



Pupil Premium Strategy 2019-2020

- This document includes both a review of last year's expenditure and provision along with this year's plan.



1. Summary information				
School	J.H. GODWIN PRIMARY SCHOOL		Date of next internal review	Strategy is reviewed termly
Academic Year	2019-2020	Total PP budget	£116,430	
Total number of pupils	190	Number of pupils eligible for PP (Sep 2019)	84	

2. Attainment and Progress	2017-2018					2018-2019				
	Whole School PP	Whole School non-PP	Gap between pp and non-pp	PP (School) Yr 6 KS2 TA	Non-PP (National 2017) Yr 6 KS2	Whole School PP	Whole School non-PP	Gap between pp and non-pp	PP (School) Yr 6 KS2 TA	Non-PP (National) Yr 6 KS2
% Achieving <i>Age Related Expectations</i> or above in read, writ and maths	57%	62%	-5%	50%	67%	45%	48%	-3%	37%	
% Achieving <i>Age Related Expectations</i> or above in reading	65%	74%	-9%	50%	77%	62%	68%	-6%	43%	
% Achieving <i>Age Related Expectations</i> or above in writing	60%	71%	-11%	50%	81%	51%	60%	-9%	42%	
% Achieving <i>Age Related Expectations</i> or above in maths	63%	74%	-11%	50%	80%	58%	62%	-4%	48%	
% making at least expected progress in reading	75%	79%	-4%			87%	90%	-3%		
% making at least expected progress in writing	72%	80%	-8%			97%	92%	+5%		
% making at least expected progress in maths	75%	73%	+2%			86%	96%	-10%		

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)
A.	<ul style="list-style-type: none"> i. SEN/ Learning Style ii. EAL (English additional language) iii. Not made expected academic progress iv. Social Issues (friendships) v. Lack of early play/life experiences vi. Behaviour (ADHD/ADD) 	<ul style="list-style-type: none"> vii. Punctuality and Attendance viii. Young Carers ix. Chaotic house x. Cleanliness/ Hygiene/uniform xi. Domestic Violence xii. Health xiii. Parental Disengagement (including no reading or homework at home) xiv. Sleep & Food- issues or lack of xv. Mental Health (child's or parents/carers)
4. Intended outcomes (<i>specific outcomes and how they will be</i>		Success criteria
A.	<i>Improved outcomes for children eligible for PP in terms of attainment</i>	Attainment matches or is improving towards national figures, where it is not currently.
B.	<i>Improved outcomes for children eligible for PP in terms of progress.</i>	All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children.
C.	<i>Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.</i>	All children understand how their brains work and they have strategies to support them in times of stress so that their well-being is good and they are able to learn effectively. (My Happy Mind, BLP, Growth Mindset, Meta-Cognition)
D.	<i>Attendance rates increase for children eligible for PP</i>	The number of absences and lates for children eligible for PP will be reduced and individual cases will be supported effectively.
E.	<i>Children in receipt of PP funding have the same opportunities to receive an enriched learning experience</i>	All children experience residential visits, learning visits and after-school clubs that enrich their learning experiences.
F.	<i>To continue to close the gaps and increase the number of disadvantaged children gaining a 'Good level of development' (GLD) at the end of Foundation 2.</i>	With a particular focus on disadvantaged boys, more disadvantaged children will meet GLD.
G.	<i>To continue to increase the number of disadvantaged pupils in year 1 children reaching a good level of phonics development.</i>	More children will meet the expectation in phonics assessment, thus increasing their chances of attaining in reading further up the school.

5. Review of expenditure

Previous Academic Year 2018-2019

i. Quality of teaching for all and Target Support

Action	Intended outcome (and which are the main barriers to learning that will be addressed?)	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
<i>Additional teacher – To close achievement gap between PP and peers.</i>	Outcomes 4 A and B Barriers 3A i, iii,	High impact - Whole school data shows a continued closing of the gap,	Continue and utilise with additional booster with 1:3 groups	£26,250
<i>Speech and Language TA – To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum.</i> <i>Speech and Language Therapist</i>	Outcomes 4 A and B Barriers 3A i, iii,	High impact – strong KS1 data and FS data reflects this	Continue with this. More support for targeted support in class to happen.	£12,138 £4,256
<i>Additional learning mentor - To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.</i>	Outcomes 4 A B and C Barriers 3A iv, vi, ix, xiii	High impact – LM has supported children who struggle with whole class situations. This has positively impacted the progress of other children in the classes and the individuals.	Continue.	£25,255.75
<i>Three Teaching assistants - To provide Targeted intervention to close gaps.</i>	Outcomes 4 A and B Barriers 3A i, iii,	High impact - Many interventions with skilled staff have supported the closing of the gap.	Continue – Monitoring and training for interventions to be increased	£29,749
<i>Beanstalk Reading intervention</i>	Outcomes 4 A and B Barriers 3A i, iii,	Moderate impact – increased engagement with reading observed and increased well-being. Not directly reflected on outcomes.	Discontinue – move to Reading Plus scheme	£2,423
<i>My Happy Mind – Online mindfulness curriculum resource</i>	Outcomes 4 A B and C Barriers 3A vi, xv	High impact	Continue – scheme has been adapted.	£100.70

