



## Goodrich Church of England Primary School- Pupil Premium Funding Statement 2017-18

1. Summary Information					
Goodrich Church of England Primary School					
Academic Year	2017-18	Total PP budget	£15,840	Date of most recent PP review	07/17
Total number of pupils	134	Number of pupils eligible for PP	12	Date for internal review of this strategy	04/18

2. Current Attainment			
	Pupils eligible for PP (Goodrich)	All Pupils (Goodrich)	Nationally
% achieving expected standard at end KS2 Reading 2016-17	50% (2 out of 4 pupils)	65%	71%
% achieving expected standard at end KS2 Writing 2016-17	75% (3 out of 4 pupils)	74%	76%
% achieving expected standard at end KS2 EGPS 2016-17	75% (3 out of 4 pupils)	83%	77%
% achieving expected standard at end KS2 Maths 2016-17	50% (2 out of 4 pupils)	70%	75%
Average Scaled Score Reading at end KS2 (2016-17)	102	102	104
Average Scaled Score EGPS at end KS2 (2016-17)	105	104	106
Average Scaled Score Maths at end KS2 (2016-17)	102	103	104
Whole School ARE comparison Reading (End 2016-17)	56%	77%	
Whole School ARE comparison Writing (End 2016-17)	67%	72%	
Whole School ARE comparison Maths (End 2016-17)	50%	72%	
Whole School % making 3 points progress in Reading (End 2016-17)	80%	81%	
Whole School % making 3 points progress in Writing (End 2016-17)	100%	87%	
Whole School % making 3 points progress in Maths (End 2016-17)	100%	85%	

### 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)

<b>A</b>	UNDER ACHIEVEMENT IN READING AND MATHS. Whole school data shows that although pupil premium children are making progress in line or better than the whole school, they remain below Age Related Expectation (ARE). This is particularly evident in Reading & Maths.
<b>B</b>	INCONSISTENT ENGAGEMENT WITH SCHOOL AND SUPPORT FROM HOME, across all years. This impacts on the opportunity to maximise progress and attainment. (Homework, reading, spelling & S&L)
<b>C</b>	IN-YEAR TRANSFERS- 10/12 PP children have joined us after their Reception year. 6/12 in the last 2 years.

#### External barriers (issues which also require action outside of school)

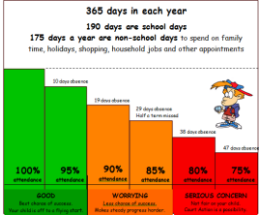
<b>D</b>	ATTENDANCE By the end of 2016-17 6/17 had attendance figures below 90% (90.46% overall 2016-17)
<b>E</b>	LOW ASPIRATIONS OF FAMILIES OR CHANGES TO FAMILY CIRCUMSTANCES which require additional support or prevent their ability to support school's agenda.
<b>F</b>	PARENTS RELUCTANCE TO APPLY FOR 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.

<b>4. Desired Outcomes</b> (and how they will be measured)		
<b>A</b>	<b>UNDER ACHIEVEMENT IN READING AND MATHS.</b> Whole school data shows that although pupil premium children are making progress in line or better than the whole school, they remain below Age Related Expectation (ARE). This is particularly evident in Reading & Maths.	
	ARE is closing the gap with national expectation. Particularly Reading and Maths.	75% of PP children are at ARE for Reading & Maths.
	PP children continue to make accelerated progress to bring them in line with their peers for all subject areas.	PP children compared to non-PP children gap is negligible
<b>B</b>	<b>INCONSISTENT ENGAGEMENT WITH SCHOOL AND SUPPORT FROM HOME, across all years.</b> This impacts on the opportunity to maximise progress and attainment. (Homework, reading, spelling & S&L)	
	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. Staff to target PP parents and find creative ways to maximise progress.	At least three opportunities for school sessions and information sent home termly with ideas for home activities.
<b>C</b>	<b>IN-YEAR TRANSFERS- 10/12 PP children have joined us after their Reception year. 6/12 in the last 2 years.</b>	
	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, create a baselining 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 baseline assessment and that of previous schools is quickly noted and reported to parents.
<b>D</b>	<b>ATTENDANCE By the end of 2016-17 6/17 had attendance figures below 90% (90.46% overall 2016-17)</b>	
	Improved attendance among PP pupils.	80% of PP children have attendance above 90%.
<b>E</b>	<b>LOW ASPIRATIONS OF FAMILIES OR CHANGES TO FAMILY CIRCUMSTANCES which require additional support or prevent their ability to support school's agenda.</b>	
	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.
	Ensure that all children are able to work and focus arriving at lessons ready to learn.	Teachers report children arrive on time and ready to learn 95% of the time and any notes around lateness/ presentation are recorded.
<b>F</b>	<b>PARENTS RELUCTANCE 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.</b>	
	Use of welcome meetings, GSMA publicity & website and newsletters to advertise Pupil Premium funding and make clear the benefits available whilst reassuring about confidentiality.	A number of children in KS1 successfully apply for funding.

