



Goldfield Infants' and Nursery School

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Goldfield Infants' and Nursery School				
Academic Year	2018-19	Total PP budget	£20400	Date of most recent PP Review	November 2018
Total number of pupils	235	Number of pupils eligible for PP	13 PP (5 EYPP Nursery)	Date for next internal review of this strategy	July 2019

2. Attainment End of Key Stage 1 3 pupils (including SEND)		
	<i>Pupils eligible for PP (Goldfield) 3 PUPILS</i>	<i>Pupils not eligible for PP (national average figure) (*Goldfield)</i>
% at expected standard + in reading	67%	75% (90%)
% at expected standard + in writing	33%	70% (82%)
% at expected standard + in maths	67%	76% (85%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	A high proportion of pupils eligible for Pupil Premium have learning needs/SEN including a pupil with an ECHP plan in place requiring one to one support to access the curriculum.
B.	Social and emotional needs present a barrier to learning, a high proportion of the pupils in this group are Post LAC, the school is keen to provide emotional and wellbeing support for all pupils in this group.
External barriers	
D.	The absence rate for pupil premium pupils 2017-18 was 94.5%, this included a pupil who required long term hospital treatment. At 95.6% the attendance for FSM pupils was in line with National data. This area will continue to be closely monitored this year.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will reach or exceed age related expectations at the end of Y2 in Reading, Writing and Maths. Teaching and learning will be tailored to meet the needs of each individual child, progress and attainment measured by EYFS and National Curriculum assessments. Other assessment measures, such as IAELD and P levels will be used as appropriate to monitor and assess steps of progress and provide personalised provision.	Pupils eligible for PP will make rapid progress so that the majority meet age related expectations by the end of Key Stage 1 and all have made at least good progress from their starting points.
B.	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Pupils with Special Educational Needs and Disabilities will be provided with outstanding teaching, support and planning enabling them to make good to outstanding progress from their starting points.	Outstanding provision will be observed, through quality first whole class teaching, supported by SENCo and specialist professionals. The use of well-chosen assessment and individual targets will highlight good to outstanding progress from EYFS baseline.
D.	Pupils emotional wellbeing, confidence and self-esteem will be nurtured through therapeutic group/individual activity and access to a range of clubs and creative activities, enriching opportunities available to all. Their participation in selected lunchtime and after school clubs will be monitored and will reflect individual interests. Clubs will be run by the school (free of charge) alongside outside providers. A new leader for emotional well-being will be appointed, a morning set aside for sessions and training provided.	Children will be observed to be happily participating in therapeutic activities and making good to outstanding progress in class. Attendance at a range of clubs and activities will enhance interests and support wellbeing.

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?
<p>Pupils will reach or exceed age related expectations at the end of Y2 in Reading, Writing and Maths.</p> <p>Teaching and learning will be tailored to meet the needs of each individual child, progress and attainment measured by EYFS and National Curriculum assessments. Other assessment measures, such as IAELD and P levels will be used as appropriate to monitor and assess steps of progress and provide personalised provision.</p>	<p>To support pupils progress and attainment in maths and English by providing an additional learning support assistant (LSA) across each year group.</p> <p>Targeted actions include:</p> <p>Reception: Speech and language activities/intervention strategies (i.e Elklan and Well Comm) to support the development of firm foundations in literacy and numeracy</p> <p>Year 1: Targeted Fisher Family Trust one to one interventions, Small group English and maths interventions and specific speech and language therapy</p> <p>Year 2: Continued use of small group interventions</p> <p>Targeted support from professional; agencies</p>	<p>EEF T&L Toolkit Phonics EEF Guidance –Improving Literacy in KS1 2016 Recommendation 3,8</p> <p>EEF T&L Toolkit Small group tuition EEF Guidance -Improving Literacy in KS1 2016 Recommendation 2,8</p> <p>EEF T&L Toolkit Feedback EEF Guidance -Improving Literacy in KS1 2016 Recommendation 5,6</p> <p>EEF Additional small group teaching</p> <p>Whole school focus on Growth Mindset/BLP strategy</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book looks/work scrutiny.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the class and Headteacher.</p> <p>Governor monitoring (termly by assessment governor linked to achievement and regular visits by PPG Governor). PPG provision will remain a standing item on the Learning Matters Committee agenda.</p>	<p>Debbie Stevens (HT)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Final review July 2019</p>
Total budgeted cost					£15,000

