

Pupil Premium Strategy Statement – Gooderstone C of E Primary Academy

1. Summary information					
School	Gooderstone C of E Primary Academy				
Academic Year	2017-2018	Total PP budget	£15580	Date of most recent PP Review	Nov 2017
Total number of pupils	61	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Nov 2018

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 (uivalent)	67%	60%
% making expected progress in reading	100%	72%
% making expected progress in writing	100%	79%
% making expected progress in maths	100%	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils emotional and social needs which need support
B.	Behaviours for learning – Developing independent active learners
C.	Making simple inferences in Y2, developing complex inferences skills in reading in KS2
D.	Absence from school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of pupils who are/have been entitled to free school meals this term 94% compared to those who haven't 97%
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria

A.	Staff recognise individual pupils emotional/social barriers and how to support them to be ready for learning	Boxall Profile analysis will show support required and staff will be able to evidence impact.
B.	Children are independent learners and take responsibility for and are excited	Children will be able to talk about their learning and continue their
C.	Pupils achieve expected standard in reading	80% of pupils meet or exceed ARE
D.	Improved attendance	Attendance improves so that it is in line with that of non pupil premium children

5. Planned expenditure

Academic year

2017-2018

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?
Staff improve practice and therefore have a greater impact upon learners	Improvement Focus on the teaching of inference	Proven track record, supported by HMI	SLT and governor monitoring	SG	February 2018
Improve behaviours for learning so that children are confident at seeing themselves as learners	Resources for all staff on the Life and Learning Skills, making connections with PATHS	LLS (Edison Learning) & Promoting Alternative Thinking Strategies has a proven success record which also demonstrates better outcomes across the curriculum	Monitoring by staff leads who will report back to individual staff and whole staff.	HK & KT	termly
Staff have an improved knowledge of each child's social and emotional barriers to learning	Boxall Profiling – training for staff	Proven track record	Time for training -Twilight session and ½ staff development day Time to complete profiles	CG	Oct 2017 Jan 2018 March 2018 July 2018

Total budgeted cost					£2550
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?
Pupils have a greater interest in their learning	Use the Cafés for All approach	To involve parents in their children's learning	Monitored by SLT	SG	Termly
PP pupils are appropriately supported / challenged	Additional adult to support learners in English and Maths 3 times a week some funded by PP (approx.. 20 hours/week)	Staff are able to support / challenge all PP pupils in class	Suitable staff are deployed in each class	EHT	Termly
Total budgeted cost					£10130
iii. Other approaches					
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?
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 2018
Pupils are excited by their learning and continue it beyond school	Book visitors to school that support the launch of a new theme etc.	Children are more engaged in their learning when it is an immersive experience	Use Federation Days and /or Science Week and/or Book Week are utilised by all and monitored by SLT/governors	SLT	July 2018

Attendance	Involvement of Attendance Officer Class incentive – Churchside Award of £5 each week	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 2018
Total budgeted cost					£2900

6. Review of expenditure			
Previous Academic Year		2016-2017	
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)
Staff improve practice and therefore have a greater impact upon learners	Coaching using Edison Learning Quality Framework for Learning & Teaching	Staff better able to reflect upon good practice within the classroom that has the greatest impact. Learning environments were improved, work in books began to improve and in the best lessons we saw accelerated learning	We will adapt this so that all staff know that there is an expectation to drop into one another's classes at least once a term so that they are able to have conversations about learning within their classroom and the rest of the school as well as monitor the learning around the subject that they lead.
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	This has limited success and was re-launched in Summer Term 2018 with all staff supporting the approach.	Continue this approach in 2017-2018
Phonics training supported by Bug Club and sharing good practice	LA authority training on Letters and Sounds AfL booklets Visiting other classes to observe	100% of Year 1 pupils achieved the expected level in the phonics test. Desired impact achieved.	Ensure that staff continue to stick to the original model for the teaching of phonics as it works.
Cost			£5959

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)
Pupils have a greater interest in their reading	Develop Reading Cafes	To show parents further possibilities with books	We need to run more of these over-time for the impact to be evident. Parents have supported this well and also helped with the delivery of refreshments. Training of Cafés for All support ensures that parents are more involved in the learning, this is more likely to move to classrooms.
PP pupils are appropriately supported / challenged	Ensure that there is an additional adult in every classroom for Maths and English	Teaching Assistants have been the consistent member of staff in classes when we have had staff leave. They know the children well and how to support or challenge. This year we have seen better progress in all classes for all groups of children.	We will continue for as long as the school budget will be able to fund our skilled staff. We have had to cut back on TA hours 2017-2018 due to budgetary constraints.
Cost			£17110
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)
Readiness for KS2 reading by September	Sound Discovery ELKLAN Bug Club	Children were able to decode words on the page and now better able to focus on reading for understanding	The focus was phonics and now it is essential that whilst this continues, all children should be taught to draw upon inferences in pictures and their reading. This is a priority for 2017-2018

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
Attendance	Involvement of Attendance Officer	Our attendance of non pupil premium children exceeds the national average, however we continue to see the lower attendance in families that are entitled to free school meals.	This year we approached families with the support of the attendance officer. Next year we will incentivise children to attend school through a class weekly award.
Cost			£900