

1. Summary information					
<b>School</b>	Goosewell Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£176,180	<b>Date of most recent PP Review</b>	Jan 2017
<b>Total number of pupils</b>	588 (Oct 2017)	<b>Number of pupils eligible for PP</b>	99	<b>Date for next internal review of this strategy</b>	
		<b>Number of pupils eligible for SPP</b>	170		
<b>Total number of pupils eligible for PP in EYFS</b>				<b>Total EYFS PP budget</b>	

2. Achievement Profile 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	<b>11 children</b> 91% (84%)	<b>(91 children)</b> 91% (81%)
Year 2 – Phonics Re-check:	<b>3 children</b> 67%	<b>(22 children)</b> 41%
<b>Key Stage 1: Attainment</b>	<b>14 children</b>	<b>89 children</b>
% achieving 'expected' in reading	64% (79%)	71% (76%)
% achieving 'expected' in writing	50%(72%)	62% (68%)
% achieving 'expected' in maths	64% (79%)	67% (75%)
% achieving 'greater depth' in reading	7% (28%)	15% (25%)
% achieving 'greater depth' in writing	14% (18%)	10% (16%)
% achieving 'greater depth' in maths	7% (23%)	16% (21%)
<b>Key Stage 2: Attainment</b>	<b>12 children</b>	<b>86 children</b>
% achieving 'expected' in reading	42% (77%)	66% (71%)
% achieving 'expected' in writing	33% (81%)	71% (76%)

% achieving 'expected' in maths	33% (80%)	73% (75%)
% achieving in reading, writing and maths	17% (67%)	57% (61%)
% achieving in SPAG	42% (82%)	77% (77%)
% achieving 'greater depth' in reading	0 (29%)	13% (25%)
% achieving 'greater depth' in writing	0 (21%)	14% (18%)
% achieving 'greater depth' in maths	0 (27%)	17% (23%)
% achieving 'greater depth' in reading, writing and maths	0 (11%)	3% (9%)
% achieving 'greater depth' in SPAG	0 (36%)	19% (31%)
<b>Key Stage 2: Progress</b>		
progress in reading	-1.79	-0.71
progress in writing	-3.63	-0.22
progress in maths	-1.97	+0.99

### 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)

<b>A.</b>	Oral language skills in KS1
<b>B.</b>	Many Ever 6 pupils are also SEN and require additional support to help them make good progress
<b>C.</b>	Mental health issues in Pupil Premium Children caused by the impact of home life which then affects concentration and learning

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

<b>D.</b>	Some pupils receive little home support to help them make progress in core subjects. This maybe because they are young carers.
<b>E.</b>	Family health circumstances cause several children to be late for school.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point.	
<b>B.</b>	For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.	Children who are PP and SEN receive focused support without it being overwhelming so that they make good progress across the curriculum to diminish the difference between them and their peers.

<b>C.</b>	For children to come to school ready to learn and be protected and supported to deal with external influences	Learning mentors, PSA and ELSA teaching assistants, MAST, outdoor learning, EWO and CAMHS have a positive impact on PP children with mental health issues so that they can concentrate and learn.
<b>D.</b>	School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	PP children complete home learning, either in school or at home, so that they make good progress to diminish the difference between them and their peers.
<b>E.</b>	Continue to support families to have better attendance for their children	Attendance of FSM to increase to 95%