5. Planned Expenditure					
Academic Year		2017-18			
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?
<p>ARE is closing the gap with national expectation. Particularly Reading and Maths.</p>	<p>Maths Hub work on mastery in Maths to increase depth of Mathematical understanding. All staff released as required to share good practise. Maths co-ordinator to refine approach to ensure the approach meets the differentiated needs of our children. Maths no problem purchased with match funding.</p> <p>Cracking Comprehension bought and introduced across the school to develop reading skills.</p> <p>Laptop use and time for homework catch up and a different platform to engage in learning. Website used to share appropriate websites that match the approach.</p> <p>Funkey maths to encourage children to mentor younger children Funkey Maths cards to be introduced at a parent meeting. Funkey Maths training for TAs Funkey Maths cards bought for school and for PP children to take home.</p>	<p>Last year our attainment was closer to national as was our average scaled score at the end of KS2. Progress for PP children was above expected and sometimes accelerated in comparison to ALL Children. The gap to ARE in whole school data is significant for reading and maths and needs to be closed.</p> <p>We have looked at local schools who have demonstrated significant progress visiting Whitchurch, Brampton and Homer Primaries. Local schools with 100% have used Cracking Comprehension to consistently deliver reading comprehension.</p>	<p>English lead and standards committee to monitor impact closely. Moderation to be carried out termly and as part of WVLN (Wye Valley Learning Network)</p> <p>MS, WW &amp; KJ to monitor and target specific children. Data to be tracked carefully.</p>	<p>LT KC</p> <p>SL &amp; KJ</p> <p>KJ</p>	<p>2 Teachers cover 2x 1day £160= £320 <b>Total £640</b></p> <p>Maths No Problem <b>£500</b></p> <p>Cracking Comprehension <b>£1,200</b></p> <p>KJ Teacher release time 3x £160 <b>£480</b></p> <p>TA £45 x6 <b>£180</b></p> <p>Laptop Hire <b>£446</b> <b>£170</b></p> <p>MS time <b>£500</b></p> <p>Funkey Maths cards 24 x £8= <b>£192</b></p>

Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost?
<p>PP children continue to make accelerated progress to bring them in line with their peers for all subject areas.</p>	<p>TAs work closely with small groups including targeted PP children to do immediate pre or follow up activities, including homework.</p> <p>Funkey Maths cards for PP children for whom they are appropriate. Sets for home and school.</p> <p>Reading volunteers trained and used to target to hear children that don't read regularly or have no support at home.</p>	<p>Accelerated progress is needed to close gap with ARE &amp; against national.</p> <p>If progress continues to be above expected it would diminish the difference entirely from peers.</p>	<p>SENco to monitor interventions SLT have released time to look at PP as a focus group after each 30 day analysis. Resources ensure a consistent approach to the new curriculum and MA pupils have challenge Planning &amp; monitoring reflects the use of Blooms to vary question types &amp; children with a positive attitude to challenge. Regular reading and opportunity to discuss high quality texts.</p>	<p>AP LT KJ  KJ LT  KJ  LT Class teacher</p>	<p><b>TA</b> £10.01 x 4.5hours x 35wks= £1,577 x3 <b>£4,730</b></p> <p><b>SLT time</b> £29 per hour- 5 hours per 30 days= 29x 5x6= £ for 2 staff <b>£1,740</b></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. Staff to target PP parents and find creative ways to maximise progress.</p>	<p>Continue to maintain various formats of parent meetings to engage with more reluctant PP parents. Afternoon appointments offered.</p> <p>Using book day and maths mornings to encourage parents to work alongside their children and break down barriers. Using survey results to inform what we offer as well as the school agenda.</p> <p>SPTO online access given so that parents are able to access from home. 'Catch' parents to follow up.</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>Staff to actively seek meetings with PP parents ideally with children to share approaches and information.</p>	<p>KM &amp; all staff  Governors</p>	<p>Refreshments <b>£100</b></p>

