



Pupil Premium Strategy Statement – Godinton Primary School

Updated October 2017

Godinton Primary School is committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential, make excellent progress and attain the levels of knowledge, understanding and skills required for their future lives. We endeavour to deliver high standards of quality first teaching and to provide additional support and intervention to raise standards and

Raising the Attainment of Pupil Premium and Disadvantaged Pupils

Attainment and progress of disadvantaged pupils at Godinton was particularly positive in the end of Key Stage SATs in 2017.

- Percentage of pupils identified as disadvantaged in the school is 9%, lower than the NA of 24%. There is a 4% decrease in the number of disadvantaged pupils in the last 4 years.
- Progress for disadvantaged pupils in the KS2 SATS in 2017 was good: +2.04 (reading), +1.22 (writing) and +3.21 (maths). This is better than the National averages for disadvantaged pupils (reading +0.3, writing +0.17 and maths +0.28)
- Attainment was above NA in all three areas and combined at expected: 86% reading (compared with NA 77%), 86% writing (compared with NA 81%), 100% maths (compared with NA 80%), combined 86% (compared with NA 67%).
- Attainment at exceeding was in line with NA or higher in reading and maths.
- Average scores were above NA in reading and maths.

Our commitment at Godinton is to ensure that all pupils achieve the very best that they can. We endeavour to support our disadvantaged pupils to make as much progress as their peers and to close the gap between disadvantaged and non-disadvantaged pupils.

We want to ensure that more of our disadvantaged pupils exceed the standards in reading, writing and maths and that our pupils who are SEN and pupil premium make progress in line with their peers. Attendance of pupil premium children is slightly lower than that of non-pupil-premium children and although higher than National averages we want to see an improvement in this too.

1. Summary Information

School	GODINTON PRIMARY SCHOOL				
Academic Year	2017-2018	Total PP budget <i>September 2017 – August 2018</i> <i>(including projected estimate)</i> £61,780		Date of most recent PP Review	SEPTEMBER 2017
Total number of pupils	420	Number of pupils eligible for PP	51	Date for next internal review of this strategy	JULY 2018
Budget	Pupil premium is allocated for a financial year April 2017 – April 2018 The pupil premium strategy plan runs from September 2017 – July 2018 Adaptations are made to funding when new allocations are made in April therefore the plan takes into account predicted amounts based on actual figures for the previous financial year.				
Pupil Premium income from pupils receiving deprivation pupil premium.	£51,480	Pupil Premium income from pupils receiving pupil premium as LAC or adopted from care.	£7,600	Pupil Premium income from pupils receiving pupil premium as service children.	£2,700

2. Current Attainment (2016-2017 Data)

Good Level of Development – Early Years Foundation Stage

Godinton Pupil Premium Pupils	Godinton Non-Pupil Premium Pupils	National All Pupils
0/2 (0%)	41/58 (70.7%)	71%

Year 1 Phonics Attainment – Pupils Reaching the Required Standard

Godinton Pupil Premium Pupils Reaching the Required Standard	Godinton Non-Pupil Premium Pupils Reaching the Required Standard	National Disadvantaged Pupils Reaching the Required Standard.	All Godinton Pupils Reaching the Required Standard	National All Pupils Reaching the Required Standard
4/5 (80%)	41/55 (73.2%)	DATA NOT YET AVAILABLE	75%	82.1%

KS1 SATs (Year 2) – Pupils Reaching Age Related Expectations

	Godinton Pupil Premium Pupils (3 pupils)	Godinton Non-Pupil Premium Pupils (46 pupils)	National All Pupils	National Disadvantaged Pupils (does not include service children)	National Non – Disadvantaged Pupils (does not include service children)
Reading	3/3 (100%)	41/56 (73.2%)	75.5%	61.2%	76.5%
Writing	2/3 (67%)	36/56 (64.3%)	68.2%	54.4%	72.2%
Maths	3/3 (100%)	41/56 (73.2%)	75.1%	62.4%	78.8%

