



Pupil Premium Funding 2015-17

Introduction

Pupil Premium is given to schools based on the numbers of pupils in receipt of Free School Meals (FSM) and Looked After Children (LAC). This includes any pupil who has received FSM in the last six years. (Ever Six) Funding is also received for Service Children.

Goodrich Church of England Primary School

2015-16 (based on 8)	2016-17 (based on 9)
9 pupils (£1,320)	9 pupils (£1,320)
£10,560	£11,880

The progress and achievement of all pupils is monitored throughout their schooling with assessments made every 30 days. Any pupil (Pupil Premium or not) who is in need of intervention is identified and the necessary support is put in place. This is discussed at half termly Pupil Progress meetings with class teachers and then co-ordinated by middle managers as appropriate.

Pupil Premium Strategy Statement

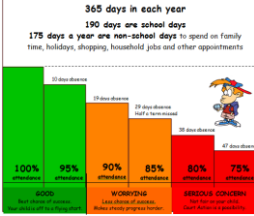
1. Summary Information					
Goodrich Church of England Primary School					
Academic Year	2016-17	Total PP budget	£11,880	Date of most recent PP review	07/16
Total number of pupils	129	Number of pupils eligible for PP	9	Date for internal review of this strategy	07/17

2. Current Attainment		
	Pupils eligible for PP (Goodrich)	Pupils not eligible for PP (Goodrich)
% achieving expected standard at Yr 2 & 6 Reading 2015-16	75% (3 out of 4 pupils)	66%
% achieving expected standard at Yr 2 & 6 Writing 2015-16	75% (3 out of 4 pupils)	63%
% achieving expected standard at Yr 2 & 6 Maths 2015-16	100%	59%
ARE comparison Reading (End 2015-16)	-0.4	-0.1
ARE comparison Writing (End 2015-16)	-0.9	-0.6
ARE comparison Maths (End 2015-16)	-0.4	-0.2
% making 3 points progress in Reading (End 2015-16)	85.7%	97.2%
% making 3 points progress in Writing (End 2015-16)	87.5%	94.4%
% making 3 points progress in Maths (End 2015-16)	87.5%	88.9%

3. Barriers to future attainment (for pupils eligible for PP)		
In school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Inconsistent support from home, among some families, across all key stages with reading, homework, spelling, presentation, speech and language and organisational skills. This impacts on school life and the opportunity to maximise progress and attainment	
B.	In school data shows that there is a larger gap between PP pupils and their peers in Reading and Writing progress and a minimal gap in Maths. Yet Maths attainment is lowest in terms of ARE. This is a whole school focus.	
C.	7/9 PP pupil children have joined us after their Reception year. 4/9 in the last 2 years.	
External barriers (issues which also require action outside of school)		
D.	ATTENDANCE 5/9 56% have attendance which falls below 95% (2015-16 figures)	
E.	Changes to family circumstances which require additional support or prevent their ability to support schools agenda.	
F.	Parents reluctant to apply for PP award as UIFSM prevents the obvious need. 0% of our PP children are in EY/KS 1 and therefore some disadvantaged children may go unidentified.	
4. Desired Outcomes (and how they will be measured)		
A.	PP children make accelerated progress to bring in line with their peers for all subject areas.	PP children compared to non-PP children gap is negligible
B.	Improved attendance among PP pupils.	80% of PP children have attendance above 95%.
C.	ARE is closing the gap with national expectation. Particularly Writing and Maths.	80% of PP children are at ARE for Writing & Maths.
D.	Increased opportunities for families to come into school and gain confidence in how their children are learning and the importance of reinforcing these skills at home.	At least three opportunities for school sessions and information sent home termly with ideas for home activities.
E.	Improve PP children's access to school clubs and ensure that they are able to experience trips/school visitors to widen their experiences and aspirations. Healthy lifestyles are encouraged through the use of clubs and the outdoor environment.	100% of the pupil premium families are aware of and have used the facility for clubs and trips. Forest School is accessed by PP children.
F.	Children who have recently joined the school are given focus time to build relationships with significant adults in order to maximise the impact, eradicate confidence issues and identify/ fill any gaps in learning.	80% of PP children joining the school do not fall back through confidence or transition issues. Their progress reflects this through the year. Any disparity between our assessment and that of previous schools is quickly noted and reported to parents.
G.	Ensure that all children are able to work and focus arriving at lessons ready to learn.	100% of PP children report having breakfast each morning and equipment to support their learning.