5. Planned expenditure					
Academic year		2017-18			
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?
A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a good starting point. PP children - for 5/7 to pass phonics screening in Y1.	Last year we changed the approach for teaching phonics in Y1 and more time was given each day to the teaching of phonics with excellent results. This will be continued and practice shared with EYFS.	Research has shown that the acquisition of early phonics knowledge supports reading development. Rates of improvement have improved (last year 10/11 passed Y1 phonics) This needs to be maintained.	Time given during PPA to plan effectively for the teaching of phonics. The progress of all children is be monitored closely November, February, April and June with a focus on key PP children. Y1 effective strategies and use of RWI books and TRUGs to be shared with EYFS staff. EYFS progress in phonics and reading to be monitored regularly.	GB(Y1), EH (EYFS) and BN (SLT)	December 2017, March 2018, July 2018
B. For children who are Pupil Premium to make good progress(3 points a year) and if they are also SEN balance the time they spend at intervention or in class.  C. For children to come to school ready to learn and be protected and supported to deal external influences	All teachers have a heightened awareness of the needs of disadvantaged pupils eg. PP lists, provision mapping, PP meeting focus. Whole school training on <b>Visible Learning</b> . Staff implementing this in their lessons so that children are clear about what learning looks like and how they can make good progress. Whole School review and update of <b>school marking policy</b> so that children clearly know how well they have done and how to improve their work.	Data shows that PP children's progress is slower than that of other children and attainment much lower than other children's. Evidence shows that PP children feature highly on SEN lists and for those with SEMH – <b>see Pupil Premium and Service Premium breakdown</b>	KP2 in School Improvement Plan focuses on the progress of disadvantaged children. Pupil Progress meetings monitor PP children closely. SENCO monitors the progress of all SEN/PP children due to their high numbers.	SS, JM	Data and progress reviewed in termly Pupil Progress meetings.
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff lead	When will you

		<b>rationale for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
<p>A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point. For 5/7 Pupil premium in Y1 to pass phonics screening.</p>	<p>Small group work, both in Y1 and Foundation Stage led by a teacher to boost phonics and reading knowledge. Small group work on BLAST with specialist teaching assistant in FS and Y1 to support reading and phonics development.</p>	<p>This worked well in Y1 last year and has been disseminated to Foundation Stage to ensure disadvantaged children are Y1 ready. Best practice within the school.</p> <p>Some children come to school</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular reviews of progress to be shared with SLT and Governors.</p> <p>Progress of Year 1 reading to be monitored using YARC. FS to be assessed in the summer ready for Y1.</p>	<p>SF phonics groups?</p> <p>FS intervention</p> <p>AE, AP, MB</p>	<p>July 2018</p>
<p>B. For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.</p> <p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so</p>	<p>Small group/individual support from teachers and TAs for PP/SEN and PP children. This support is through regular intervention work in groups to address gaps in learning, or 'catch up' work where children who have not understood a concept in a lesson go out to consolidate as soon as possible after a lesson. This support is also used on occasion to help children with homework if home support is poor.</p>	<p>The EEF emphasises that teachers are best qualified to support lower attaining children, however we have selected some TAs for this role based on their skills set, knowledge of the children and ability to build relationships.</p>	<p>SENCO has organised a clear timetable. Teachers have thought about areas they would like work to be done in and talked to TAs leading interventions. Each class has a class provision map showing interventions taking place. These interventions are all monitored by class teachers and SENCO. Data is shared and evaluated with Middle Leaders at PP meetings and reported back to SLT and Governors as part of PPM report.</p>	<p>One TA per year group with dedicated time</p>	<p>July 2018</p>

<p>B. For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.</p>	<p>Y6 children have been split into 4 groups for Maths to help children make faster progress.</p> <p>Maths support for Y6 is also give out of school hours 3x week to support PP, SC and other children in Y6 in making good progress towards 100S in Maths. Lift home provided for those where transport is a problem to encourage attendance.</p>	<p>Smaller classes enable those children who struggle to make faster progress towards the expected standard.</p> <p>Small booster groups with teachers help children to learn are more effective as stated in EEF toolkit and Visible Learning.</p>	<p>Weekly planning meetings for Y6 Two parallel higher classes of 27, two parallel lower classes of 18 and 17. Pupil Progress meetings and data collection to discuss and monitor progress.</p> <p>Progress monitored through maths lessons, verbal feedback and at Pupil Progress meetings.</p>	<p>HR, LC, EM and SS</p> <p>LM, TH and SC JA 2hr week</p>	<p>July 2018</p>
<p>B. For more able children who are Pupil Premium to make good progress.</p>	<p>More Able Pupil Premium children in each year group to be identified. Class teaching assistants to know these children and ensure they feel supported in the classroom.</p>	<p>Class teachers show on their planning where greater depth and mastery is being enabled and where additional challenge is applied in their teaching.</p>	<p>HT and DHT to be set up as Champions for more disadvantaged children and meet them to discuss their learning and progress each term. This is then fed back to class teachers.</p>	<p>DHT and HT</p>	<p>July 2018</p>
<p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so.</p>	<p>1:1 reading club, managed by Reading Champion and run together with parent volunteers for Y1 and Y2 children. Family story time café used with FS classes and their parents to encourage home reading and library visits.</p>	<p>Some children receive little home support for regular reading, this daily club helps to mirror home support and so diminish the difference between these children and their peers.</p>	<p>Reading Champion keeps clear records of progress as children move through reading stages. This is shared regularly with class teachers and children join the program or graduate as they progress.</p>	<p>CJ</p>	<p>July 2018</p>

