

1. Summary information					
School	Goosewell Academy				
Academic Year	2018-19	Total PP budget	£129,360	Date of most recent PP Review	Jan-July 2017
Total number of pupils	553	Number of pupils eligible for PP	98	Date for next internal review of this strategy	April 2019
Total number of pupils eligible for PP in EYFS			3	Total EYFS PP budget	£3960

2. Achievement Profile 2018		
	<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:	8 children eligible 75%	(66 children) 79% (85%)
Year 2 – Phonics Re-check:	1 child eligible 0%	(10 children) 64%
Key Stage 1: Attainment	10 children	83 children
% achieving 'expected' in reading	80% (79%)	78% (79%)
% achieving 'expected' in writing	80%(74%)	83% (76%)
% achieving 'expected' in maths	80% (80%)	78% (80%)
% achieving 'greater depth' in reading	20% (29%)	24% (29%)
% achieving 'greater depth' in writing	20% (18%)	13% (18%)
% achieving 'greater depth' in maths	30% (25%)	20% (25%)
Key Stage 2: Attainment	22 children	62 children
% achieving 'expected' in reading	41% (80%)	73% (80%)
% achieving 'expected' in writing	41% (83%)	67% (83%)
% achieving 'expected' in maths	45% (81%)	59% (81%)
% achieving in reading, writing and maths	27% (70%)	48% (70%)

% achieving in SPAG	59% (82%)	73% (82%)
% achieving 'greater depth' in reading	9% (33%)	22% (33%)
% achieving 'greater depth' in writing	0 (24%)	6% (24%)
% achieving 'greater depth' in maths	0 (28%)	14% (28%)
% achieving 'greater depth' in reading, writing and maths	0 (12%)	0 (12%)
% achieving 'greater depth' in SPAG	18 (39%)	25% (39%)
Key Stage 2: Progress		
progress in reading	-5.82	0.37
progress in writing	-5.08	-1.06
progress in maths	-4.69	-1.37

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.	Oral language skills in KS1
B.	Some disadvantaged pupils are also SEN and require additional support to help them make good progress, this proportion is greater in older cohorts
C.	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*)

D.	Some pupils receive little home support to help them make progress in core subjects. This maybe because they are young carers.
E.	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>
A.	For 78% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a good starting point.	Attainment gap between disadvantaged and non-disadvantaged is reduced
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.
C.	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.

D.	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.
E.	Continue to support families to have better attendance for their children	Attendance of FSM to increase to 95%

5. Planned expenditure

Academic year

2018-19

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?
Progress of disadvantaged pupils is accelerated in all subjects through Quality First Teaching provision for all pupils including enhanced AfL strategies to enable pupils to understand and articulate their learning and next steps.	<p>Continue the 2nd year cycle of training for teachers, teaching assistants and pupils in John Hattie's Visible Learning approach so that the successes from Year one are further embedded</p> <p>Continue the primary focus for Pupil Progress Meetings on the progress and attainment of PP children so that class provision is constantly revised and improved for PP group</p> <p>Continue to ensure high quality and immediate feedback to all pupils within marking and during learning time (with a focus on PP pupils at risk of delayed progress)</p>	<p>Sutton Trust/EEF evidence highlights positive impact of feedback on pupils' progress. Sutton Trust Evidence +8 months-feedback and +8 months for meta-cognitive approaches to learning. Sutton Trust/EEF evidence highlights positive impact of feedback on pupils' progress. Sutton Trust Evidence +8 months-feedback and +8 months for meta-cognitive approaches to learning.</p>	<p>Engagement of all staff in Osiris Consultants Visible Learning Training (year 2). 3 x non-pupil training days this academic year and supplementary INSET sessions planned through year</p> <p>Middle leader impact coach training to support the successful implementation of Year 2 training and to provide feedback to colleagues to embed the 'Inspired and Passionate Teacher' mind frame</p>	ML, KK	<p>Pupil progress meetings 6x year</p> <p>Teacher appraisal reviews</p>
Improved Oral and Communication skills in all year groups through the development of Oracy.	PTSA Oracy Project and ongoing associated training for staff in the effective teaching of oracy and communication/discussion skills.	Sutton Trust/EEF evidences oral language interventions as + 5 months impact (+ 6 months for disadvantaged pupils):	Continued engagement in PTSA Oracy project (Year 2) ensuring high quality training for Oracy Leader. Training cascaded to school staff	KS and BN	Termly as part of SIP.
A. For 78% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a good starting point.	We have continually developed the approach to teaching phonics in Y1. More time has been given each day to the teaching of phonics with good results.	<p>Research has shown that the acquisition of early phonics knowledge supports reading development. Sutton Trust/EEF: phonics +4 months. Grouping of pupils provides targeted support phonics/ literacy activities at required level</p>	<p>Time given during PPA to plan effectively for the teaching of phonics. The progress of all children is 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.</p>	GB(Y1), EH (EYFS) and BN (SLT)	December 2018, March 2019, July 2019