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 emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities.	<p>Weekly small group (and individual) play and creative therapy sessions with the schools dedicated Well-being Leader.</p> <p>Funded referral to a local Play Therapist/Counsellor for pupils and parents.</p> <p>Provision of a dedicated room for Therapeutic activities, nurture groups and calm sessions where needed during the school day</p> <p>'Happiness' focus for the schools BLP initiative, highlighting empathy and respect</p>	A body of research (including Claxton, Dweck, Clark, Nottingham) has shown that for effective learning to take place pupils need to feel secure, confident and develop high self-esteem. Talk is essential along with strong relationships with adults.	<p>Training, resourcing, research and close monitoring will ensure effective implementation.</p> <p>Close observation, pupil voice and assessment activities (including the Boxall Profile) will reflect the progress of social and emotional development.</p> <p>Refurbishment of an area where therapeutic activities can take place in a secure, comfortable, nurturing environment.</p>	<p>Debbie Stevens (HT)</p> <p>Faye Sladden (Emotional Well-being and Mental Health Lead)</p>	<p>Weekly records from group sessions</p> <p>Regular staff meetings to review pupil well-being</p> <p>July review of provision</p>
Total budgeted cost					£4,000
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?
To ensure all pupils have access to a range of clubs and enrichment activities (including the Music Garden and fitness programmes such as daily skipping and Walk a Mile).	<p>Members of staff to lead clubs (e.g. Gymnastics, Gardening, Sewing, Music) and to ensure all pupils have the opportunity to attend a variety without cost.</p> <p>To subsidise or fully cover the cost of activities led by external providers/companies.</p> <p>To facilitate musical, creative and physical activities to enhance wellbeing and physical fitness within the school day – provision of a well-equipped music garden, emphasis upon creativity and regular use of the Walk a Mile track.</p>	Creative, physical and environmental clubs/activities support social interaction, development of skills, interest and confidence.	Regular review of provision and attendance along with the addition of new opportunities.	<p>Debbie Stevens (HT)</p> <p>Lindsay Hankey (School Finance Secretary)</p>	Termly Monitoring
To enable all pupils to take part in school trips, events and access special activities	To fund school curricular activities such as visiting groups, trips, events and musical instruments to provide equal opportunities for all. Support is also available for school uniform and equipment.	To ensure that every child is able to participate in every area of provision without financial disadvantage.	The school will provide	<p>Debbie Stevens (HT)</p> <p>Lindsay Hankey</p>	Ongoing assessment of need.
Total budgeted cost					£1400

