

Pupil Premium Impact & Strategy Statement: Godshill Primary School

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement.

These include pupils who are entitled to Free School Meals; those looked after by the Local Authority and children of armed service personnel.

All schools are required to account for the amount of funding received and how it has been used to support these groups of pupils. Once information is available, the impact of the funding should also be reported.



1. Summary information					
Academic Year	2017-2018	Total PP budget	£42, 960	Dates for internal reviews of this strategy April 2018 July 2018	April 2018 July 2018
Total number of pupils	122	Number of pupils eligible for PP	31 (25%)		

2. Current attainment: KS2 National Assessment Data July 2017 (5/21 pupils eligible for PP)		
	<i>Pupils eligible for PP (Godshill)</i>	<i>National (all pupils)</i>
ATTAINMENT		
% pupils at Age Related Expectations in reading	60%	72%
% pupils at Age Related Expectations in writing	80%	76%
% pupils at Age Related Expectations in maths	80%	75%
PROGRESS (from end of KS1 to end of KS2)		
Progress in reading	-1.2	
Progress in writing	0.5	
Progress in maths	-4.4	

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved percentage of pupils on track to reach ARE for reading and maths	An increased number of pupils achieve ARE in reading and maths by the end of KS2
B.	Improved percentage of pupils on track to make expected or better progress from starting points	Pupils with prior attainment of 2C+ make accelerated progress to be at, or on-track to be at ARE by the end of KS2
C.	Improved emotional health and well-being: resilience and motivation developed	Pupils are willing to try new experiences and persevere when things are difficult. Pupils are ambitious for their own futures.
D.	Improve attendance for pupils in receipt of PP funding	Levels of attendance for pupils in receipt of PP funding at least matches that of other pupils in school

4. Planned expenditure: £42,960

Academic year	2017-2018
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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	Review of implementation
A B	Staff training: Adaptive learning journeys in English based on high-quality text-drivers / Assessment in a mastery curriculum – models and practice / Flexible teaching: meeting the needs of all pupils and the role of the teaching assistant / Regular and accurate AfL: effective feedback, questioning and task design	We believe that the key to improving outcomes for pupils eligible for PP is to continually strive to improve the quality of teaching and learning for all. High quality feedback based upon sound AfL (assessment for learning) is an effective way to improve attainment. By implementing a thorough program of	Use of inset days and staff development meetings to deliver training Newly qualified teachers require a senior mentor, providing regular meetings, constructive observations and feedback	Head of School NQT mentors	April 2018 July 2018

	<p>Standardisation: Year 2 and Year 6 standardisation sessions / cross-Federation moderation / Moderation twilights with another Federation of Schools</p> <p>Other: Senior leaders to assess and monitor consistency and impact across the school</p>	standardisation and moderation we will ensure that our assessment judgements are sound.	Self-evaluation of teaching, learning and assessment will focus on the most vulnerable pupils and their progress		
Total budgeted cost					£6,000
ii. Targeted academic 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	Review of implementation
A B	<p>Staffing: Additional LSA staffing in KS1 and KS2 classes to enable quick interventions at the point of learning. LSAs in KS2 also to provide targeted time and support for catch up / close the gap work during some afternoon sessions.</p> <p>Assessment: Revised data system will track the combined measure for all year groups, and also provide details on prior attainment, allowing teachers and senior leaders to track expected and accelerated progress. Focus groups will be designed from data analysis.</p>	Improved use of collected data will allow more precise intervention activities to be designed and delivered. Additional LSA staffing, targeted to the correct classes and cohorts, ensures each pupil spends plenty of time with the teacher. Tightly focused LSA intervention at the point of learning and during some afternoon sessions is designed to close the gap and not allow pupils to fall behind.	<p>Regular review of support staff structure to ensure impact.</p> <p>LSA training and development.</p> <p>Senior leader monitoring and feedback.</p>	<p>Executive Headteacher</p> <p>Head of School</p>	<p>April 2018</p> <p>July 2018</p>
Total budgeted cost					£28,000
iv. Targeted pastoral support and 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	Review of implementation
C D	<p>Staffing: Full-time Family Liaison Officer (Federation) working with vulnerable families; "Nurture" support staff in place of ELSA role</p>	<p>Attainment of pupils will only improve and accelerate if they feel safe and secure, both in school and at home.</p> <p>By increasing the volume of preventative work</p>	<p>Regular reviews of actions and impact</p> <p>Staff training for all – safeguarding, new systems</p>	FLO / Head of School	<p>April 2018</p> <p>July 2018</p>

	<p>Subsidies: Subsidise trips, including residential trips Subsidise uniform Subsidise after-school clubs Subsidise new opportunities: e.g. brass instrument hire and lessons; skateboarding</p> <p>Pupils: Nurture support sessions provided Provide breakfast and breakfast club facilities Provide homework facilities</p>	<p>and support in school, closer and more positive relationships can be built between home and school. This Early Help should lessen the number of cases reaching crisis point.</p> <p>Providing children with a range of new experiences opens doors and inspires ambition. Experiencing success in a variety of areas boosts self-esteem and builds confidence to try new things.</p>	<p>for recording information.</p> <p>FLO to monitor and lead on Nurture support work (EOY)</p>		
Total budgeted cost					£8,960

5. Review of expenditure		
Previous Academic Year	2016 - 2017	
Total PP budget	£40,600	
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned
To improve attainment for disadvantaged pupils	Disadvantaged attainment for maths was above that of other pupils in the school cohort and above national average. Attainment in reading and writing was lower. Progress measures for disadvantaged children were higher than those for other pupils in the school cohort for reading and writing, but not for maths. Pupils in other year groups present a mixed picture for both attainment and progress.	More focused and strategic use of funding is required to precisely target individual pupils who are at risk of not making expected progress. Robust tracking and monitoring systems are needed to assess impact of different strategies. Tracking of the combined measure across year groups will also keep teaching and interventions tightly focused.
To improve emotional well-being and self-esteem	FLO and ELSA work had some impact on identified children. Opportunities to learn new skills and enjoy new experiences contributed to improved self-esteem and social interaction for identified pupils. Exposure to new cultural experiences also widened the world view of some pupils.	Consider how to monitor the impact of these strategies in a tangible way – pupil questionnaires? Ensure good work in the ELSA role continues when staff member changes role.