KS2 SATs (Year 6) – Pupils Reaching Age Related Expectations

	Godinton Pupil Premium Pupils (12 pupils)	Godinton Non-Pupil Premium Pupils (46 pupils)	National All Pupils	National Disadvantaged Pupils (does not include service children)	National Non – Disadvantaged Pupils (does not include service children)
Reading	11/12 (91.7%)	39/46 (84.8%)	71%	59.7%	76.8%
Writing	11/12 (91.7%)	36/46 (78.3%)	76%	65.9%	81.1%
Spelling, Punctuation and Grammar	11/12 (91.7%)	35/46 (76.1%)	77%	66.4%	81.8%
Maths	11/12 (91.7%)	34/46 (73.9%)	75%	63.3%	80.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p>Maths</p> <p>Internal data analysis has identified that the attainment of pupil premium children in Year 6 is lower than that of non-pupil premium children in maths and on average is below age related expectations. In other year groups attainment is broadly comparable. Poor mathematical problem solving skills – ability to manipulate numbers and to reason. Difficulties in applying mathematical skills acquired in contextualised problems. The attainment of more able pupils in all year groups is lower than that of non-pupil-premium children (in Year 6, 4, 3 and 2 no pupil premium children exceeded the standard). Progress of PP children is 5.8 steps compared with non-pupil-premium children at 6.1 steps.</p>
B.	<p>Phonics</p> <p>Not all pupil premium children in Year R achieved expected for reading at end of EYFS. 25% of pupil premium children in current Year 2 did not meet the requirements of the phonics screening in Year 1 and will have to retake in Year 2.</p>
C.	<p>Writing</p> <p>Attainment of children in Year 5 and 6 at ‘expected’ in writing is lower than that of non-pupil-premium children (Year 6 50% PP v 63% NPP, Year 5 64% PP v 76% NPP). Attainment of pupil premium children at greater depth across the school is lower than that of non-pupil-premium children (No PP children are achieving at greater depth for writing).</p>
D.	<p>Reading</p> <p>Attainment of children in Year 2, 5 and 6 is lower for pupil premium children than non-pupil premium children at ‘expected’ in reading (Year 2 80% PP v 91% NPP, Year 5 71% PP v 78% NPP, Year 6 50% PP v 74% NPP). Attainment of pupil premium children at greater depth across the school is generally lower than that of non-pupil-premium children. Progress of pupil premium children in reading in Years 5 and 6 is less than that of non-pupil-premium children by 0.3 steps.</p>

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	<ul style="list-style-type: none"> • Pastoral support required for some families from Family Liaison Officer. • Social, emotional and behavioural difficulties impact on the learning of some disadvantaged pupils. • Attendance lower than non-pupil-premium children.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Maths</p> <ul style="list-style-type: none"> • Narrowed gap of attainment between pupil premium children and non-pupil premium children in maths in Year 6. Attainment of pupil premium children is closer to age expected attainment. • Attainment of pupil premium children at ‘exceeding’ increases across the school. 	<ul style="list-style-type: none"> • Pupil progress meetings and internal data analysis (using FFT to support) are used to identify end of year targets which will enable Year 6 pupils to make rapid progress. • Support interventions established to address areas of underachievement.

