

Pupil Premium Strategy Statement – Gooderstone C of E Primary Academy

1. Summary information					
School	Gooderstone C of E Primary Academy				
Academic Year	2018-2019	Total PP budget	£15580	Date of most recent PP Review	Nov 2018
Total number of pupils	58	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Nov 2019

2. Previous attainment				
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)
	2015-2016 19 pupils	2016-2017 15 pupils	2017-2018 13 pupils	2017-2018
% achieving age related expectations in reading, writing & maths equivalent)	32%	25%	39%	60%
% making expected progress in reading	42%	44%	54%	72%
% making expected progress in writing	26%	25%	46%	79%
% making expected progress in maths	32%	38%	46%	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.	Maths: Gaps in knowledge of simple calculations and one/two-step problem solving.
B.	Limited vocabulary and poor oral skills.
C.	Spelling of basic key words is very poor.
D.	Reading: complex retrieval and inference skills.
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 100%

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Maths: The gap between peers and PP children will close and more children will reach the ARE/ make good progress in maths.</p> <p><i>Pixl will be used to assess the children and give them therapies to fill the gaps in their knowledge. For children working at Pre- Keystage, they will be given targeted intervention, small supported group work and differentiated tasks to ensure they are making progress from their baseline.</i></p>	<p>Children will make accelerated progress due to targeted Pixl therapies that address exact need.</p> <p>Children will be confident in basic mathematical skills and will be able to apply these to simple and complex problem solving questions.</p> <p>60- 80% to reach ARE by the end of the year (5PP)</p>
B.	<p>Children will develop a richer vocabulary and confidence to express ideas.</p> <p><i>P4C is used weekly in the class to encourage children to think up big questions and discuss their thoughts and feelings about each big idea. This way of working encourage all children to have a voice in their learning, take risks and above all develop an enquiring mind.</i></p>	<p>Children will be able to talk about their learning and continue their learning in independent activities.</p> <p>Children will speak confidently and develop a larger vocabulary.</p> <p>Speaking and listening skills with improve as will concentration and application to questions.</p>
C.	<p>Children spelling of basic key words will improve.</p> <p><i>A BIF will run in the autumn term to improve spelling across the school. I t will focus on vocab and spelling to help children improve basic spellings as well as more complex theme based words.</i></p>	<p>Children's spellings will improve and a higher proportion of children will reach ARE for VGPS by the end of the year</p> <p>80-100% of children will reach ARE in VGPS by the end of the year.</p>
D.	<p>Improved complex retrieval and inference skills.</p> <p><i>PIXL assess, target, review will be employed to close the gaps in the children's knowledge where they are WTS of JB. Those working pre-keystage will be using differentiated texts and comprehension activities to help improve skills</i></p>	<p>Weekly inference sessions taught in each class.</p> <p>Children to make progress from their baselines and a higher proportion of children to reach ARE in reading.</p> <p>60-80% of children to reach ARE in reading.</p>

5. 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?
Staff improve practice and therefore have a greater impact upon learners	Improvement Focus on the teaching of spelling. So it is consistently and effectively taught across the school.	Proven track record, supported by HMI. Children and staff benefitted from running improvement in concentrated weekly blocks. The inference BIF ran last year had a big impact on children's results.	SLT and governor monitoring. Weekly book looks with a focus on spelling in all subjects. Pupil voice and staff voice to be recorded. CPD for staff.	ES	February 2019
Teaching and learning of problem solving in maths improves to secure more learners at ARE and GD.	Improvement focus will run for the majority of the autumn term. Again this approach is how we are running our school improvement this year.	Proven track record, supported by HMI. Children and staff benefitted from running improvement in concentrated weekly blocks. The inference BIF ran last year had a big impact on children's results	SLT and governor monitoring. Weekly book looks with a focus on spelling in all subjects. Pupil voice and staff voice to be recorded. CPD for staff.	LB	December 2018
Children are exposed to a richer and more extended vocabulary.	P4C will be used to enhance the curriculum and ensure that children are being given opportunities for enquiry based learning.	P4C has been proven to raise standards in schools. It will ensure that all children have a voice in their learning and that teachers learn to become facilitators to the children's enquiries. All staff to receive 2 day training on implementing the approach.	Observations of the P4C in action. Planning and scrap book scrutiny. Assessment from SAPHRE to gain our Bronze award for the school.	ES	February 2019
Total budgeted cost					£ 1080

