



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Goldfield Infants' and Nursery School	
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	5 % PPG (10 children) (6 EYPP in the Nursery)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Debbie Stevens
Pupil premium lead	Jane Blake
Governor	Charlie Coutts-Wood

Funding overview PP funds due for 21/22 is £13,690 comprising: FSM x6 = £8,070 + Post LAC x2 = £4,690 + service children x1 = £930

Detail	Amount
Pupil premium funding allocation this academic year	£13,690
Recovery premium funding allocation this academic year	£ 1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent



“ It’s a thousand little moments that lead to attainment for Pupil Premium students”
Marc Rowland 2020

At Goldfield Infants’ and Nursery School, we have high aspirations and expectations of all of our pupils irrespective of their background or the challenges they face. We are committed to ensuring each individual achieves their true potential. It is our priority to remove barriers to learning and help our children develop the skills necessary for them to achieve success throughout their lives.

Through a combination of high-quality teaching, targeted small groups and one-to-one support and a focus on the development of the whole child, we nurture and support all pupils to take pride in their individual achievements, encouraging them to contribute to lessons and opportunities across the school. Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their true potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A focus upon wellbeing and emotional development is at the heart of our approach, identifying those areas in which disadvantaged pupils require the most support. It is our intention that non-disadvantaged pupils’ attainment will be sustained and improved, alongside the progress of their disadvantaged peers, within an inclusive whole school approach. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.



Our approach will be responsive to shared challenges and individual needs of our young learners, supporting the development of strong foundations within our ‘Roots and Wings’ vision, paving the way for the learning journey ahead.

Through the strategy outlined below, we aim to improve the outcomes for our vulnerable and disadvantaged children in all areas of the curriculum.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Social and Emotional Development, Mental Health (Self-esteem and Anxiety).</p> <p>Observations, along with requests for intervention and support indicate that pupils are experiencing heightened anxiety and emotional vulnerability, particularly since the national lockdowns and partial school closure. National studies have found pupils in receipt of free School Meals to have been impacted to a greater extent following the disruption of COVID-19.</p> <p>This group includes pupils adopted from care, therefore, provision for emotional health (including attachment/trauma) features within this strategy plan.</p>
2	<p>Speech, Language and Communication</p> <p>There are specific speech and language needs within this small group other pupils will benefit from the development of communication skills.</p>
3	<p>Independence, Focus and Resilience</p> <p>Observations and discussions with staff, pupils and parents confirm lower levels of self-confidence, independence and resilience in the classroom. For many pupils reduced stamina and focus for learning has impacted upon ability to sustain and complete a task independently. Planning for our recovery curriculum revealed this following periods of lockdown, including supporting self-help skills.</p>
4	<p>Extended Opportunities and Social Capital</p> <p>Continuing to ensure equity of opportunity through enhanced support in the classroom and for transition activities; ensuring access to all areas of school provision by allocating funding for access to extra-curricular clubs, technology, uniform, resources, opportunities to attend school trips etc.</p>
5	<p>The Catch-up Curriculum</p> <p>Assessments and observations evaluate the individual needs of disadvantaged children, planning supports targeted interventions for additional support in phonics, reading and writing in order to make accelerated progress. The continuation of adaptations and individual plans for disadvantaged pupils with other needs (i.e. SEND)</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Social and Emotional Development, Mental Health (Self-esteem and Anxiety).</p> <p>All pupils feel safe and secure in school, knowing who they can talk to if they have concerns or worries.</p> <ul style="list-style-type: none"> ● successful strategies in place within our 'Squirrels Group' to support individual needs, feel secure and build confidence ● adaptations and support to enable pupils who struggle to manage their emotions to participate as part of their class ● high levels of engagement in learning. 	<p>Pupils' participation in the classroom, small group and individual activities demonstrate growing confidence and security.</p> <p>Pupil voice continues to indicate 100% of pupils feel safe in school. Individual case studies, including pupil voice, demonstrates that pupils are increasingly able to articulate how their emotions impact on their learning.</p>
<p>2. Speech, Language and Communication.</p> <ul style="list-style-type: none"> ● pupils with speech and language difficulty or with gaps in English as their second language make progress following targeted intervention (e.g. Elklan, WellComm); ● pupils who have gaps in vocabulary and/or conceptual understanding will Intervention tracking shows pupils will improve their acquisition of vocabulary from individual starting points (e.g. in WellComm) and make progress following targeted pre-teaching; ● all pupils have access to vocabulary and text rich environments and a planned sequence of vocabulary development. 	<p>Intervention tracking shows pupils will improve their acquisition of vocabulary from individual starting points.</p> <p>Pupil voice evidences impact of pre-teaching through an improved understanding and correct use of key vocabulary.</p> <p>Lesson observations show that children are using subject specific vocabulary with understanding because adults consistently model vocabulary rich, spoken language.</p>
<p>3. Independence, Focus and Resilience</p> <p>Pupils demonstrate confidence when faced with learning challenges, building up stamina to complete extended tasks:</p> <ul style="list-style-type: none"> ● pupils with low resilience and poor concentration engage more consistently in learning growing in independence ● pupils are able to manage routines, tackle new tasks and manage change ● pupils contribute in lessons with more confidence. 	<p>Pupils increased focus and stamina is reflected in the classroom within classroom activities, work scrutiny and observations.</p> <p>Learning observations and pupil voice evidences impact of 'building learning power' and the principles of growth mindset and the learning pit.</p> <p>There is evidence in observations that all learners contribute during lessons, including those who had previously displayed low confidence.</p>

