

# Pupil Premium Strategy Statement – Gooderstone C of E Primary Academy

1. Summary information					
School	Gooderstone C of E Primary Academy				
Academic Year	2016-2017	Total PP budget	£23960	Date of most recent PP Review	Nov 2016
Total number of pupils	73	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Sept 2017

2. Previous attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading, writing & maths	50%	tbc
% making expected progress in reading	100%	92%
% making expected progress in writing	100%	95%
% making expected progress in maths	100%	91%

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Behaviours for learning – Developing independent active learners	
B.	Phonics skills in Y1, making simple inferences in Y2, developing complex inferences skills in reading in KS2	
C.	Emotional Intelligence – impacts upon conduct and learning behaviours and is a barrier to learning	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance of FSM EVER6 pupils this term 96.62% compared to not FSM EVER6 98.06%	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Children are independent learners and take responsibility for and are excited about their learning	Children will be able to talk about their learning and continue their learning in independent activities.

<b>B.</b>	Pupils achieve expected standard in reading	Meet or exceed ARE
<b>C.</b>	Pupils develop recognise how they feel and are resilient learners with their own high expectations	80% of Core Learning Skills achieved
<b>D.</b>	Improved attendance	Attendance for improves to 98% so that it is in line with that of non PP pupils

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-2017</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Staff improve practice and therefore have a greater impact upon learners	Coaching using Edison Learning Quality Framework for Learning & Teaching	Proven track record	SLT monitoring	PS	termly
Improve behaviours for learning so that children are confident at seeing themselves as learners	CPD for all staff on the CLS and delivery of PATHS	CLS & Promoting Alternative Thinking Strategies has a proven success record which also demonstrates better outcomes across the curriculum	External monitoring – Edison Learning & PATHS adviser	PS & KT	termly
Phonics training supported by Bug Club and sharing good practice	LA authority training on Letters and Sounds AfL booklets Visiting other classes to observe good practice	Previously successful LA training undertaken by other staff in school Booklets seen to be effective in other schools High level questioning observed in other classes	SLT monitoring	SG	termly

<b>Total budgeted cost</b>					<b>£5959</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils have a greater interest in their reading	Develop Reading Cafes	To show parents further possibilities with books	Monitored by SLT	SG	Termly
PP pupils are appropriately supported / challenged	Ensure that there is an additional adult in every classroom for Maths and English	Staff are able to support / challenge all PP pupils in class	Suitable staff are deployed in each class	EHT	Termly
<b>Total budgeted cost</b>					<b>£17110</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Readiness for KS2 ready by September	Sound Discovery ELKLAN Bug Club	Proven track record	Monitoring	SLT	Termly
Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils are able to engage with a wider range of curriculum opportunities and we ensure that money is not a barrier to equality of access to an enhanced curriculum.	Ensure school trips are available for all pupils	EHT	July 2017
Attendance	Involvement of Attendance Officer	Can't improve attainment and progress if pupils are not in school	Teachers and office staff are aware of children and follow up first day absence. SLT to monitor absence rates	EHT	July 2017
<b>Total budgeted cost</b>					<b>£900</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Staff improve practice and therefore have a greater impact upon learners	Coaching using Edison Learning Quality Framework for Learning & Teaching	Insufficient impact due to a change in staff	Roll out with new staff	<b>£2100</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To develop a Foundation Stage learning environment that ensures pupils become independent and active learners	Zone areas in the classroom that support independent learning and ensure a free flow to outside learning which mirrors the continuous provision inside.	Insufficient impact due to staffing issues.	This is most effective when the class teacher is able to recognise what we are trying to achieve. Visits to more successful classes would support this.  The learning environment was adapted by a new teacher in July 2016 and now meets the needs of the pupils	<b>£4000</b>

PP pupils are appropriately supported / challenged	Ensure that there is an additional adult in every classroom for Maths and English	Insufficient impact in some classes due to planning of lessons	Continue and carry out:  An audit of skills to ensure that TA s skills are used for targeted support  Staff use planning templates successfully	<b>£7450</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils are able to engage with a wider range of curriculum opportunities and we ensure that money is not a barrier to equality of access to an enhanced curriculum.	Continue to ensure school trips are available for all pupils  Continue to ensure school trips are available for all pupils. Develop a child-led curriculum that promotes greater engagement, including visitors to further inspire pupils	<b>£1450</b>