	<p><i>Measured through data analysis and tracking spreadsheets, intervention records, pupil progress meetings.</i></p>	<ul style="list-style-type: none"> • Pupil premium children feel confident in maths lessons. • Increased number of pupil-premium children meet the expectations for ‘exceeding’ standards in maths across the school. • Support provided to enable higher ability pupil premium children to make similar progress to that of non-pupil-premium children. • Attainment and progress of disadvantaged pupils is at least in line with National results.
<p>B.</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To enable the majority of pupil premium children to meet the expectations of the screening in Year 1 and re-screening in Year 2. <p><i>Measured through data analysis and tracking spreadsheets, intervention records, pupil progress meetings.</i></p>	<ul style="list-style-type: none"> • Early identification of pupils requiring support / intervention and additional activities implemented. • Phonics groupings meet the children’s needs and ensure both support and challenge to increase progress and attainment. • Regular assessment enables progress to be tracked. • Gap analysis to ensure that any areas requiring development are addressed. • Staff skill matches the children’s needs.
<p>C.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Year 5 and 6. Attainment of pupil premium children is closer to age expected attainment. • Attainment of pupil premium children at ‘exceeding’ increases across the school. <p><i>Measured through data analysis and tracking spreadsheets, intervention records, pupil progress meetings.</i></p>	<ul style="list-style-type: none"> • Pupil progress meetings and internal data analysis (using FFT to support) are used to identify end of year targets which will enable Year 6 pupils to make rapid progress. • Support interventions established to address areas of underachievement. • Pupil premium children feel confident in English lessons. • Increased number of pupil-premium children meet the expectations for ‘exceeding’ standards in writing across the school. • Support provided to enable higher ability pupil premium children to make similar progress to that of non-pupil-premium children. • Attainment and progress of disadvantaged pupils is at least in line with National results.
<p>D.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Years 2, 5 and 6. Attainment of pupil premium children is closer to age expected attainment. • Attainment of pupil premium children at ‘exceeding’ increases across the school. • Progress of pupil premium children in Year 5 and 6 is closer to that of non-pupil-premium children. 	<ul style="list-style-type: none"> • Pupil progress meetings and internal data analysis (using FFT to support) are used to identify end of year targets which will enable Year 6 pupils to make rapid progress. • Support interventions established to address areas of underachievement. • Pupil premium children feel confident in English lessons. • Increased number of pupil-premium children meet the expectations for ‘exceeding’ standards in reading across the

	<i>Measured through data analysis and tracking spreadsheets, intervention records, pupil progress meetings.</i>	<p>school.</p> <ul style="list-style-type: none"> Support provided to enable higher ability pupil premium children to make similar progress to that of non-pupil-premium children. Attainment and progress of disadvantaged pupils is at least in line with National results.
E.	<p>Social, Emotional and Behavioural support (including attendance)</p> <ul style="list-style-type: none"> Self-esteem of pupils increases, greater resilience and children more willing to engage in challenging activities. Listening and attention skills of Year 1 pupils shows improvement Attendance of pupil premium children more closely matches that of non-pupil-premium children. <p><i>Measured through intervention records, feedback from children and parents, attendance registers.</i></p>	<ul style="list-style-type: none"> Continuation of support from the FLO or preventative services to ensure that children's needs are met. Pastoral support for pupils takes place in school to develop self-esteem and build confidence and resilience. Reduction in absence of pupil-premium children.

5. Planned Expenditure

Academic year

2017-2018

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>A</p> <p>Maths</p> <p>Narrowed gap of attainment between pupil premium children and non-pupil premium children in maths in Year 6. Attainment of pupil premium children</p>	<p>To implement maths mastery across the school, but initially in years 1, 4 and 5.</p> <p>To look at the principles of mastery in extending more able children and how these can be applied</p>	<p>Evidence from the LA and other local schools has highlighted the benefits of adopting mastery as a means of raising standards. The benefits to other areas of the curriculum would also be advantageous and would enable our children to better at solving problems,</p>	<p>Feedback from lesson observations and work scrutiny will evaluate the quality and impact of maths sessions and in particular the effect on attainment and progress of the most able pupils. Feedback will be provided for staff and</p>	<p>SMT</p> <p>Maths Lead</p> <p>TLs</p> <p>Year 1 / 2 teachers and TAs</p>	<p>July 2018.</p>