<p>4. Extended Opportunities and Social Capital</p> <p>All pupils, regardless of background or social circumstances, have equal access to all opportunities, encouraging aspiration and participation.</p> <ul style="list-style-type: none"> ● no child will feel or be excluded from an opportunity due to economic circumstance; ● every child has the opportunity to take part in wider opportunities if they want to (e.g. extra-curricular activities); ● all children can talk about aspirations for their future, articulating their reasons. 	<p>Pupil participation across wider opportunities is representative of the school demographic.</p> <p>Financial tracking of subsidised opportunities demonstrates an increase in uptake by vulnerable learners.</p> <p>Pupil voice reflects interests and a wide variety of opportunities</p>
<p>5. The Catch-up Curriculum</p> <p>Every pupil, regardless of their additional needs, receives the support required to make progress in the curriculum.</p> <ul style="list-style-type: none"> ● high-needs disadvantaged pupils are supported through additional adults offering a tailored approach to meet their individual needs to ensure equity of access to the curriculum; ● high needs disadvantaged pupils are supported through advocacy, adaptation and personalisation to meet their individual needs to ensure equity of access to the curriculum; ● disadvantaged pupils with additional needs are supported through adaptation, intervention and scaffolds to meet their individual needs to ensure equity of access to the curriculum. 	<p>Intervention tracking and individual pupil progress shows pupils make individual steps of progress beyond their own capabilities.</p> <p>Pupil voice evidences that the children feel confident and safe in school so that they are able to learn.</p> <p>Lesson observations show that disadvantaged children with multiple presenting needs are able to access the curriculum and make individual steps of progress beyond their own capabilities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,400 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of additional teachers, teaching assistants across all year groups to enhance quality first teaching and enable small group teaching, intervening, pre-teaching and 1:1 pupil support.</p>	<p>The Education Endowment Foundation states that high quality teaching is the most effective way of ensuring pupils have the best chance of making progress. Therefore, funding trained teachers and skilled teaching assistants to provide this additional support is essential to quality first teaching.</p>	<p>2, 3, 5</p>
<p>High quality CPD with County English advisors. Purchase of recommended teaching resources including vocabulary rich, high quality reading texts to support delivery of guided reading and writing activities.</p>	<p>Teacher assessments indicate a decline in writing for all children including those identified as disadvantaged. Particular concerns around: - handwriting and letter formation - sentence construction - use of punctuation - spelling - stamina in terms of developing complete pieces of writing. Small group tutoring session using a range of resources, including Read Write Inc, will support this. Whole school professional development in Phonics and writing will ensure an aligned approach to oral rehearsal and supplements access to story language and vocabulary for pupils who do not have a text rich home environment. There is a strong evidence base that suggests oral language activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on literacy acquisition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>2, 3, 5</p>
<p>Further support from school strategies such as Building Learning Power (growth mindset, learning habits, 'learning pit') in subject specific content</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>3, 5</p>

across the curriculum so that all children understand how they learn best and how to move forward in their learning.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,500 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of interventions for disadvantaged pupils who have poor phonological awareness and low spoken language skills (e.g. WellComm, Elklan)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, including Read Write written activities. This will be delivered through our School Led Tutoring.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of decoding, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	3, 5
High adult ratios in every class ensures that disadvantaged pupils with additional needs receive additional support to meet individual learning targets.	Targeted interventions addressing specific needs and knowledge gaps are an effective method to support low attaining pupils or those falling behind, both one-to one tuition and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3400 approximately

Activity	Evidence that supports this approach	Challenge no. addressed
<p>Increased time for counselling and therapy activities for pupils through our in-school counsellor/teacher and leader of The Squirrels Group. This provision has had a hugely positive impact upon families over a number of years with dedicated sessions for small groups and individuals, with a trained counsellor and Mental Health Leader</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1,3</p>
<p>Play therapy/Drawing and Talking sessions, Woodland Friends and Gardening Club provided for identified disadvantaged children who require additional mental health support. Additional access to external support and counselling.</p>	<p>Evidence from established school practice, pupil voice, feedback from parents, as well as external agencies (e.g. health professionals) confirms that pupils at risk are supported, feel safe, manage risk and are more able to self-regulate their emotions.</p>	<p>1,3,4</p>
<p>All children, regardless of social circumstance, will be provided with equity of opportunity in order to access technology, trips, residential trips, extra-curricular clubs, resources and uniform</p>	<p>https://children-ne.org.uk/how-we-can-help/schools/poverty-proofing/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1, 3, 4</p>

Total budgeted cost: £ 16,300

In addition to the Pupil Premium Grant of £13,690, school supplements provision for our most vulnerable PPG pupils as outlined above.