | <p>A significant number of PP children are persistently absent which impacts negatively on their progress as children who do not attend school do not do as well as those who do.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• EEF: Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (Attendance interventions rapid evidence assessment – EEF)</li> <li>• DfE White Paper report November 2018: Research to understand successful approaches to supporting the most academically able disadvantaged pupils</li> </ul>  | <p>1,2,4,5,6</p>              |
| <p>3.3 Raise aspirations</p> <ul style="list-style-type: none"> <li>• Part Funding of Educational Trips</li> </ul>   | <p>Families on a lower income and those in crisis may not be able to afford to pay for school trips which would impact on children’s access to a broad and balanced curriculum</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• EEF toolkit - Social and Emotional Development (Average impact +4 months)</li> <li>• Arts participation (+2 months)</li> <li>• Behaviour interventions- (moderate impact +3 months)</li> <li>• Outdoor adventure learning (+4 months)</li> <li>• DfE Research to understand successful approaches to supporting the most disadvantaged pupils 2018</li> </ul>  | <p>4, 3, 5</p>                |



|   |  |                |
|---|--|----------------|
| <p>3.4 Raise aspirations</p> <ul style="list-style-type: none"> <li>• Part funding of the Jigsaw PSHE curriculum</li> <li>• School Council</li> </ul> | <p>Jigsaw supports children's understanding of others and their own needs and rights which contributes to a positive school environment thus improving pupil progress and attendance. Having a school council gives the children a mechanism to have their voice heard.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> <li>• EEF Behaviour intervention ( + 3months)</li> <li>• EEF Social and emotional learning (+ 4 months)</li> </ul> | <p>6, 4, 5</p> |
|---|--|----------------|

**Total budgeted cost: £99 981**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Challenge 1: Well below average language and communication skills

- 75% at expected in LAU (improved from 58.3% 21/22)
- 75% at expected in Speaking (maintained from 21/22)
- Overall GLD is low at 50% due to word reading and writing (50%) is the next lowest score (Improved GLD from 41.6 21/22)

#### Challenge 2: Lower than average attainment in R, W, M and phonics

- KS2 Reading Progress and Attainment was in line with the national
- KS2 Writing Progress and Attainment was in line with the national
- KS2 Maths was significantly below the national
- KS2 EGPS was in line with the national
- KS2 COMBINED RWM was in line with the national
- KS1 Reading Attainment was significantly below the national
- KS1 Writing Attainment was below the national
- KS1 Maths Attainment significantly below the national
- Year 1 Phonics Screening 50% N:82% (FSM: 54.5% N:70%) (2019 National figure)
- Year 2 Phonics Screening 60% (no N) (FSM: 75% no N) (2019 National figure)
- End of year NFER tests in maths indicate Y3 and Y4 are improving on their GLD score, Y5 are just below their KS1 score. All of those who took the Y1 maths NFER tests attained expected.
- End of year NFER tests in Reading indicate Y3 and Y4 are improving/maintaining on their GLD score. Of those who took the Y1 reading NFER test, 92.3 achieved expected.

### Challenge 3: Social care involvement

- Nurture School status attained
- Crucial crew training
- Carlton Residential
- Sports Events at the cluster
- Skipping competitions

### Challenge 4: SEMH needs

- Nurture school status attained
- Play therapist employed part time
- Safe Space provision has supported individual pupils and their progress as they move through the stages identified on individual plans

### Challenge 5: Low aspirations

- School council is valued by the children and staff and elections have taken place to be class council member
- School council visits other schools and hosts the cluster meetings on a cycle
- The PSHE curriculum is well supported by Jigsaw and was highly commended in the November 2022 OFSTED visit
- All children attended trips and events

### Challenge 6: Attendance and punctuality

- 22/23 -PA of PP pupils 81.48%
- 22/23 - Attendance of PP pupils 89.97%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b> | <b>Provider</b>         |
|------------------|-------------------------|
| Maths Beat       | Oxford University Press |
| Read Write Inc   | Ruth Miskin             |
| Jigsaw           | Jan Leaver Group        |