



National College for
Teaching & Leadership



Pupil premium strategy statement:

1. Summary information					
School	Godolphin Infant School				
Academic Year	2017-18	Total PP budget	£67320	Date of most recent PP Review	September 2016
Total number of pupils	350	Number of pupils eligible for PP	51	Date for next internal review of this strategy	July 2018

2. Current attainment (2016-17)		
	<i>Pupils eligible for PP (GIS)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (fft)	74%	
% attaining at expected standard + in reading	78%	
% attaining at expected standard + in writing	74%	
% attaining at expected standard + in maths	78%	
% attaining GLD at the end of EYFS	81%	
% meeting the standard in the year 1 Phonics Screening Check	90%	
% meeting the standard by the end of year 2 Phonics Screening Check	96%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Limited speech and language skills which impacts on learning	
B.	Gaps in prior learning	
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Consistent attendance and punctuality.	
E.	Access to resources, such as books, libraries, life experiences (especially cultural).	
F.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.	
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.
B.	Pupils eligible for PP to achieve ARE in line with non PP pupils for phonics, RWM and make good progress.	Pupils eligible for PP make good progress in reading, phonics, writing mathematics and achieve ARE in line with non PP pupils. Measured by teacher assessments, PSC and successful moderation practices.
C.	Higher rates of progress in Y2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining make as much progress as 'other' pupils identified as high attaining, across Y2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below (subject to change following national data update).
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure

Academic year £67320

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>Boost pupil progress in writing through improving quality first teaching of writing</p> <p>Outcomes A and B</p>	<p>Cycle of CPD for staff including:</p> <ul style="list-style-type: none"> T4W CPD Coaching TA CPD and coaching <p>Pobble to publish children's work and build evidence banks</p> <p>Assessment CPD including: Comparative Judgements CPD and moderation, including use of No More Marking, use of SIMS PoS/marksheets</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>EEF recommendations for improving literacy skills in KS1 state "A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group".</p> <p>Use of Pobble to publish children's work will build an online evidence bank of pupils' writing and provide them with an audience. Parents will also be able to become engaged in the writing process. Trial this approach in 1 targeted class, with a view to expanding in 2018-19.</p> <p>Developing teachers ability to accurately assess writing will enable them to adapt teaching accordingly to focus on exactly what the pupil needs to progress. Use of Comparative Judgements will help support moderation of judgements alongside other forms of moderation.</p>	<p>The school monitoring cycle will continuously evaluate provision.</p>	<p>SLT</p>	<p>Termly</p>
<p>Vocabulary and curriculum development to enable children to access learning at home</p> <p>Outcome B</p>	<p>Develop knowledge organisers for key subject areas.</p> <p>Online subscriptions – Mathletics</p>	<p>These approaches will help to ensure that parents are able to provide additional support for their children at home. This is an approach that will benefit all pupils.</p>	<p>Monitoring use of online subscriptions Gaining parental feedback on knowledge organisers.</p>	<p>Phase Leaders</p>	<p>Termly</p>
Total budgeted cost					£5953

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?
Support underachieving pupils with identified barriers to learning with targeted interventions Outcomes A and B	SALT <ul style="list-style-type: none"> Use of therapist for assessments/therapy TA/LSA SALT interventions (Talk Boost/1-1) 	The EEF findings from oral language interventions show moderate impact for low cost. Talk Boost was used successfully with EYFS pupils 2016-17.	The school monitoring cycle will continuously evaluate provision.	FH	Half Termly
Support underachieving pupils with identified barriers to learning with targeted interventions Outcome B	Specific <ul style="list-style-type: none"> EP SEBDOS OT Interventions <ul style="list-style-type: none"> 1-1 phonics Direct Read Mentoring Project code x ELSA Nessy 	EEF findings for 1-1/small group tuition show it can be effective. The school has utilised interventions successfully in previous years and will continue with this approach. The use of services (EP etc) will be used to provide specific guidance for pupils with SEN where there is no LA provision.	The school monitoring cycle will continuously evaluate provision.	FH	Half Termly
			The school monitoring cycle will continuously evaluate provision.	FH	Half Termly
Support high attaining pupils to make good progress in literacy Outcome C	Year 2 targeted literacy group led by experienced teacher (AH)	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	The school monitoring cycle will continuously evaluate provision.	Phase Leaders	Termly in line with assessment timeline
Increase parental engagement through developing parents understanding of the curriculum, raise aspirations and to support their children effectively Outcomes A and B	<ul style="list-style-type: none"> Targeted parent workshops and coffee mornings Individual Pupil conferences Readiness for learning for nursery pupils (Summer Term) 	Parental involvement is consistently associated with pupils' success at school. Parent workshops should enable parents to understand the curriculum and gain confidence to ask questions. Individual pupil conferences will enable greater focus on attainment and progress for PPG pupils, with everyone involved with the child working together.	Monitor the effect of the targeted approaches through: <ul style="list-style-type: none"> Tracking pupils attainment and progress Monitoring uptake of parent workshops etc Reviewing effectiveness of pupil conferencing 	AJ	Termly
Total budgeted cost					£50416