Desired outcome	Chosen action/ approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost?
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, create a baseline and identify/ fill any gaps in learning.	<p>Time with TA assessing needs and building a relationship.</p> <p>Initial meeting involving parent and teacher, to hand over key information and areas for support as early as possible.</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.</p> <p>SENco &amp; Class teachers know that often data children bring is inaccurate or children are not able to maintain previous standards in a period of change. 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 All staff</p>	<p><b>TA</b> £10 x 2hours x 5wks= £100 x3 <b>£300</b></p>
<b>Quality of Teaching budgeted cost</b>					<b>£10,732</b>

<b>ii. Targeted support</b>					
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. Weekly checks where there is concern</p> <p>Clear links made with parents between attendance and learning.</p> <p>Letters sent in line with policy.</p> <p>Teachers requested to discuss attendance with every parent when they meet them for PSP, SEN or parent consultations.</p> <p>PP families encouraged to share any issues /concerns. School to assist where possible to keep children /get children to school.</p> <p>SPTO able to be accessed at home and attendance has a page on pupil report.</p>	<p>365 days in each year 190 days are school days 175 days a year are non-school days to spend on family time, holidays, shopping, household jobs and other appointments</p>  <p>100% attendance 95% attendance 90% attendance 85% attendance 80% attendance 75% attendance</p> <p>6000 5000 4000 3000 2000 1000 0</p> <p>GOOD WORSHIP SERIOUS CONCERN</p>	<p>JB to follow up daily</p> <p>Records kept of contact attempts</p> <p>KM to monitor attendance figures at least termly. More regularly where there is concern.</p> <p>Teachers/JB 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>	<p>JB monitoring/ reports £20 x 6= <b>£120</b></p> <p><b>SPTO £1,300 12 PUPILS = £117</b></p>
<b>Targeted Support budgeted cost</b>					<b>£237</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
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.	All trips are subsidised in order for PP children to have a wide range of experiences.  Residential for years 5 &6 are subsidised.  Clubs subsidy available for outside agency provided clubs. (School clubs free)  Target children and involve them in clubs so that they want to attend.	Some of our children have limited experiences and can be isolated in rural areas.  We want our children to have broad experiences, to question, and raise aspirations for the future.  This is a critical in raising children's expectations to be in line with all of their peers.	All classes have an 'event' a term, whether it is a trip out or a themed day buying a visitor in.  Pupil and parent surveys.  Pupil premium focus events via WVLN	Teachers  JB KM	Trip subsidy £50 per child. 12 x £50 <b>£600</b>  Residential – Yr 5 & 6. 2x £100 <b>£200</b>  Clubs subsidy £60 per child. 12x £60 <b>£720</b>
Ensure that all children are able to work and focus arriving at lessons ready to learn.	Breakfast club offered daily for all PP children. 7:45-8:45  Circuit training free to all pupils every morning 8:20-8:45  Uniform assistance offered to all PP children including school shoes  Donations rail for recycling school uniform for all children.	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.  Children feel more confident when they look the same and are prepared for school.	Letter sent out to parents periodically and confidentially.  JB monitors families in need and prompts as appropriate.  All aware and rail reduces stigma.	JB RW LD	(Possible 12x £3.20x 190 days) <b>£7,296</b>  Uniform supply (2 card, 2 polo shirts) £35 x12 <b>£420</b>  School shoes 12 x £35= <b>£420</b>
Use of welcome meetings, GSMA publicity & website and newsletters to advertise Pupil Premium funding and make clear the benefits available whilst reassuring about confidentiality.	Produce a parent leaflet to go home to all parents and on the website annually.  Clearly show the clear impact & benefits of Pupil Premium funding further than free school meals which infant children currently receive anyway.	Since the introduction of UIFSM our take up in KS1 has reduced to 0.  We know many of our parents are on benefits/ low income and therefore their children could access further support.	Sensitive distribution to ensure no one is singled out and confidentiality is protected.  Sent to all bi-annually. Leaflets given with welcome packs and to all prospective parents.	SWi, JB & KM	Print and production <b>£50</b>
<b>Other Approaches budgeted cost</b>					<b>£9,706</b>
<b>TOTAL BUDGETED COSTS</b>					<b>£20,675</b>

**When will you review implementation?**

We monitor Pupil Premium children as a group at pupil progress meetings every 60 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. We review progress formally in April.

**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.