5. Planned Expenditure					
Academic Year		2016-17			
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost?
PP children make accelerated progress to bring in line with their peers for all subject areas.	<p>TAs work closely with small groups including targeted PP children to do immediate pre or follow up activities.</p> <p>Challenge (prove it) cards bought to ensure stretch for MA PP children.</p> <p>Blooms approach ensures that a level of challenge is nurtured for all PP children to accelerate aspirations.</p> <p>Time spent with PAT dog & special 'readers' to target PP children.</p>	<p>Accelerated progress is needed to close gap with ARE & against national.</p> <p>If progress was in line it would diminish the difference entirely from peers.</p>	<p>SENco to monitor interventions</p> <p>SLT have released time to look at PP as a focus group after each 30 day analysis.</p> <p>Resources ensure a consistent approach to the new curriculum and MA pupils have challenge</p> <p>Planning & monitoring reflects the use of Blooms to vary question types & children with a positive attitude to challenge.</p> <p>Regular reading and opportunity to discuss high quality texts.</p>	<p>AP</p> <p>LT</p> <p>KJ</p> <p>KJ</p> <p>LT</p> <p>KJ</p> <p>LT</p> <p>Class teacher</p>	<p>TA</p> <p>£10.01 x 4.5hours x 35wks= £1,577 x3</p> <p>£4,730</p> <p>SLT time</p> <p>£29 per hour- 5 hours per 30 days= 29x 5 for 2 staff</p> <p>£290</p> <p>Cards £150</p> <p>£0</p>
ARE is closing the gap with national expectation. Particularly Writing & Maths.	<p>Talk 4 Writing visit to Knowle Park for new staff.</p> <p>Maths Hub work on mastery in Maths to increase depth of Mathematical understanding. All staff released.</p> <p>Laptop use and time for homework catch up and a different platform to engage in learning</p> <p>Funkey maths to encourage children to mentor younger children</p> <p>Monster SATs to allow easy analysis of pupil progress</p> <p>Mathletics bought to raise the profile and enjoyment of maths throughout the school for use at home and at school</p>	<p>The difference between ARE PP to non-PP was negligible. Attainment against national standards for PP Yr 2 & 6 was 100% Read & 75% in Maths & Writing indicates a gap which is supported by whole school data.</p> <p>Ma PP 50% Non 53%</p> <p>Re PP 58.3% Non 53%</p> <p>Wri PP 33% Non 50%</p>	<p>English lead and standards committee to monitor impact closely.</p> <p>Moderation to be carried out termly and as part of WVLN (Wye Valley Learning Network)</p> <p>F Wood to visit termly from Maths Hub and action plan to be followed. All staff to see Shanghai Maths</p> <p>M S & KJ to monitor and target specific children. Data to be tracked carefully.</p>	<p>LT</p> <p>KC</p> <p>SL & KJ</p> <p>KJ</p>	<p>Teacher cover 2x 1day</p> <p>£160</p> <p>£320</p> <p>SL & KJ time paid for by Maths Hub. Teacher release 3x £160</p> <p>£480</p> <p>TA £45 x4</p> <p>£180</p> <p>Laptop Hire £446</p> <p>£170</p> <p>£170</p> <p>Bought by PTFA</p> <p>£0</p>

<p>Increased opportunities for families to come into school and gain confidence in how their children are learning and the importance of reinforcing these skills at home.</p>	<p>Change format of parent consultation to engage with more reluctant PP parents. Afternoon appointments offered.</p> <p>Activity afternoons to share our approach to learning across a broad and balanced curriculum.</p> <p>Using book day and maths mornings to encourage parents to work alongside their children and break down barriers.</p> <p>Family learning events hosted at the school. Parents given choice of priority. E.g. how to promote children's self-esteem.</p>	<p>The huge changes in curriculum make the expected standard quite 'scary' for lots of our families as evidenced in feedback from our SATs meeting 2015-16.</p> <p>Evidence shows that best outcomes are reached when we work as partners in our children's education.</p>	<p>Survey from parents following events and constantly listening and evolving to meet our parent's needs.</p> <p>Parents eager to have sessions and provider happy to continue within their set of requirements. SENco to target some families and handle logistics.</p>	<p>KM & all staff</p> <p>Governors</p> <p>AP</p>	<p>Refreshments £100</p>
<p>Children who have recently joined the school are given focus time to build relationships with significant adults in order to maximise the impact, eradicate confidence issues and identify/ fill any gaps in learning.</p>	<p>Time with TA assessing needs and building a relationship.</p> <p>Check in with parents regularly.</p>	<p>There can be a fall back when children have an in year transition, often because of learning/ school issues. SENco & Class teachers know that often data children bring is inaccurate. We still become responsible for the progress from previous Key Stages.</p>	<p>Monitor new starters and intervene early where there are issues.</p> <p>Ensure all staff report any concerns</p> <p>Adopt systems for consistent assessment across the school.</p>	<p>KM</p> <p>All staff</p>	<p>TA £10 x 2hours x 5wks= £100 x3 £300</p>
Total budgeted cost					£7,336