<p>is closer to age expected attainment.</p> <p>Attainment of pupil premium children at 'exceeding' increases across the school.</p>	<p>across the curriculum. To ensure staff are skilled in delivering the mastery approach through CPD including peer observations and high quality feedback.</p>	<p>reasoning and making links. This would particularly support our pupil premium children who sometimes lack confidence. Feedback from staff in previous lesson observations and work scrutiny have identified reasoning as being an area requiring improvement. Pro-active Maths lead in the school offers good support to staff.</p>	<p>action points implemented. Maths Lead to be involved in supporting colleagues and will provide feedback to SMT. CPD opportunities will enable staff to share good practice with colleagues. Assessments show improvements in children's attainment. Discussion at pupil progress meetings and with children.</p>		
<p>B</p> <p>Phonics</p> <p>To enable the majority of pupil premium children to meet the expectations of the screening in Year 1 and re-screening in Year 2.</p>	<p>Continued development of staff skills in teaching phonics and widened opportunities for sharing good practice.</p> <p>Increased parental engagement in supporting phonics activities with their children at home. Reading information evening for parents and Phonics Screening meeting for parents.</p> <p>Review of phonics interventions to raise pupil progress and attainment in phonics.</p>	<p>New teachers and TA in Year 1 / 2 would both benefit from phonics CPD (team teaching, observations of colleagues, support from Team Leaders / Literacy Lead) in order to increase their own skill set. Using the skills of more experienced colleagues, including speech and language TAs, establishes a culture of sharing skills to the benefit of all.</p> <p>Greater encouragement of reading activities at home will help to strengthen the skills being embedded at school. At home parents are able to support with regular reading practice in order to develop more sustained reading skills in the children.</p> <p>Improved intervention tracking and data analysis will help to shape the content of phonics intervention programmes, ensuring the raising of attainment and progress.</p>	<p>Classroom observations from SMT and TLs will see increased staff confidence in the delivery of high quality phonics lessons. Year 1 and 2 staff will work closely with s and l TAs and TLs and relevant training / observations completed. Assessments show improvements in children's attainment. Discussion at pupil progress meetings and with children.</p> <p>Meetings to take place and feedback from parents given to SMT. Positive engagement with reading at home initiatives. Active participation from children.</p> <p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made.</p>	<p>SMT Literacy Lead TLs Year 1 / 2 teachers and TAs</p>	<p>July 2018.</p>

			<p>Support for staff in use of materials such as TRUGS resources.</p> <p>Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p>		
<p>C</p> <p>Writing</p> <p>Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Year 5 and 6.</p> <p>Attainment of pupil premium children is closer to age expected attainment.</p> <p>Attainment of pupil premium children at 'exceeding' increases across the school.</p>	<p>Whole staff training in extending more able pupils in writing and extension of moderation opportunities enabling staff to feel secure in evidencing writing at greater depth.</p> <p>Staff training in aspects of writing such a GPS and LTC.</p>	<p>Staff are benefitting from regular opportunities to moderate work and an increased focus on assessing writing from those children who are exceeding the standard would be beneficial.</p> <p>New exemplification materials will support staff judgements and can be used to model expectations with the children.</p> <p>Developments in GPS tracking will benefit all pupils as a clear gap analysis can be provided which will be used to direct teaching more specifically.</p>	<p>Staff CPD and staff meeting records will detail training undertaken. Observations and discussion with staff will identify impact of increased staff skills.</p> <p>Work scrutiny will identify good examples of extended writing. Feedback to staff provided and any adjustments made.</p> <p>Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p>	<p>SMT</p> <p>Literacy Lead</p> <p>TLs</p> <p>All teachers and TAs</p>	<p>July 2018.</p>
<p>D</p> <p>Reading</p> <p>Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Years 2, 5 and 6.</p> <p>Attainment of pupil premium children is closer to age expected attainment.</p> <p>Attainment of pupil</p>	<p>Continued development of staff skills in teaching reading and in structuring reading sessions and widened opportunities for sharing good practice delivered through staff CPD and staff meeting allocation.</p> <p>Review of effectiveness of guided reading sessions and</p>	<p>Current practices in Guided Reading have been in place for a while and would benefit from review in order to consider their effectiveness. Good practices have been established in Year 6 and could be shared more widely with staff.</p> <p>Reading resources also require review in order to meet the needs of the children, particularly comprehension resources and home reading books.</p> <p>Review of afternoon interventions also</p>	<p>Staff CPD and staff meeting records will detail training undertaken. Observations and discussion with staff will identify impact of increased staff skills.</p> <p>Pupil interviews will detail pupil feedback of reading and in particular GR sessions.</p> <p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made.</p>	<p>SMT</p> <p>Literacy Lead</p> <p>TLs</p> <p>All teachers and TAs</p>	<p>July 2018.</p>