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 PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development Outcome E	Enrichment opportunities and specific opportunities to broaden the horizons of those students to be offered.	Pupils benefit from working with others and being introduced to a variety of experiences, including the Prince William Award. Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Phase Leaders	Termly
To ensure high attendance of PPG pupils Outcome D	Breakfast club provision to be made for PPG pupils Allow additional dedicated time to work with the families of PPG pupils to increase attendance percentages and improve punctuality (AJ lead). Allow additional dedicated time to take action where vulnerable PPG pupil attendance remains below national average (KP lead).	The DfE have published reports on the link between absence and attainment. It has been found that pupils with poor attendance the lower the likely level of attainment. We will continue to allow time to work with families of PPG pupils/take action where necessary as this was shown to have an impact once introduced last year. Breakfast club will continue to be provided for PPG pupils	Rigorous monitoring of attendance for PPG pupils from the beginning of the school year. Action to be taken immediately when attendance drops.	KP	Half Termly
To ensure pupils eligible for PPG are in receipt of the grant. Outcome F	Encouraging take up of PPG – raffle for uniform (all parents eligible)	Ensure equal opportunities for all and that pupils eligible for PPG are in receipt of the grant.	Record % of completed PPG forms in each year group, which should lead to an increased take up of PPG. Ensure all year groups have raffle and all parents supported to complete forms as needed. Ensure all staff have thorough awareness of PPG to support parents to complete forms.	AJ	Census times
Total budgeted cost					£10950

6. Review of expenditure				
Previous Academic Year		2016-17		
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)	Cost
B. Improved progress for pupils working below ARE in literacy	<p>Full adoption of RWInc programme, with targeted CPD to support teacher's delivery</p> <p>Data tracking systems used to monitor progress</p>	<p>In Year 1 90% of disadvantaged pupils passed the PSC compared with with 86% of non PP pupils. This is an increase of 19% from 2016.</p> <p>In Year 2 96% of disadvantaged pupils have now passed the PSC (96% overall). This is an increase of 13% from 2016. Overall 4 children (1 PP) have not passed (all with SEN needs – 2 with EHCP's). 88% of disadvantaged children in Reception are currently on track to pass the PSC at the end of EYFS.</p> <p>In EYFS progress in literacy has been good. Reading ELG 88% PP (81% entered EYFS at the expected standard) Writing ELG 85% PP (54% entered EYFS at the expected standard)</p> <p>In KS1, in reading, of the 7 pupils working below the expected standard at the end of EYFS, 29% are now at the expected standard.</p> <p>In writing, of the 8 pupils working below the expected standard at the end of EYFS, 38% are now working at the expected standard.</p>	<p>The RWInc programme is now fully integrated into the school and we are now at a stage where we can refine. We have found that it has had less impact upon pupil progress in writing, especially for our more able writers and so we will adapt the programme for 2017-18, with RWInc sessions focusing on phonics/reading and introducing a whole school focus on T4W.</p> <p>Data system currently used is based upon a linear model of progress. This is not an effective model and is one the school is now in a position to move away from. As such we will be changing our data tracking system for 2017-18 to one that is more reliable and provides us with greater flexibility to be used to suit our needs (SIMS). We are aware that teachers in KS1 will need to be supported to now be able to make reliable judgements of pupils attainment and progress in line with the NC expectations. EYFS teachers have been supported this year by an external consultant, and this has been effective and will need to continue next year to ensure consolidation.</p>	£14,119
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)	Cost
<p>B. Improved progress for pupils working below ARE in literacy</p> <p>C Improved progress for pupils working below ARE in mathematics</p>	<p>121 and small group provision for children with:</p> <ul style="list-style-type: none"> • RWInc 121 booster • SALT interventions (Talk Boost/colourful semantics) 	<p>RWInc 1-1 booster groups had a positive impact upon PSC results, with 90% of PP pupils passing the PSC in Year 1 and 96% of PP pupils passing in Year 2.</p> <p>Pupil progress for KS1 information for reading/writing is detailed above. In Maths of the 8 pupils working below the expected standard at the end of EYFS, 38% are now working at the expected standard.</p> <p>It is important to note that for 5 of the pupils</p>	<p>These interventions have had a significant impact upon pupil attainment and progress, in particular RWInc 1-1 booster sessions. However as a school we now need to move away from a reliance upon interventions to support learning as many children are missing out on the wider curriculum through being withdrawn for multiple interventions. It will be important to focus on Quality First Teaching to ensure that gains made this year continue into 2017-18. Interventions need to be evaluated with increasing rigour to ensure cost effectiveness and impact.</p>	£48540