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost?
Improved attendance among PP pupils.	<p>All absence chased up and reasons for absence recorded.</p> <p>Clear links made with parents between attendance and learning.</p> <p>SEN meetings & parental consultation reference any attendance issues.</p> <p>Letters sent in line with policy.</p> <p>PP families encouraged to share any issues /concerns. School to assist where possible to keep children /get children to school.</p>		<p>JB to follow up daily Records kept of contact attempts</p> <p>KM to monitor attendance figures at least termly.</p> <p>Teachers flag children causing concern in staff meetings or where patterns of absence are evident</p> <p>Governors</p>	<p>JB</p> <p>KM</p> <p>Class teachers</p>	£0
Total budgeted cost			£7,336		
iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Improve PP children's access to school clubs and ensure that they are able to experience trips/school visitors to widen their experiences and aspirations. Healthy lifestyles are encouraged through the use of clubs and the outdoor environment.	<p>All trips are subsidised in order for PP children to have a wide range of experiences.</p> <p>Residential for years 5 & 6 are subsidised.</p> <p>Clubs subsidy available for outside agency provided clubs. (School clubs free)</p>	<p>Some of our children have limited experiences and can be isolated in rural areas.</p> <p>We want our children to have broad experiences, to question, and raise aspirations for the future.</p>	<p>All classes have an 'event' a term, whether it is a trip out or a themed day buying a visitor in.</p> <p>Pupil and parent surveys.</p> <p>Pupil premium focus events via WVLN</p>	<p>Teachers</p> <p>JB</p> <p>KM</p>	<p>Trip subsidy £45 per child. 9 x £45 £405</p> <p>Residential – Yr 5 & 6. 5x £100 £500</p> <p>Clubs subsidy £30 per child. 9x £30 £270</p>



<p>Ensure that all children are able to work and focus arriving at lessons ready to learn.</p>	<p>Breakfast club offered daily for all PP children. 7:45-8:45</p> <p>Circuit training free to all pupils every morning 8:20-8:45</p>	<p>Research by Cardiff University showed children are twice as likely to score highly in tests and assessments at 11, after eating breakfast than those who start learning on an empty stomach.</p>	<p>Letter sent out to parents periodically and confidentially.</p>	<p>JB RW</p>	<p>(Possible 9x £3.20x 190 days) £5,472</p>
	<p>Uniform assistance offered to all PP children</p>	<p>Children feel more confident when they look the same and are prepared for school.</p>	<p>All aware and rail reduces stigma.</p>		<p>Uniform supply (2 card, 2 polo shirts) £35 x9 £315</p>
	<p>Donations rail for recycling school uniform for all children.</p>				

Total budgeted cost £14,298

When will you review implementation?

We monitor Pupil Premium children as a group at pupil progress meetings every 30 days. Our strategy and its effectiveness is reviewed termly and discussed as part of standards meetings by the governing sub-committee. This committee will feed back to the full governing body as appropriate.

Additional information about approach

Because our Pupil Premium numbers are relatively small, we tend to focus on the needs of each individual in order to meet their needs. The details of these would potentially identify them so they are not included here.