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Pupils will reach or exceed age related expectations at the end of Y2 in Reading, Writing and Maths.</p> <p>Teaching and learning will be tailored to meet the needs of each individual child, progress and attainment measured by EYFS and National Curriculum assessments. Other assessment measures, such as IAELD and P levels will be used as appropriate to monitor and assess steps of progress and provide personalised provision.</p>	<p>To support pupils progress and attainment in maths and English by providing an additional learning support assistant across each year group.</p> <p>Targeted actions include:</p> <p>Reception: Speech and language activities/intervention strategies (i.e Elklan and Well Comm) to support the development of firm foundations in literacy and numeracy</p> <p>Year 1: Targeted Fisher Family Trust one to one interventions, Small group English and maths interventions and specific speech and language therapy</p> <p>Year 2: Continued use of small group interventions</p>	<p>This small group of three children included a pupil with SEN (see data above and below) two of the three children achieved at or above age related expectations in most subjects, one child achieved at Greater Depth in all subjects. All of these children made progress of three steps or more across the year (one measured in P Levels). The use of targeted intervention strategies enabled the class teachers to provide personalised learning to meet the children's needs, including providing challenge for the more able. Strategies were adapted throughout the year.</p> <p>Dedicating an additional TA to each Year group to facilitate interventions, carry out speech and language programmes and work alongside pupils in the classroom has enabled targeted professional development/training - impacting upon pupil progress as well as the skill and independence of these members of the team.</p> <p>Through the year 75% of the children made progress of three or more steps in at least two areas (reading, writing and maths), 56% in all three. The significant impact observed has been in the building of relationships and communication skills, readiness or behaviour for learning, and concentration/focus. It is likely that the pace of learning in the coming year will be greatly impacted with these foundations in place.</p> <p>22% of the Pupil Premium group EHCP/SEN Register (school funds LSA support) and 55% receive support from additional interventions. Pupil progress meetings and teacher assessment monitor small steps of progress to explore next steps and support required.</p>	<p>Interventions such as 'Precision Teaching' that take place in daily short bursts, also encouraging motivation and independence are effective and demonstrating progress. Including the Extended Learning Team in this and other training has added to the quality of support from TAs and LSAs.</p> <p>2018 – 19 will see an increase in the number of pupils in this group, increased pay award and the need for continued development. This will lead to a slightly higher allocation in this area.</p> <p>Participating in group interventions has an impact upon the whole child, supporting all areas of development such as communication and language skills and relationships. This has been observed during classroom and pupil observations, as well as supported during conversations with children and parents.</p> <p>There is a need to continue to explore methods of small step assessment to more accurately measure the progress of the younger children in each area of the curriculum. This is particularly important on transition to KS1 at Year 1.</p>	£11,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Pupils emotional wellbeing, confidence and self-esteem will be nurtured through creative, therapeutic activities.</p>	<p>Weekly small group (and individual) play and creative therapy sessions with the schools dedicated Emotional Well-being and Mental Health Leader.</p> <p>Funded referral to a local Play Therapist/ Counsellor for pupils and parents.</p> <p>Whole school 'well-being' focus for the schools BLP initiative</p>	<p>The children have demonstrated enthusiasm and enjoyment, keen to participate in the play therapy and nurture sessions. Weekly records from the sessions show the impact upon the children's ability to be open with their feelings, sharing thoughts and concerns and they have built a wonderful relationship with the Schools Emotional Wellbeing and Mental Health Leader. Parents have also given excellent feedback and feel supported by the Leader. The impact of this provision is significant, this proactive approach to supporting children's wellbeing has given teachers additional strategies and facilitated partnership working to support children's emotional development and behaviour. Work will continue in this area to develop strategies to more accurately measure impact. The Leader has now embarked upon training to become a qualified Counsellor and has attended Mental Health Lead Training.</p> <p>Excellent feedback from parents has provided evidence of the impact the local professional Counsellor has had upon supporting families. This work has continued through consultation visits in the classroom which have upskilled class teams providing teaching, knowledge and strategies to enhance our provision and support each child.</p> <p>The BLP 'wellbeing' focus has increased yoga and mindfulness, the impact can be seen in the understanding and language of the children.</p>	<p>Focus will continue in this area. The weekly sessions are in demand, it has been necessary to increase from half a day to a full day. All pupils who receive funding are offered a session, funding will increase in this area next year.</p> <p>Many of the children who attend nurture and therapy sessions also find lunchtimes difficult. An additional MSA will run a drop-in club for those who would benefit from additional organised activities.</p> <p>Additional funding will also be included to provide for external counselling sessions.</p> <p>It has been difficult to find a home for the play therapy and nurture sessions where the environment feels perfect for sharing and facilitating creative talk and play sessions. A room will now be remodelled and dedicated to the 'Squirrel Club' to enhance this provision further.</p> <p>It is important to provide support for parents as well as children to support the emotional wellbeing of families. Building successful links with an professional counsellor has enabled us to access attachment and trauma training for staff. Plans for the future include a parenting course which is under development.</p>	£2500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>To ensure all pupils have access to a range of clubs and enrichment activities.</p>	<p>To appoint members of staff to lead clubs and to ensure all pupils have the opportunity to attend without cost.</p>	<p>All of the children attend at least one club. The 'Goldfingers Gardening Club' and the 'Gym-tastic Club' are provided by the school for all children. A Lego Club was also available to those children who benefit from adult support scaffolding co-operative play. These clubs have a positive impact upon behaviour and relationships.</p>	<p>During the year we had the opportunity to have a couple of funded places in the Rocksteady Bands for current FSM pupils, much appreciated by children and parents. Work will continue to monitor access in this area and ensure the children have the opportunity to follow their interests.</p>	£1200

To enable all pupils to take part in school trips, events and access special activities	To fund school curricular activities such as visiting groups, trips, events and musical instruments to provide equal opportunities for all. Support is also available for school uniform and equipment.	Provision has been made to assist families on means tested benefits (FSM and Ever 6) with school events and resources to ensure equity exists further support wellbeing.	Develop efficient ways of recording access to this assistance to ensure no opportunity is missed.	
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Additional detail

	School Year 2 % and number of <u>All</u> pupils at Expected standard+		School Year 2 % and number of <u>Disadvantaged</u> pupils Expected standard+		School Year 2 % of <u>All</u> pupils working at Greater depth (GDS)		National Other % working at Expected standard+		% Difference between School Disadvantaged pupils and National Other (Expected standard+)		Target for Year 2 2019 % and number of All pupils at Expected standard+	Target for Year 2 2019 % of All pupils working at Greater depth (GDS)
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018		
No. in cohort	63	60	63	60	63	60	63	60	63	60	60	60
No. of disadvantaged	2	*3	2	3	2	3	2	3	2	3		
Reading	89%	90%	50%	67%	43%	55%	79%	75%	-29%	-8%	87%	53%
Writing	81%	82%	50%	33%	37%	42%	72%	70%	-22%	-37%	80%	39%
Maths	83%	85%	50%	67%	35%	47%	79%	76%	-29%	-9%	83%	45%
R/W/M	73%	80%			29%	35%						

Note: Disadvantaged pupils working at Greater Depth (GDS):

Reading: Goldfield 33% (Nat 29%) **Writing:** Goldfield 33% (Nat 18%) **Maths:** Goldfield 33% (Nat 29%)