<i>Happy Mind Teepees – Installed in each classroom to support self-regulation and as a</i>	Outcomes 4 A B and C Barriers 3A vi, xv	High impact	Continue – fully embedded into practise and environment.	£100 – replace or repair.
<i>Passion for Learning</i>	Outcomes 4 A B and C 3A i,,iii, iv	High impact – increased wellbeing	Continue	£1,000
<i>Subsidising trips and excursion – To enable equal chance to life experiences and learning outside the classroom.</i>	Outcome 4 A B and E Barriers 3A v, x,	High impact – equal opportunities and enriched educational experiences.	Continue	£1,599.54
<i>Breakfast Club - To encourage children to be in school on time and to provide children with a healthy start to the day with breakfast and a reading buddy.</i> <i>Regular meetings with persistence absentees.</i>	Outcome 4 A B and D Barriers 3A iii, vii, xiv	High impact – improved attendance. Attendance of Disadvantaged children above national.	Continue	Linked to actions and costs above

6. Planned expenditure

Academic year 2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all and Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<i>Additional teacher – To close achievement gap between PP and peers.</i>	Outcomes 4 A and B Barriers 3A i, iii,	High impact expertise to support disadvantaged children through intervention and discrete class.	Analysis of data and detailed tracking of interventions.	JS	Half Termly

<i>Speech and Language TA – To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum.</i> <i>Speech and Language Therapist</i>	Outcomes 4 A and B Barriers 3A i, iii,	Having a S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes.	Regular reports from therapist. Link to academic progress analysis	EC	Termly
<i>Additional learning mentor - To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.</i>	Outcomes 4 A B and C Barriers 3A iv, vi, ix, xiii	Troubled disadvantaged children need support with their home/social barriers to learning	Pupil conferencing LM review	NW/JS	Termly
<i>Three Teaching assistants - To provide Targeted intervention to close gaps.</i>	Outcomes 4 A and B Barriers 3A i, iii,	High impact interventions with skilled staff to support closing the academic gap for disadvantaged children.	Analysis of data and detailed tracking of interventions.	JS/EC	Half Termly
<i>Reading Plus – Reading scheme.</i> <i>To support progress in years 4,5,and 6</i>	Outcomes 4 A and B Barriers 3A i, iii,	Proven impact in improving reading ages for disadvantaged children.	Data analysis	JS/HN	Termly
<i>Additional booster sessions</i> <i>After school (4 x members of teaching staff plus 4 x TAs)</i> <i>Year 6 – all year, Year 5 - 2 terms, Year 4 – 1 term</i>	Outcomes 4 A and B Barriers 3A i, iii,	Proven impact with smaller groups. Decreasing the sizes to 1:3 only.	Monitoring, regular assessment.	HL	Half termly
<i>Pupil Premium Leader – Management time</i> <i>Monitoring, support and analysis.</i>	Barriers 3A i, iii, All outcomes	Monitoring and support	Regular planned time.	JS	Half Termly

ii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<i>My Happy Mind – Online mindfulness curriculum resource</i>	Outcomes 4 A B and C Barriers 3A vi, xv	Positive psychology & neuroscience research myHappyMind is focussed on creating positive, sustainable and growth-oriented behaviour. This is linked to our School Improvement focus on well-being and self-regulation.	Half termly monitoring of weekly discretely taught sessions. Evidence of vocab during learning walks	NW/JS	Termly
<i>Counselling</i>	Outcomes 4 A B and C Barriers 3A iv, vi, ix, xiii	Support for some troubled or crisis disadvantaged children. Research-based impact on increasing well-being.	Pupil conferencing.	JS	Termly
<i>Drama Therapy</i>	Outcomes 4 A B and C Barriers 3A iv, vi, ix, xiii	Support for some troubled or crisis disadvantaged children. – Research-based impact on increasing well-being.	Pupil conferencing.	NW	Termly
<i>Happy Mind Teepees – Installed in each classroom to support self-regulation and as a safe space to calm and reflect.</i>	Outcomes 4 A B and C Barriers 3A vi, xv	Mindfulness research and My Happy Mind suggest calm, safe spaces with calming strategies and meditative support.	Evidence of their use through learning walks, pupil conferencing and observations.	SLT	Termly
<i>Passion for Learning</i>	Outcomes 4 A B and C 3A i, iii, iv	Support for vulnerable disadvantaged children.!! time for them to engage in self-interests and talk openly.	Pupil conferencing	NW	Termly

<p><i>Subsidising trips and excursion – To enable equal chance to life experiences and learning outside the classroom.</i></p> <p><i>Subsidising educational experiences to enhance learning and develop wider world understanding</i></p> <p><i>School Minibus Leasing plus service and fuel costs</i></p>	<p>Outcome 4 A B and E</p> <p>Barriers 3A v, x,</p>	<p>Allowing all children to access enriching learning experiences outside the classroom</p>	<p>Pupil conferencing</p> <p>Monitor trips in each year group</p>	<p>SLT</p>	<p>Termly</p>
<p><i>Breakfast Club - To encourage children to be in school on time and to provide children with a healthy start to the day with breakfast and a reading buddy.</i></p> <p><i>Regular meetings with persistence absentees.</i></p>	<p>Outcome 4 A B and D</p> <p>Barriers 3A iii, vii, xiv</p>	<p>Supporting regular attendance and punctuation for vulnerable disadvantaged children.</p>	<p>Monitor attendance and punctuality of disadvantaged children.</p>	<p>AW</p>	<p>Termly</p>
Total budgeted cost					£116,430