<p>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.</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.</p> <p>Continue the primary focus for Pupil Progress Meetings on the progress and attainment of PP children so that class provision is constantly revised and improved for PP group</p>	<p>Data shows that PP children's progress is slower than that of other children and attainment much lower than other children's.</p> <p>Evidence shows that PP children feature highly on SEN lists and for those with SEMH – see Pupil Premium and Service Premium breakdown</p>	<p>School Improvement Plan Writing, Reading and Maths targets have section focusing 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.</p>	<p>SS, JM, JG</p>	<p>Data and progress reviewed in termly Pupil Progress meetings.</p>
Total Budgeted Cost					£34,221
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. 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 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 phonics test at regular assessment points. FS to be</p>	<p>SF phonics groups?</p> <p>FS intervention</p> <p>Y1 teachers</p>	<p>July 2019</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 2019</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.</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 KS JA 2hr week</p>	<p>6 weekly pupil progress meetings</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 2019</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 1 day 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 – 1 day AP, JA</p>	<p>July 2019</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>Increased adult support in EYFS to help development of positive characteristics of learning and CLL in readiness for EYFS and Y1 curriculum</p>	<p>1 x additional teaching assistant in EYFS to support entry to school for low attaining pupils or those with limited social skills.</p>	<p>Sutton Trust/EEF: Early Years Intervention +6month Overall <i>the evidence suggests that early years and pre - school intervention is beneficial with above average levels of impact (a typical impact of six additional months' progress)</i></p>	<p>Regular reviews with EYFS leader Training for EYFS staff Pupil Progress meeting discussion 6x year.</p>	<p>EH</p>	<p>Use of TA reviewed during PP meetings.</p>

Total Budgeted Cost £71,844

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>C. For children to come to school ready to learn and be protected and supported to deal with 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>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 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>Our PSA provides an invaluable service that the school would find it hard to function without, being a very effective link between vulnerable families and school. Parents see her as a friendly face, between parents and school.</p> <p>Sutton Trust/EEF: Parental Involvement + 3 months External factors linked to disadvantaged circumstances clearly impact negatively on pupils' ability to concentrate and often are the underlying cause of negative behaviours</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 PSA writes a weekly review for the HT, indicating all the families she has supported in various ways.</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>JP</p> <p>LA</p>	<p>Regular feedback to DHT and HT. DHT and PSA meet weekly.</p> <p>LA presents attendance data to HT and DHT monthly. Monthly with EWO.</p>
<p>For children who are</p>	<p>Contribution towards subscriptions for digital</p>	<p>The EEF states that</p>	<p>Progress of children in Y5/6</p>	<p>Y6 teachers</p>	<p>July 2019</p>

Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.	learning resources eg. Mathletics, IR Maths, particularly used in Y6 to help children make more rapid progress and encourage home learning.	studies consistently find that digital technology is associated with moderate learning gains	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.		
D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	A homework club is run twice during lunchtime by a teaching assistant. PP children who struggle to complete homework at home are encouraged to come along.	Children benefit from support to complete their homework at school to avoid conflict being caused at home.	Register kept of children who attend.	JA	July 2019
C. For children to come to school ready to learn and be protected and supported to deal external influences	Financial support for PP families with subsidies towards residential trips in Y4 to London, Y6 Residential and Music lessons (Y3-Y6)	No pupil should be excluded from academic and experiential activities due to financial barriers. Nuffield Foundation research (2016) found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources PP children to be given financial support so that they can experience the same opportunities as other children in their year group - £1000.	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.	LA, RC, SW	July 2019
Total Budgeted Cost					£23,295
TOTAL PLANNED SPEND £129,360 (as of Nov 2018)					

6. Review of expenditure 2017-18

Previous Academic Year

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)																																			
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.	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 78% 6/8 (75%) 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. 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 to make good progress(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>Use of Visible Learning in lessons so that children are clear about next steps and feedback.</p>	<p>Disadvantaged children lower down the school have performed well. In Y5 and Y6 many other external factors have also affected their progress and attainment.</p> <table border="1"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> <th>Comb</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>7/8 88%</td> <td>5/8 63%</td> <td>5/8 63%</td> <td>4/8 50%</td> </tr> <tr> <td>Y2</td> <td>8/10 80%</td> <td>8/10 80%</td> <td>8/10 80%</td> <td>8/10 80%</td> </tr> <tr> <td>Y3</td> <td>10/15 67%</td> <td>8/15 53%</td> <td>11/15 73%</td> <td>8/15 55%</td> </tr> <tr> <td>Y4</td> <td>12/17 71%</td> <td>11/17 65%</td> <td>13/17 74%</td> <td>11/17 65%</td> </tr> <tr> <td>Y5</td> <td>10/19 53%</td> <td>8/19 42%</td> <td>9/19 47%</td> <td>8/19 42%</td> </tr> <tr> <td>Y6</td> <td>12/22 53%</td> <td>9/22 41%</td> <td>13/22 59%</td> <td>8/22 36%</td> </tr> </tbody> </table>		Read	Write	Maths	Comb	Y1	7/8 88%	5/8 63%	5/8 63%	4/8 50%	Y2	8/10 80%	8/10 80%	8/10 80%	8/10 80%	Y3	10/15 67%	8/15 53%	11/15 73%	8/15 55%	Y4	12/17 71%	11/17 65%	13/17 74%	11/17 65%	Y5	10/19 53%	8/19 42%	9/19 47%	8/19 42%	Y6	12/22 53%	9/22 41%	13/22 59%	8/22 36%	<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. Visible Learning training has enabled teachers to give clear feedback and for children to understand the next steps in their learning.</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>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.</p> <p>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>See above table for all year groups.</p> <p>Small group work enabled children to keep up with their peers and for some to accelerate.</p> <p>Homework club was 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>	