<p>C. For children to come to school ready to learn and be protected and supported to deal external influences</p>	<p>Learning mentors from the Excellence cluster used 2 days a week to work with children who need emotional support in school. Specific teaching assistants have been ELSA trained so that they can work with vulnerable pupils to help raise their self-esteem/give them an opportunity to talk about their worries so that they are able to concentrate on their learning in class. MAST support for vulnerable children. Family support workers go into homes to support vulnerable families. CAMHS support is applied for where there are emotional mental health issues and it is deemed necessary.</p>	<p>Mental health support can help to alleviate children's worries or gives them strategies to cope so that they are able to concentrate on their learning in school.</p>	<p>SENCO coordinates this work throughout the school, completing referrals, meeting with parents, chairing CAF meetings. She monitors the progress that children and families make and also liaises with the Safe guarding Lead, PSA and Attendance administrator.</p>	<p>Ju M Learning Mentors – 2 days  AP, JA</p>	<p>July 2018</p>
<p>C. For children to come to school ready to learn and be protected and supported to deal with external influences E. Continue to support families to have better attendance for their children.</p>	<p>Two teaching assistants to work with groups of children to develop outdoor learning skills eg. fire making, lighting and cooking, shelter creating whilst also working on team work, practical problem solving and confidence. This also helps to encourage children to come to school.</p>	<p>Using a previously set up initiative we have developed outdoor learning as a feature of our school. Many children spend a lot of their time indoors at home on mobile devices. We are trying to encourage them to develop their outdoor learning and skills that will help them learn in class. The EEF states that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.</p>	<p>The leaders regularly report to class teachers on the groups they have worked with. They are also in close liaison with the DHT.</p>	<p>SC and NH</p>	<p>Ongoing as each group completes their sessions.</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>C. For children to come to school ready to learn and be protected and supported to deal with</p>	<p>The PSA works with vulnerable families, giving parents support, but also children through tricky situations whether they be financial, health, emotional – bereavement or family separation</p>	<p>Our PSA provides an invaluable service that the school would find it hard to function</p>	<p>The PSA writes a weekly review for the HT, indicating all the families she has supported in various ways.</p>	<p>JP</p>	

