

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

| 1. Summary information |                                    |                                  |        |  |           |
|------------------------|------------------------------------|----------------------------------|--------|--|-----------|
| School                 | Gooderstone C of E Primary Academy |                                  |        |  |           |
| Academic Year          | 2019-2020                          | Total PP budget                  | £15580 | Date of most recent PP Review                  | July 2019 |
| Total number of pupils | 53                                 | Number of pupils eligible for PP | 6      | Date for next internal review of this strategy | Jan 2020  |

| 2. Previous attainment   |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>2 Children in EYFS: 50% GLD</b>   | <i>2018-2019</i>                            | <i>2018</i>  |
| % achieving age related expectations in reading, writing & maths equivalent) | 16.7%                                       | 51%  |
| % making expected progress in reading  | 16.7%                                       | 64%  |
| % making expected progress in writing  | 33.3%                                       | 68%  |
| % making expected progress in maths  | 16.7%                                       | 64%  |

| 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>          |   |
| <b>A.</b>   | Wonder of words – improving vocab and grammar                                       |
| <b>B.</b>   | Meeting the needs of every learner- SEND & Differentiation                          |
| <b>C.</b>   | Enabling environments- meeting different learning styles.                           |
| <b>D.</b>   | Mental health and well-being- staff training to provide children with support.      |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |   |
| <b>D.</b>   | Attendance of pupils who are/have been entitled to free school meals this term 100% |

| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) |  | <b>Success criteria</b>  |
|--|--|--|
| <b>A.</b>  | <p>Wonder of words- focus on speech and language and providing children with language enriched environment. This will give them access to a better to a enriched and varied vocabulary.</p> <p>BIF- this will be supported by the wonder of words BIF.</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> |
| <b>B.</b>  | <p>Focussing on closing the gap for children with SEND. Ensuring that all children are catered for through QFT and lessons given.</p> <p>BIF- Meeting the needs of every learner:</p>  | <p>Staff given training in areas of SEND to help support key children in their class.</p> <p>CPD around key needs for staff to empower them to provide children with</p> <p>PIXL- targeted intervention.</p>   |
| <b>C.</b>  | <p>Ensuring learning environments suit the needs for all learners</p>  | <p>PIXL- targeted intervention to close the gap between children of all groups.</p> <p>Resources identified and purchased to help children move learning on.</p> <p>All groups of children are making good progress from starting points.</p>  |

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| D. | <p>Improved coping strategies and therapies available for children.</p> <p><i>Train staff up in in house therapies to provide children with onsite emotional and mental wellbeing support. Drawing for talking, play therapy etc.</i></p> | <p>All children will make good progress from their starting points.</p> <p>There will be less behaviour incidents at playtime and lunchtime.</p> <p>Children will manage their feelings more appropriately with increasing understanding of those around them.</p> |
|----|---|--|

**5. Planned expenditure**

|                      |                  |
|----------------------|------------------|
| <b>Academic year</b> | <b>2019-2020</b> |
|----------------------|------------------|

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> |
|--|--|---|--|-------------------|---|
| Pupils will have access to better quality texts and staff a have a greater knowledge of improving reading. | The Federation has brought into the power of reading to improve children's reading ability | Proven track record in improving reading across all key stages. Provides free resources for all age ranges and encourages children to explore different text types. | This will be a whole school/federation scheme- by the end of the year the children will have all made progress from their starting points. | ES                | Feb 2019                                    |

|   |   |  |  |                    |   |
|---|---|--|--|--------------------|---|
| BIF will continue to run throughout the year to improve maths and English (mentioned above) | CPD for all staff members around the BIFs focus.                                  | BIFs have been built into the way we tackle school improvements. The provide whole school CPD for parents, children and staff. Increasing staff knowledge and supporting the children. | See SCP- do and review will ensure that these BIFs are well established once introduced.                                   | ES, KT, SG, LO, LB | Each BIF has a comprehensive plan with a review built in to it.   |
| Clear assessment to plan for gaps in knowledge.   | We will continue to use Pixl this year to improve performance for PP children     | Pixl was used last year and has been instrumental in fill gaps through targeted therapies or whole class teaching.   | Continuing successful format from last year.   | ES                 | Continue to use Pixl to track progress of children to ensure value for money- in Pupil progress meetings. |
| <b>Total budgeted cost</b>  |   |  |  |                    | <b>£ 5000</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>   |
| 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<br>LO<br>AB     | Half termly reviews of progress and weekly reviews of therapies given.                                    |
| To improve children's mental health and emotional development.                              | A programme of CPD for support staff and teachers to in house therapy techniques. | Staff trained to deal with any emotional or mental health problem that occurs.   | KT will be reviewing children's profiles and teachers skills set to look for training                                      | 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.<br>(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.<br>Book looks in staff meetings.<br>PP case studies updated half termly to show progress from baseline. | EHT<br>NR<br>ES   | Half termly and weekly - meetings take place to discuss children. |
|  |   |   |   |                   | <b>£5558</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>                       |
| 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.<br>SLT to monitor absence rates                            | EHT               | July 2019   |
| <b>Total budgeted cost</b>   |   |   |   |                   | <b>£5000</b>  |

| 6. Review of expenditure  |   |  |   |
|---|---|--|---|
| Previous Academic Year  |   | 2018-2019  |   |
| 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 spelling. So it is consistently and effectively taught               | 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.   | BIF approach has worked well this year and has proven to raise standards and improve teaching across the school. We will continue to run whole school improvement like this next academic year.   |
| 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 | 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  | The problem solving BIF helped to empower and give teachers more knowledge to provide children with more breadth and depth of problems than before.   |
| 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     | 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. | P4C has produced great results across the school. Children are fully involved in planning their learning and are being encouraged to use a richer and more extended vocabulary. This will continue next year, it has been a great school improvement model. |
| <b>Cost</b>   |   |  | <b>1080</b>   |
| 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)  |

|  |   |   |   |
|--|---|---|---|
| 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.  | PIXL has been and still will be used as our overarching gap analysis tool. It helps to improve outcomes for all ability ranges.                           |
| To improve children's mental health and emotional development.     | Boxhall- to assess children's emotional and social needs to help them improve their         | 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 development. | Boxhall has not been value for money and has not been used to its full potential. We will not use this again next year.                                   |
| PP children are appropriately supported/challenged.                | Additional adult to support learner in Pixl therapy groups.<br>(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.  | This approach worked well and was instrumental in closing the gap between PP children and their peers. Pixl will be extended into KS1 next academic year. |
| <b>Cost</b>  |   |   | <b>£10500</b>   |

### iii. Other approaches

| <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><br>(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 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. | Will continue this approach next year as it worked well in providing children opportunities they may not have access too. |

|  |   |   |  |
|--|---|---|--|
| 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  | As above.  |
| 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. | This approach will still be used but slightly modified next year to encourage children to attend more often. |
| <b>Cost</b>  |   |   | <b>£4000</b>   |