6. Review of Expenditure																
Academic Year		2016-17														
iv. 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)	Cost?												
PP children make accelerated progress to bring in line with their peers for all subject areas.	<p>TAs work closely with small groups including targeted PP children to do immediate pre or follow up activities.</p> <p>Challenge (prove it) cards bought to ensure stretch for MA PP children.</p> <p>Blooms approach ensures that a level of challenge is nurtured for all PP children to accelerate aspirations.</p> <p>Time spent with PAT dog & special 'readers' to target PP children.</p>	<p>MET Expected progress per year= 3 pts</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP pupils</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>3.3</td> <td>3.5</td> </tr> <tr> <td>Write</td> <td>4</td> <td>3.5</td> </tr> <tr> <td>Maths</td> <td>3.5</td> <td>3.4</td> </tr> </tbody> </table> <p>PP children make above expected (accelerated) progress in all subjects and more than other pupils in writing & Maths</p>	Subject	PP pupils	Non PP	Read	3.3	3.5	Write	4	3.5	Maths	3.5	3.4	<p>Targeted support and opportunities to go over homework & pre-teaching were particularly useful.</p> <p>Resources are seen to be well used in observations. Consider purchase of Funkey Maths cards for PP children for whom they are appropriate.</p> <p>Only one KS1 PP child so PAT dog had little impact, use reading volunteers in a targeted way instead.</p> <p>CONTINUE</p>	<p>TA £10.01 x 4.5hours x 35wks= £1,577 x3 £4,730</p> <p>SLT time £29 per hour- 5 hours per 30 days= 29x 5 for 2 staff £290</p> <p>Cards £150</p> <p>£0</p>
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Subject	2015-16	2016-17														
Read	19.2 APS	21.7 APS														
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Maths	19.1 APS	21.8 APS														

<p>Increased opportunities for families to come into school and gain confidence in how their children are learning and the importance of reinforcing these skills at home.</p>	<p>Change format of parent consultation to engage with more reluctant PP parents. Afternoon appointments offered.</p> <p>Activity afternoons to share our approach to learning across a broad and balanced curriculum.</p> <p>Using book day and maths mornings to encourage parents to work alongside their children and break down barriers.</p> <p>Family learning events hosted at the school. Parents given choice of priority. E.g. how to promote children's self-esteem.</p>	<p>MET</p> <p>Parents invited to come in and share stories for World Book Day which led to training for volunteers to come and support targeted children.</p> <p>Parents evening varied in style through the year- one more casual and with children, 2 formal. Maths open morning where information about place value teaching was given and then to go and see it in practise in the classrooms.</p> <p>Safeguarding training for parents</p>	<p>Use feedback from meetings to lead to next- e.g. multiplication and division for maths, spelling for English.</p> <p>CONTINUE</p> <p>Limited attendance for more open shared learning with families for the broader curriculum. Certainly did not engage PP parents.</p> <p>Parent group for self esteem attended well for first, lots of drop outs for second. PP parents although approached, did not attend. Working? Provider cannot do after school.</p> <p>SPTO to be opened to parents in Aut 2017</p>	<p>Refreshments £100</p>
<p>Children who have recently joined the school are given focus time to build relationships with significant adults in order to maximise the impact, eradicate confidence issues and identify/ fill any gaps in learning.</p>	<p>Time with TA assessing needs and building a relationship.</p> <p>Check in with parents regularly.</p>	<p>MET</p> <p>Used this time to get to know them as well as formulate a reliable baseline. (Most early KS2) Some confidence issues emerged later but this initial time demonstrated that those children identified the TA as a key person.</p>	<p>CONTINUE</p> <p>Include an initial meeting involving parent and teacher, to hand over key information and areas for support as early as possible.</p>	<p>TA £10 x 2hours x 5wks= £100 x3 £300</p>
Total budgeted cost				£7,336