<p>premium children at 'exceeding' increases across the school. Progress of pupil premium children in Year 5 and 6 is closer to that of non-pupil-premium children.</p>	<p>consideration of different approaches. Review of current resources to support comprehension activities in the classroom and during interventions. Greater engagement of children in reading activities at home.</p> <p>Development of staff skills in identifying reading at greater depth across the school through staff CPD and staff meeting allocation</p>	<p>requires additional resources to be implemented and staff training in order to maximise their potential.</p> <p>Greater encouragement of reading activities at home will help to strengthen the skills being embedded at school.</p>	<p>Support for staff in use of materials such as 'Cracking Comprehension' resources. Discussion at pupil progress meetings. Data analysis matches pupils identified for intervention.</p>		
<p>E Social, Emotional and Behavioural support (including attendance) Self-esteem of pupils increases, greater resilience and children more willing to engage in challenging activities. Listening and attention skills of Year 1 pupils shows improvement. Attendance of pupil premium children more closely matches that of non-pupil-premium children.</p>	<p>Continued development of Lower School staff skills in supporting those pupils who did not reach the ELG for listening and attention. CPD for staff as required.</p> <p>Continued development of staff skills in supporting well-being e.g. Lego therapy training. Development of attendance practices and incentives to increase attendance across the school.</p>	<p>Ensuring that ELGs are in place as children proceed through Year 1 is essential to provide the building blocks for future learning. Pastoral support for pupils is a strength in the school and continuing to develop staff skills in order to ensure sustainability is essential. Review of attendance practices has identified scope to further promote good attendance as a means of reducing absence e.g. certificates and improved systems for notifying parents of attendance figures.</p>	<p>Lesson observations will record good L and a skills in the children. Staff CPD and staff meeting records will detail training undertaken. Observations and discussion with staff will identify impact of increased staff skills. Discussion at pupil progress meetings. Data analysis matches pupils identified for intervention. Attendance registers. Reduction in pupil absence.</p>	<p>SMT TLs Teachers and TAs</p>	<p>July 2018.</p>
Total budgeted cost					£10,000

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?
<p>A Maths Narrowed gap of attainment between pupil premium children and non-pupil premium children in maths in Year 6. Attainment of pupil premium children is closer to age expected attainment.</p> <p>Attainment of pupil premium children at 'exceeding' increases across the school.</p>	<p>Maths 'top up' pre-teaching sessions, Booster Groups, times table interventions and SEN target work to be implemented for selected individual pupils and groups of pupils.</p> <p>Implementation of 'My Maths' homework to increase pupil engagement with homework activities. Support through Homework Club.</p>	<p>Targeted support groups and interventions have proved successful in the past at extending children's skills. TAs have a good skill set and are able to provide high quality support. Booster Groups will support those pupils with capability to reach exceeding in Yr6.</p> <p>Pupil engagement with homework activities can be sporadic for a small group of pupils in each year group, including PP pupils. Children are well motivated by IT based programmes.</p>	<p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made. Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p> <p>My Maths Homework analysis.</p>	<p>SMT Maths Lead TLs All teachers and TAs</p>	<p>July 2018.</p>
<p>B Phonics To enable the majority of pupil premium children to meet the expectations of the screening in Year 1 and re-screening in Year 2.</p>	<p>Implementation of specific intervention groups for targeted pupils: TRUGS, Soundwrite, SEN target work, phonics top up and Quickfix phonics.</p>	<p>Targeted support groups and interventions have proved successful in the past at extending children's skills. TAs have a good skill set and are able to provide high quality support.</p>	<p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made. Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p>	<p>SMT Literacy Lead TLs All teachers and TAs</p>	<p>July 2018.</p>
<p>C Writing Narrowed gap of attainment between</p>	<p>Implementation of specific intervention groups for targeted</p>	<p>Targeted support groups and interventions have proved successful in the past at extending children's skills.</p>	<p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and</p>	<p>SMT Literacy Lead</p>	<p>July 2018.</p>