<p>external influences.</p> <p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so</p> <p>E. Continue to support families to have better attendance for their children</p>	<p>disputes. She helps with paperwork and signposts families to external agencies for further support as needed. The PSA runs a keeping in touch club for children with a family member in the services so that they can write notes/send messages/create gifts for loved ones.</p> <p>The School administrator aided by the PSA looks after attendance and children joining the school or leaving. If children are away and no call has been received, she will follow up. If attendance is an issue, she will discuss problems with families and offer support in the form of the EWO or PSA at school. We expect children to be in school each day. If not we will collect and make arrangements for them to be in school on time. Where a problem seems to be occurring we will ring at 8.30 to check all ok. If a family's circumstances change, the administrator will help them to fill in forms for support, or if services families need to move due to deployment, she advises re changing schools paperwork.</p>	<p>without, being a very effective link between vulnerable families and school. Parents see her as a friendly face, between parents and school.</p> <p>An important part of the administrator's role. She knows many of the families and has built up effective relationships with them from when they first came for a visit before they joined. She liaises well with PSA and EWO to help to ensure families are in school.</p>	<p>The administrator works closely with the PSA and SLT. Termly meetings are held to monitor attendance and monthly meetings with the EWO.</p>	<p>LA</p>	
<p>For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.</p>	<p>Contribution towards subscriptions for digital learning resources eg. Mathletics, IR Maths, particularly used in Y5/Y6 to help children make more rapid progress and encourage home learning.</p>	<p>The EEF states that studies consistently find that digital technology is associated with moderate learning gains</p>	<p>Progress of children in Y5/6 monitored on Mathletics. Tasks set for children to complete. Computer room open at lunchtimes to encourage further use of online resources. In other yea groups, use of online resources monitored through planning scrutiny, discussions and observations.</p>	<p>SS, Y5/Y6 teachers</p>	<p>July 2018</p>
<p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so</p>	<p>A homework club is run twice a week after school by teaching assistants. PP children who struggle to complete homework at home are encouraged to come along.</p>	<p>Children benefit from support to complete their homework at school to avoid conflict being caused at home.</p>	<p>Register kept of children who attend. 32 children attend presently, 11 are PP children.</p>	<p>JA, AF, CL</p>	<p>July 2018</p>

<p>C. For children to come to school ready to learn and be protected and supported to deal external influences</p>	<p>Financial support for PP families with subsidies towards residential trips in Y4 to London, Y6 Residential and Music lessons (Y3-Y6)</p>	<p>PP children to be given financial support so that they can experience the same opportunities as other children in their year group - £1000.</p>	<p>RC, SS and SW to monitor the use of the subsidy. LA and JP to signpost people to it. £30 subsidy given towards London Y4 trip of £150 and £30 subsidy towards Y6 residential, £145. Music subsidy of £25 for lessons Subsidies used for other trips as and if needed.</p>	<p>LA, RC, SW</p>	<p>July 2018</p>
<p>C. For children to come to school ready to learn and be protected and supported to deal external influences</p>	<p>Teaching assistant deployed as part of her role to provide SC children with support as they join our school – settling in interviews, and follow up</p>	<p>New children settle in more quickly when this has occurred and gaps in learning can be addressed by teachers or intervention work if they arise.</p>	<p>Monitor through discussion with children and teachers how children settle and feel supported.</p>	<p>JA</p>	<p>July 2018</p>

**6. Review of expenditure 2016-17****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point. PP children - for 6/10 PP children to pass Y1 phonics	Change of approach to the teaching phonics in Y1 following school to school support. More time given each day to the teaching of phonics.	Year 1 phonics 91% 10/11 of Pupil Premium children passed phonics screening.	Much greater emphasis on RWI style books for guided reading and also work on word recognition using Trugs, all worked extremely well. Very pleased with results and will continue. Trugs purchased for Y3 for those children who have still not passed screening and also for FS together with RWI style books which focus on phonics.