v. Targeted Support Review				
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?
Improved attendance among PP pupils.	<p>All absence chased up and reasons for absence recorded.</p> <p>Clear links made with parents between attendance and learning.</p> <p>SEN meetings & parental consultation reference any attendance issues.</p> <p>Letters sent in line with policy.</p> <p>PP families encouraged to share any issues /concerns. School to assist where possible to keep children /get children to school.</p>	<p>PARTIALLY MET</p> <p>2015-16 8 pupils 2016-17 9 pupils</p> <p>Due to in year transfers our PP children change through the year.</p> <p>2015-16 11 over year 91.40% Att 2016-17 17 over year 90.46% Att</p> <p>Only 9 children are the same in both years.</p> <p>It seems that it has not improved. However 6 of the 9 children in 2016 -17 had serious family circumstances which directly impacted on their attendance. 3/9 attendance improved.</p>	<p>Attendance letters sent</p> <p>Teachers asked to discuss attendance with every parent when they meet them for SEN or parent consultations.</p> <p>Attendance will be seen online on SPTO Aut. 2017</p> <p>CONTINUE AND MONITOR ON A WEEKLY BASIS IF CONCERNED. EHA</p>	£0
Total budgeted cost				£7,336
vi. Other approaches Review				
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
Improve PP children's access to school clubs and ensure that they are able to experience trips/school visitors to widen their experiences and aspirations. Healthy lifestyles are encouraged through the use of clubs and the outdoor environment.	<p>All trips are subsidised in order for PP children to have a wide range of experiences.</p> <p>Residential for years 5 & 6 are subsidised.</p> <p>Clubs subsidy available for outside agency provided clubs. (School clubs free)</p>	<p>MET</p> <p>All children access trips, subsidies are taken up and exceeded costings.</p> <p>71% PP pupils attend physical clubs either before or after school.</p> <p>100% PP Yr 5 or 6 attended residential</p> <p>100% attend forest school access 1/3 weeks minimum.</p>	<p>This is a critical part of raising their expectations and being in line with all of their peers.</p> <p>Need to target children for whom a healthy lifestyle is needed. Involve school nurse perhaps.</p> <p>CONTINUE</p>	<p>Trip subsidy £45 per child. 9 x £45 £405</p> <p>Residential – Yr 5 & 6. 5x £100 £500</p> <p>Clubs subsidy £30 per child. 9x £30 £270</p>



<p>Ensure that all children are able to work and focus arriving at lessons ready to learn.</p>	<p>Breakfast club offered daily for all PP children. 7:45-8:45</p> <p>Circuit training free to all pupils every morning 8:20-8:45</p> <p>Uniform assistance offered to all PP children</p> <p>Donations rail for recycling school uniform for all children.</p>	<p>PARTIALLY MET</p> <p>76% of PP children regularly attend breakfast club/ circuit training. Not fully met because two of PP children are often late despite the offer of morning clubs.</p> <p>88% take up uniform subsidy</p> <p>Rail in regular use and always reviewed to ensure only the best quality uniform is offered.</p>	<p>After discussion with a parent about uniform we also offered a pair of shoes a year, taking us above planned spending.</p> <p>PTFA member runs stall. Used by all parents.</p> <p>Left out in weekends/ hols to prevent anxiety- parent suggestion.</p> <p>CONTINUE</p>	<p>(Possible 9x £3.20x 190 days) £5,472</p> <p>Uniform supply (2 card, 2 polo shirts) £35 x9 £315</p>
Total budgeted cost				£14,298



2015-16 Pupil Premium Funding

Support (set before the start of the year)	/9	£
Breakfast club provision (Possible 9x £3.20x 190 days)	9	£5,472
Trips (£45 per child)	9	£405
Residential (£100 per Yr 6 pupil)	2	£200
Reading support from TA to engender a love of books (£10.01 x 4.5hours x 35wks)	6	£1,576.58
Booster Sessions for Year Six (Teacher 17 x £41.62 over the year- 17 sessions of 5mins per pupil)	2	£707.54
Access to Superstars/ PE clubs/ Swimming Lessons	9	From Sports Premium Funding
HLTA small group support (4hours x £12.52 x 35 wks)	3	£1752.80
Maths Club (Yr 1, 2 & 5) Teacher release £23.58 per hr. 4hours over year.	4	£94.32
Laptop hire	9	£223
Library stock	9	£60
Access to other clubs (£30 per pupil)	9	£270
Uniform supply (2 card, 2 polo shirts)	1	£35
Forest Schools spares	9	£100
	Total	£10,896.24

2015-16 Pupil Premium Impact Assessment				
	Yr	Writing	Reading	Maths
	2	5	4	3
	3	3	3	4
	3	3	2	3
	3	2	3	2
	4	4	4	5
	4	6	3	6
	4	5	4	7
	5	4	3	4
	6	4	4.5	3
	6	4	4.3	5.3
	PP progress	4	3.5	4.2
	Progress of non PP	4	4.1	4.4



During this Year, two children left the school to move away and five children joined us with PP entitlement.

Two of the children are not included in our progress data as they joined us part way through the year and with no data as a baseline.

Expected progress is 3 points in a year, all averages are above this. Progress for all PP children would have been above Non PP if one child who joined us had not received Level 3s at KS1. We do not agree with this assessment and have shared this with parents.