<p>pupil premium children and non-pupil premium children in writing in Year 5 and 6.</p> <p>Attainment of pupil premium children is closer to age expected attainment.</p> <p>Attainment of pupil premium children at 'exceeding' increases across the school.</p>	<p>pupils: Cracking Writing, Rapid Writing, HFW Spelling Speed Up! Handwriting programme, Handwriting intervention. Writing Booster Groups in Year 6 led by SMT.</p>	<p>TAs have a good skill set and are able to provide high quality support.</p>	<p>any adjustments made.</p> <p>Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p>	<p>TLs All teachers and TAs</p>	
<p>D</p> <p>Reading</p> <p>Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Years 2, 5 and 6.</p> <p>Attainment of pupil premium children is closer to age expected attainment.</p> <p>Attainment of pupil premium children at 'exceeding' increases across the school.</p> <p>Progress of pupil premium children in Year 5 and 6 is closer to that of non-pupil-premium children.</p>	<p>Implementation of specific intervention groups for targeted pupils: Beanstalk readers, Cracking comprehension, SEN target support Reading Booster Groups in Year 6 led by SMT.</p>	<p>Targeted support groups and interventions have proved successful in the past at extending children's skills. TAs have a good skill set and are able to provide high quality support.</p>	<p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made.</p> <p>Discussion at pupil progress meetings.</p> <p>Data analysis matches pupils identified for intervention.</p>	<p>SMT Literacy Lead TLs All teachers and TAs</p>	<p>July 2018.</p>

<p>E Social, Emotional and Behavioural support (including attendance) Self-esteem of pupils increases, greater resilience and children more willing to engage in challenging activities. Listening and attention skills of Year 1 pupils shows improvement. Attendance of pupil premium children more closely matches that of non-pupil-premium children.</p>	<p>Implementation of specific intervention groups for targeted pupils: Lego Therapy, Zippy's Friends – Social Skills Grp.</p>	<p>Targeted support groups and interventions have proved successful in the past at extending children's skills. TAs have a good skill set and are able to provide high quality support.</p>	<p>Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made. Discussion at pupil progress meetings. Data analysis matches pupils identified for intervention.</p>	<p>SMT All teachers and TAs</p>	<p>July 2018.</p>
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Total budgeted cost £33,000

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?
<p>To support families and children with pastoral issues such as parenting skills, attendance and health issues.</p>	<p>Family Liaison Officer to deliver targeted 1:1 support to parents on a range of issues.</p> <p>Family Liaison Officer to continue to run Monday Toddler Group and Wednesday Morning Coffee Shop.</p> <p>Continuation of the Young Carers Group</p>	<p>Continuation of issues raised at pupil progress meetings related to pupil welfare. Increased number of referrals to the FLO. Response from parents that they find FLO support useful.</p>	<p>Termly meetings with Flo and Deputy Head to review caseloads and programmes of support. Feedback of the benefits of FLO support to feed into pupil progress meetings.</p>	<p>Deputy Head Assistant Head FLO</p>	<p>July 2018</p>

To enable participation of pupils in educational visits and other educational opportunities e.g. swimming	Funding available to supplement activities.	Need to ensure that all pupils benefit from the educational experiences and opportunities open to them.	Regular review of budgets by Finance Manager.	Finance Manager EVC Coordinator	July 2018
Completion of pupil assessments (including Educational Psychologist)	Assistant Head to identify assessments required to support pupil learning and wellbeing.	To ensure that appropriate assessments are completed where required for individual pupils to support learning and wellbeing.	Assistant Head for Inclusion to monitor the completion of assessment and to ensure that results are shared with staff and parents. To act upon any advice given and include on the provision map where required.	Assistant Head	July 2018
To support pupils with EAL in order to ensure expected progress and attainment in key areas.	EAL HLTA to continue to deliver language support groups for identified pupils.	Provision map analysis identifies positive feedback about the success of the EAL intervention groups in the past. Improvements noted in discussions and through analysis at pupil progress meetings.	Monitoring of provision maps and analysis of data for intervention groups by Assistant Head for Inclusion. Feedback from staff and TAs at pupil progress meetings. Review of provision maps. Records kept by EAL HLTA.	Assistant Head TAs	July 2018
To develop staff understanding of attachment and trauma.	Staff to participate in attachment and trauma training led by Dr Tina Rae.	Identified as a concern for some of our children. No previous training has been completed by most staff.	Feedback from staff. Monitoring by AHT. Identified impact on children.	Assistant Head	July 2018
Total budgeted cost					£18,155

