

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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
<b>Goldfield Infants' and Nursery School</b>	
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	4% PPG (10 children)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Katherine Cooper
Pupil premium lead	Katherine Cooper
Governor	Hannah Scragg

**Funding overview** PP funds due for 22/23 is £14,835 comprising: FSM x7, Post LAC x2 service children x1 = £930

Detail	Amount
Pupil premium funding allocation this academic year	£14, 835
National Tutoring allocation this academic year	£ 1,134
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the implementation of our targeted support teaching for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Parental Engagement</b></p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of some, not all, of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils due to the level of parental support and engagement. These findings are backed up by several national studies.</p>
2	<p><b>Learning Phonics/Learning to Read</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><b>Financial means to access to the wider curriculum/resources</b></p> <p>We are committed to ensuring all children have the opportunity to join after school clubs, participate in extra-curricular activities and attend school visits. We are proactive in teaching out to families to offer financial support. Children have not had access to school funded holiday and weekend clubs, e.g. swimming because these were not available during lockdowns.</p>
4	<p><b>Vocabulary</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p><b>Social and Emotional</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some children. Teacher referrals for support have markedly increased during the pandemic. Some pupils (both disadvantaged and non-disadvantaged) currently require additional support with social and emotional needs, with them receiving small group in-class interventions.</p>
6	<p><b>Speech, Language and Communication</b></p> <p>There are specific speech and language needs within this small group other pupils will benefit from the development of communication skills.</p>
7	<p><b>Independence, Focus and Resilience</b></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>
8	<p><b>Extended Opportunities and Social Capital</b></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>

## 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><b>1. To raise attainment and accelerate progress of pupils with specific learning difficulties therefore narrowing the gap between disadvantaged pupils and their peers.</b></p>	<p>Evidence presented in pupil progress meetings (learning observations, book reflections and pupil voice triangulated with the PPG tracker)</p>
<p><b>2. Improved oral language skills and vocabulary among disadvantaged pupils.</b></p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book reflection and ongoing formative assessment. Knowledgeable teachers with good subject knowledge discuss learning and progress of the children. The delivery of a curriculum that reflects the needs of the pupils in our school.</p>
<p><b>3. Improved reading attainment among disadvantaged pupils.</b></p>	<p>Children in receipt of PPG move at least three book bands over an academic year. Reading comprehension tests (KS1) and written feedback in reading records demonstrate improved comprehension skills among disadvantaged pupils. Teachers should also have recognised this improvement through engagement in lessons. Any children in receipt of PPG who do not meet the expectation in the phonics screening have clearly defined actions.</p>
<p><b>4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and meet the personal, social, and emotional (PSE) needs of the pupils to make room for learning to take place.</b></p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from parent feedback and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Link professionals work with targeted pupils and families and are identified in a timely manner.</li> </ul>
<p><b>5. To maximise access to experiences that widen children’s knowledge and skills for life that may have been lost due to the pandemic.</b></p>	<p>All children are able to attend educational visits with their peers. Children feel a sense of belonging and have the correct uniform to ensure they can fully take part in the curriculum. Children access experiences and opportunities to learn new life skills through after school clubs and holiday clubs. Children acquire life skills, such as riding a bike, participating in swimming lessons.</p>
<p><b>6. To support pupils to catch up for lost teaching over the previous months during lockdown</b></p>	<p>Small group learning sessions that focus on curriculum and needs of the children. Knowledgeable teachers with good subject knowledge discuss learning and progress of the children.</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: £4500 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (cost of staffing to deliver intervention)</b></p> <p><b>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 6</p>
<p><b>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.</b></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>1, 2, 3</p>

<p><b>Classroom environments ensure a love of reading is promoted in all areas of learning, introduction of 3 books a day where teachers focus on 3 books a day for a whole week, modelling a motivation to read, book handling skills, improve vocabulary and storytelling.</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5</p>
<p><b>Small group learning sessions that focus on curriculum and needs of the children.</b></p>	<p>Strong teacher subject knowledge and effective diagnostic assessment results in quality first teaching and progress for all.</p>	<p>1</p>
<p><b>Further support from school strategies such as Building Learning Power (growth mindset, learning habits, 'learning pit') in subject specific content across the curriculum so that all children understand how they learn best and how to move forward in their learning.</b></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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>4</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4500 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group learning sessions that focus on curriculum and</b></p>	<p>Strong teacher subject knowledge and effective diagnostic assessment results in quality first teaching and progress for all.</p>	<p>1, 3</p>

<b>needs of the children.</b>		
<b>High adult ratios in every class ensures that disadvantaged pupils with additional needs receive additional support to meet individual learning targets.</b>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3

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

Budgeted cost: £5835 approximately

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge no. addressed</b>
<b>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</b>	<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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1, 2, 3, 4
<b>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.</b>	<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>	1, 4

<p><b>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</b></p>	<p><a href="https://children-ne.org.uk/how-we-can-help/schools/poverty-proofing/">https://children-ne.org.uk/how-we-can-help/schools/poverty-proofing/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>4, 5</p>
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**Total budgeted cost: £14,835** In addition to the Pupil Premium Grant, school supplements provision for our most vulnerable PPG pupils as outlined above.