	<ul style="list-style-type: none"> targeted maths support (teacher led) Targeted writing support (teacher led) 	<p>working below the expected standard (End of EYFS and KS1) there are also SEN factors to take into account and from reviewing books it is apparent that good progress has been made, though this is not reflected in the data due to their more complex needs.</p> <p>In EYFS progress in literacy has been good. Reading ELG 88% at the expected standard (81% on entry) Writing ELG 85% at the expected standard (54% on entry) Number ELG and SSM ELG 81% at the expected standard (81% entered EYFS at the expected standard). Of the 5 children who are not working at the expected standard 3 have SEN, with 2 having an EHCP.</p>		
A. Improved progress for high attaining pupils	Weekly small group sessions in maths and writing for high-attaining pupils with experienced teacher, in addition to standard lessons.	<p>Across RWM there has been an increase of disadvantaged pupils attaining greater depth. Maths KS1: End of EYFS there were no pupils exceeding in maths. End of KS1 27% of PP pupils are now working at greater depth. Reading KS1: End of EYFS 9% of PP pupils were exceeding. End of KS1 41% of PP pupils are now working at greater depth. Writing KS1: End of EYFS 9% of PP pupils were exceeding. End of KS1 14% of PP pupils are now working at greater depth.</p>	<p>The interventions for this year have been successful, however have significant cost, and have meant the pupils have been withdrawn from other curriculum areas.</p> <p>At the end of EYFS few PP pupils are high attaining (Reading 8%, Writing 4%, Maths 4%). Identifying and then supporting these pupils earlier needs to now be a focus, through improved use of assessment and data information.</p>	
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)	Cost
<p>D. Increased attendance rates</p> <p>B. Improved progress for pupils working below ARE in literacy</p> <p>C Improved progress for pupils working below ARE in mathematics</p>	<p>Tracking of PP Children and appropriate intervention by Year lead</p> <p>Provision of Breakfast club</p> <p>Provision of educational visits</p> <p>SEBDOS support</p> <p>Mentoring</p>	<p>Improved progress in literacy and mathematics for EYFS and KS1 are detailed above.</p> <p>Attendance slightly improved for PPG pupils in 2016-17 however this remains an area for significant improvement. PPG attendance went from 92.6% in the Autumn term to 94.2% in the Summer term. This is broadly in line with non PPG whose attendance was 94.5%.</p> <p>Breakfast club has been used consistently by 26 PPG pupils throughout the year. This is 43% of all PP pupils. The majority accessed on a daily basis.</p>	<p>Attendance procedures were reviewed in January leading to improvements. In 2017-18 these procedures will begin from the start of the school year which we anticipate will lead to continued improvements.</p> <p>Breakfast club will continue as this has been used continually by PPG parents and is evidence based. For 2017-18 we will aim to develop Breakfast club opportunities further – e.g. offering a wider range of activities.</p>	£16540.55