6. Review of expenditure

Previous Academic Year 2016–2017				
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>A. Maths</p> <p>Improvement identified in problem solving and reasoning skills contributing to overall attainment.</p> <p>To narrow the gap of attainment between pupil premium children and non-pupil premium children in maths. Attainment of pupil premium children is closer to age expected attainment.</p>	<p>HLTA employed to support maths teaching in Year 6 reducing group sizes for the 2 lower sets to 15 children.</p> <p>Introduction of SPEAR maths problem solving programme across the Upper School.</p>	<p>HLTA maths groups proved successful. Rise in maths results at EoKS2.</p> <p>Impact on all Year 6 pupils in maths:</p> <ul style="list-style-type: none"> • % of pupils reaching the expected standard: 78% (higher than NA of 75%) and shows a 2% rise in comparison with previous year • % of pupils reaching the higher standard: 24% (higher than NA) and shows 10% increase on last year • Maths scaled score: 105.4 (higher than both LA and National) • Maths progress score: 0 (higher than LA of -0.2%), improvement of progress last year of -0.7 <p>Impact on disadvantaged pupils:</p> <ul style="list-style-type: none"> • Progress for disadvantaged pupils in 2017 was good: +3.21 (maths). • Attainment was above NA 100% maths (compared with NA 80%) • Attainment at exceeding was in line with NA • Average scores were above NA in reading and maths. <p>SPEAR maths introduced. Staff INSET completed. Pupils interviews, work scrutiny and lesson observations show that children are developing their reasoning skills.</p>	<p>Workforce re-structuring requires the need to review how groups are supported in Year 6. Consideration of Booster groups.</p> <p>SPEAR to continue – to consider how this will fit with Maths mastery.</p>	<p>£10,000</p>

<p>B. Grammar and Spelling (Phonics) To increase the attainment of pupil premium children in spelling, grammar and punctuation in order to improve the children's overall writing ability.</p> <p>To continue to ensure that attainment in the Year 1 and 2 phonics screening exceeds National expectations.</p>	<p>Review of grammar skills progression across the school. Introduction of 'No Nonsense' grammar scheme.</p> <p>Review of approach to spelling and phonics teaching across the school.</p> <p>Additional TA support (including speech and language TA) to reduce differentiated group sizes for phonics teaching.</p>	<p>Grammar training for staff completed. Clear PoS for grammar implemented across the school. Introduction of Spelling tests across the school to develop children's ability to spell year group specific words.</p> <p>GPS at expected in KS2 SATS was 79% (higher than LA and NA and 4% above last year).</p> <p>Performance of disadvantaged pupils in GPS was 86% compared with 78% for those who aren't.</p> <p>Phonics results were not as high as expected. High absence rate in the run up to the screening had an impact.</p>	<p>GPS to remain a focus in school. To develop school systems for the improved tracking of GPS to ensure that SATs targets are met.</p> <p>Review structure of phonics groupings and session content in order to ensure that NAs are met or exceeded.</p>	<p>£9,000</p>
<p>C. Speech, Language and Communication Skills To develop the speech, language and communication skills of early years children in order to increase the % of children meeting the ELG.</p>	<p>Language for Learning training to be implemented for all teachers and TAs across the school.</p> <p>Implementation of language enrichment groups in Year R.</p>	<p>Language intervention groups have enabled targeted pupils to make good progress against their starting points.</p> <p>Although overall communication and language totals have been lower than LA in two out of the last three years, pupils at Godinton generally achieve well in the areas of speaking and understanding. Listening and attention is an area for development.</p> <p>CLL 70% compared with NA of 76.4% Understanding 90%, speaking 91.7%</p> <p>Language for learning training has been implemented and staff have increased understanding of language barriers.</p>	<p>Staff would benefit from 2 further modules of Language for learning support. These will be arranged for 2016–2017.</p> <p>Language enrichment groups to continue as they have a positive impact on language development in our EYFS pupils.</p>	<p>£6,000</p>
<p>D. Core Learning Skills To promote core</p>	<p>Implementation of Powers to Learn</p>	<p>6 staff meetings delivered to staff in order to address each of these areas. Staff feedback</p>	<p>Continue to promote P2L in the classroom and through assemblies. Assess what further support may be</p>	<p>£5,000</p>