<p>B. For children who are Pupil Premium (3 points a year) and if they are also SEN balance the time they spend at intervention or in class.</p> <p>C. For children to come to school ready to learn and be protected and supported to deal external influences</p>	<p>All teachers have a heightened awareness of the needs of disadvantaged pupils eg. PP lists, provision mapping, PP meeting focus. Teacher training on the use of Success Criteria in lessons so that children are clear about their 'steps to success' to help make progress.</p>	<p>Children in all year groups apart from Y4 made generally as much or more progress than their peers in Reading, Writing and Maths.</p> <table border="1" data-bbox="1176 183 1684 890"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>3.1</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Y1 PP (12ch)</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Y1 no PP</td> <td>3.1</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Y2</td> <td>3.0</td> <td>3.0</td> <td>2.9</td> </tr> <tr> <td>Y2 PP (15 ch)</td> <td>3.3</td> <td>3.1</td> <td>2.7</td> </tr> <tr> <td>Y2 no PP</td> <td>2.9</td> <td>3.0</td> <td>2.9</td> </tr> <tr> <td>Y3</td> <td>3.1</td> <td>3.3</td> <td>3.2</td> </tr> <tr> <td>Y3 PP (19 ch)</td> <td>3.1</td> <td>3.2</td> <td>3.4</td> </tr> <tr> <td>Y3 no PP</td> <td>3.1</td> <td>3.3</td> <td>3.4</td> </tr> <tr> <td>Y4</td> <td>3.2</td> <td>3.2</td> <td>3.2</td> </tr> <tr> <td>Y4 PP (19 ch)</td> <td>2.8</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>Y4 no PP</td> <td>3.2</td> <td>3.2</td> <td>3.2</td> </tr> <tr> <td>Y5</td> <td>3.3</td> <td>3.2</td> <td>3.3</td> </tr> <tr> <td>Y5 PP (25 ch)</td> <td>3.5</td> <td>3.0</td> <td>3.3</td> </tr> <tr> <td>Y5 no PP</td> <td>3.2</td> <td>3.4</td> <td>3.3</td> </tr> <tr> <td>Y6</td> <td>3.9</td> <td>4.0</td> <td>4.3</td> </tr> <tr> <td>Y6 PP (15 ch)</td> <td>4.1</td> <td>4.6</td> <td>4.5</td> </tr> <tr> <td>Y6 no PP</td> <td>3.8</td> <td>3.9</td> <td>4.3</td> </tr> </tbody> </table>		Reading	Writing	Maths	Y1	3.1	3.0	3.0	Y1 PP (12ch)	3.0	3.0	3.0	Y1 no PP	3.1	3.0	3.0	Y2	3.0	3.0	2.9	Y2 PP (15 ch)	3.3	3.1	2.7	Y2 no PP	2.9	3.0	2.9	Y3	3.1	3.3	3.2	Y3 PP (19 ch)	3.1	3.2	3.4	Y3 no PP	3.1	3.3	3.4	Y4	3.2	3.2	3.2	Y4 PP (19 ch)	2.8	2.8	2.9	Y4 no PP	3.2	3.2	3.2	Y5	3.3	3.2	3.3	Y5 PP (25 ch)	3.5	3.0	3.3	Y5 no PP	3.2	3.4	3.3	Y6	3.9	4.0	4.3	Y6 PP (15 ch)	4.1	4.6	4.5	Y6 no PP	3.8	3.9	4.3	<p>Success Criteria being used more consistently so that children know what they are learning and steps to success. Teachers worked hard to balance time in/out of class.</p> <p>This strategy will continue and be developed next year.</p>
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## 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)
<p>A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point. For 6/10 (60%) of Pupil premium in Y1 to pass phonics screening.</p>	<p>Small group work, both in Y1 and Foundation Stage led by a teacher to boost phonics and reading knowledge. Small group work on BLAST with specialist teaching assistant in FS and Y1 to support reading and phonics development.</p>	<p>Year 1 phonics 91% 10/11 of Pupil Premium children passed phonics screening. <b>Foundation Stage GLD – 64%</b></p>	<p>Much greater emphasis on RWI style books for guided reading and also work on word recognition using Trugs, all worked extremely well. Very pleased with results and will continue. Trugs purchased for Y3 for those children who have still not passed screening and also for FS together with RWI style books which focus on phonics.</p>

<p>B. For children who are Pupil Premium to make maximum progress and if they are also SEN, balance the time they spend at intervention or in class.</p> <p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so</p>	<p>Small group/individual support from teachers and TAs for PP/SEN and PP children. This support is through regular intervention work in groups to address gaps in learning, or 'catch up' work where children who have not understood a concept in a lesson go out to consolidate as soon as possible after a lesson. This support is also used on occasion to help children with homework if home support is poor.</p>	<p>Children in all year groups apart from Y4 made generally as much or more progress than their peers in Reading, Writing and Maths. <i>See table showing progress of year groups in previous section.</i></p> <p>Homework club well attended, children were signposted to attend. This supported class teachers</p>	<p>A continuing need to be aware of children's needs and balance the time spent in/out of class.</p> <p>Homework support to continue.</p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)