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?
To close the gap in English and maths using targeted intervention.	PIXL has been purchased to help target and assess children that need to improve	Proven to be very good at accelerating progress and ensuring that the gap is being closed between the pupil and their peers.	The cycle that is built in means that half termly assessments and targeted therapies are continually reviewed and updated.	ES LO AB	Half termly reviews of progress and weekly reviews of therapies given.
To improve children's mental health and emotional development.	Boxhall- to assess children's emotional and social needs to help them improve their learning behaviours.	Boxhall is used to assess individual children's needs using a lengthy assessment process. It then targets areas for development of children who need more help with emotional and social elements of their	KT will be reviewing children's profiles and teachers planning and implementation of the intervention.	KT	Half termly- to see if the children's needs are being met and planned for.
PP children are appropriately supported/challenged.	Additional adult to support learner in Pixl therapy groups. (approx. 3 hrs extra a week)	To run interventions and therapies for PP and small groups of children to improve progress and end of year attainment.	Monitoring, assessment and reviews. Book looks in staff meetings. PP case studies updated half termly to show progress from baseline.	EHT NR ES	Half termly and weekly meetings take place to discuss children.
Total budgeted cost					£10500
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	Ensure school trips are available for all pupils	EHT	July 2019
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 2019
Attendance	Class incentive – Churchside Award of £5 each week	To continue the work from last year which had an impact on attendance raising it from below to above non PP children.	Teachers and office staff are aware of children and follow up first day absence. SLT to monitor absence rates	EHT	July 2019
Total budgeted cost					£4000

6. 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)
Staff improve practice and therefore have a greater impact upon learners	Improvement Focus on the teaching of inference	The BIF approach worked very well and standards were raised across the school for reading. Children made good progress from their starting points. 63%: 7 out of 11 children reaching ARE for reading.	BIF approach for improvement will be built into the single change plan going forward. Trends from the whole school will be picked up on and targeted for improvement.

Improve behaviours for learning so that children are confident at seeing themselves as	Resources for all staff on the Life and Learning Skills, making connections with	LLS- did not have the impact of the previous year. It was felt that a lot of the targets were covered in class throughout the year and that they didn't make use of the LLS.	Replace this approach next year. We will be rebranding this as wellbeing and using both PATHS, SEAL and LLS to improve children's emotional and social welfare. Also to look at learning strategies and behaviour by addressing it as a whole class in short daily sessions.
Staff have an improved knowledge of each child's social and emotional barriers to learning	Boxall Profiling – training for staff	Boxhall profiling and training went well and worked to pick up children that needed help. It was however time consuming when staff had to fill it in for all children and for some this was not needed.	Use it to target children to assess their needs rather than using it for whole class. This would be more useful in ensuring that those children who need it get support to address their needs. We will continue to use it for targeted support for those children needing support.
Cost			£2550
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 learning	Use the Cafés for All approach	Gooderstone Gathering have been a success and parents have enjoyed working with their children on different subject areas not just reading. We linked them to our BIFs towards the end of the year and this had a great impact as it got parents on board.	To continue half termly Gatherings each half term based around a key learning focus to help parents support their children at home with their learning. We will continue to provide refreshments. We will also run session on anything that is key classroom based also.
PP pupils are appropriately supported / challenged	Additional adult to support learners in English and Maths 3 times a week some funded by PP	Staff are able to support / challenge all PP pupils in class. Due to budget constraints this portion of spending will be less next year as the number of support staff has changed significantly.	This year we will be using the Pixl programme to give the T.A or any supporting adult targeted interventions to do with key children to help support their learning. This approach will ensure that T.A are deployed carefully and where they will have the biggest impact. Increase T.A hours where possible to support extra therapy work.
Cost			£10130

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)
Pupils are able to access a broad and balanced curriculum	Trips and residential are funded by school, using PP	Pupils 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.	This has been a great way to spend the money. It has increased the number of PP children accessing trips and residential. The trips planned helped to enrich the curriculum and give good opportunities for a variety of learning experiences.
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	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 Class incentive – Churchside Award of £5 each week	This improved the children’s attendance so we will continue to use this approach.	Continue to give out weekly attendance award.
Cost			£900