<p>learning skills across the school in the areas of: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving.</p>	<p>school based initiative across the school. To promote core learning skills across the school in the areas of: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving.</p>	<p>was very positive and although difficult to quantify, staff suggest that pupils have an improved understanding of what each of these areas is and how they can improve their skills in each. Activities have been built into class and key areas displayed in the classroom. Assemblies have linked with each area as well. Links made with new house point system. Pastoral support groups worked well to address these areas.</p>	<p>required by the staff and what more can be done to support e.g. resources. Develop parental engagement with these areas through parental workshops. Review pastoral support in light of restructuring.</p>	
			<p>TOTAL COST OF QUALITY TEACHING FOR ALL AND TARGETED GROUPS</p>	<p>£30,000</p>
<p>Other Approaches</p> <p>To support families and children with pastoral issues such as parenting skills, attendance and health issues.</p>	<p>Family Liaison Officer to deliver targeted 1:1 support to parents on a range of issues.</p> <p>Family Liaison Officer to continue to run Monday Toddler Group and Wednesday Morning Coffee Shop.</p> <p>Continuation of the Young Carers Group</p>	<p>FLO provides valuable support for parents and is an asset to the school. Feedback from parents is very positive. Coffee shop and toddler group provide an excellent service to the community. Young Carers group has taken place and is proving successful. Feedback from children is positive.</p>	<p>FLO support to continue with groups running again next year. Review opportunities for parental workshops which might help to support families with issues such as anxiety, eating and mental health.</p>	<p>£16,000</p>
<p>To enable participation of pupils in educational visits and other educational opportunities e.g. swimming.</p>	<p>Funding available to supplement activities.</p>	<p>All children have had the opportunity to participate in memorable experiences at school including educational visits.</p>	<p>Continue with this assistance next year.</p>	<p>£1,410</p>

<p>To support pupils with subject specific small group or 1:1 interventions and class based support in order to ensure expected progress and attainment in key areas.</p>	<p>Teaching Assistant Support provided in each class to support interventions as identified on the provision maps and class based support in maths and English lessons.</p>	<p>Intervention analysis shows that many interventions have a positive impact on the attainment and progress of children. New system of individualised provision maps for all pupils accessing additional support now in place. Success of interventions reviewed at pupil progress meetings with staff.</p>	<p>Workforce re-structuring requires the need to review how groups are supported in 2017-2018. Move away from class based interventions to a smarter system of targeted subject specific interventions.</p>	<p>£18,000</p>
<p>Completion of pupil assessments (including Educational Psychologist)</p>	<p>Assistant Head to identify assessments required to support pupil learning and wellbeing.</p>	<p>Assessments have assisted in supporting children's learning and identifying specific strategies required to raise attainment and progress. Literacy assessments in Year 3 have proved particularly useful for those pupils who have not met the requirements of the screening and those pupils in Year 6 to support access arrangements with the SATS.</p>	<p>Continue with this next year. AHT to review assessments that will potentially be required.</p>	<p>£2,000</p>
<p>To support pupils with EAL in order to ensure expected progress and attainment in key areas.</p>	<p>EAL HLTA to continue to deliver language support groups for identified pupils.</p>	<p>Intervention support has continued for these pupils, particularly EAL PP pupils. Intervention analysis identifies success of intervention in particular with regard to sentence structure and grammatical understanding as well as vocabulary.</p>	<p>Workforce re-structuring requires the need to review how groups are supported in 2017-2018.</p>	<p>£2,000</p>
			<p>TOTAL COST OF OTHER APPROACHES</p>	<p>£39,410</p>