



## The Godshill Primary School Pupil Premium Strategy Statement

### School Mission Statement

At Godshill Primary we want to continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures. We work together to identify potential barriers to learning and implement actions to support the development of vulnerable groups.

### Pupil Premium Funding

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The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

#### Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

**Rationale for Pupil Premium Spending**

**Key objectives and principles:**  
 To raise attainment in reading, writing and maths combined from 50% (7 children) to 54% (9 children)  
 To reduce the gap in attainment outcomes between disadvantaged pupils and non  
 To raise attainment in all year groups to be in line with national averages

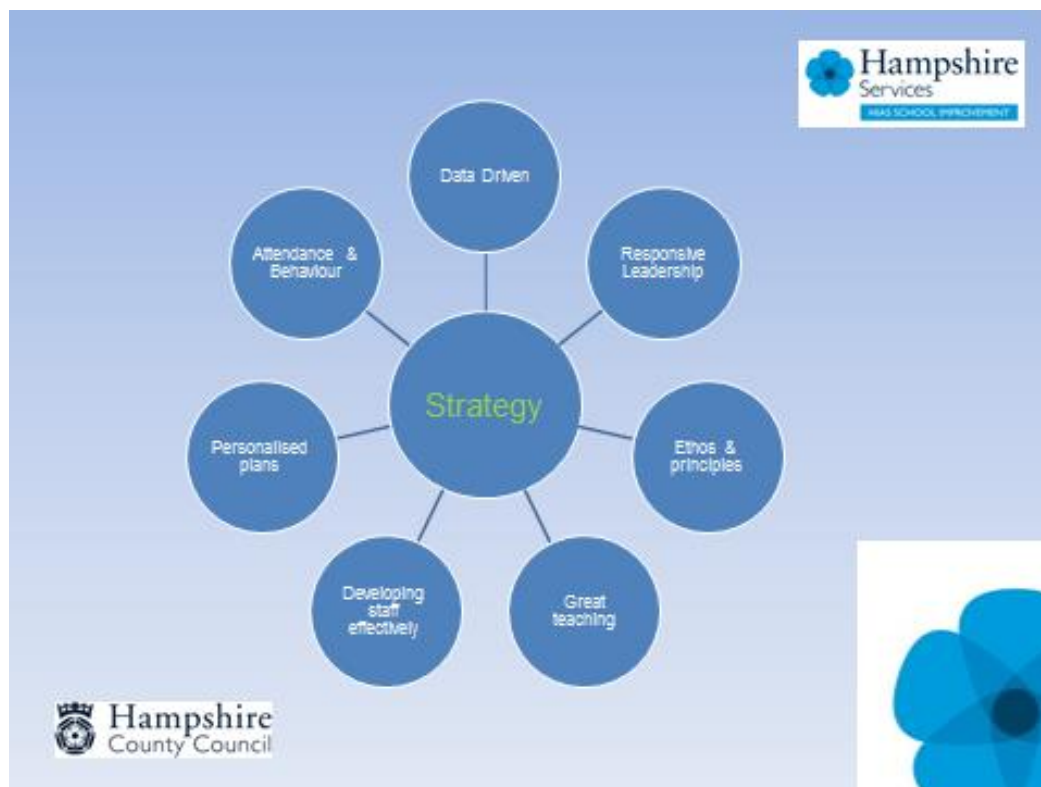
**Pupil Premium Strategy Group**

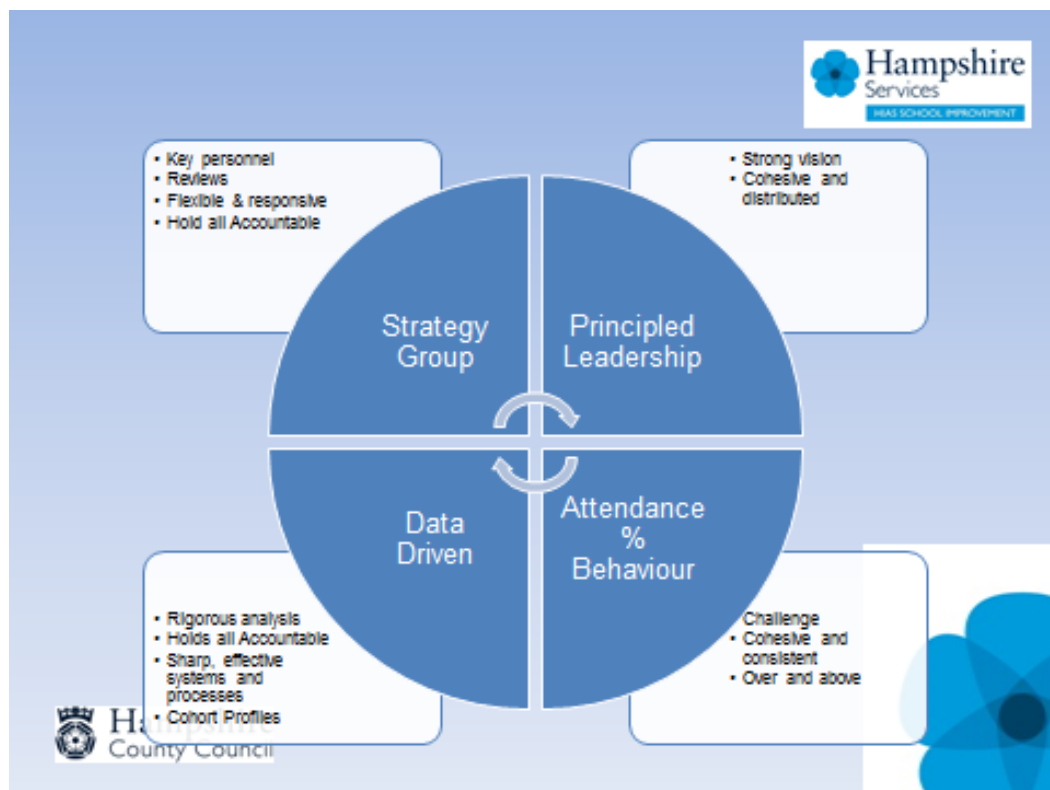
<b>Team member</b>	<b>Role</b>
Mark Snow	Head Teacher/ Pupil Premium Lead
Jo Dyer	Bursar
Dawn Knight	Attendance Officer
PP Governor	Cat Travers

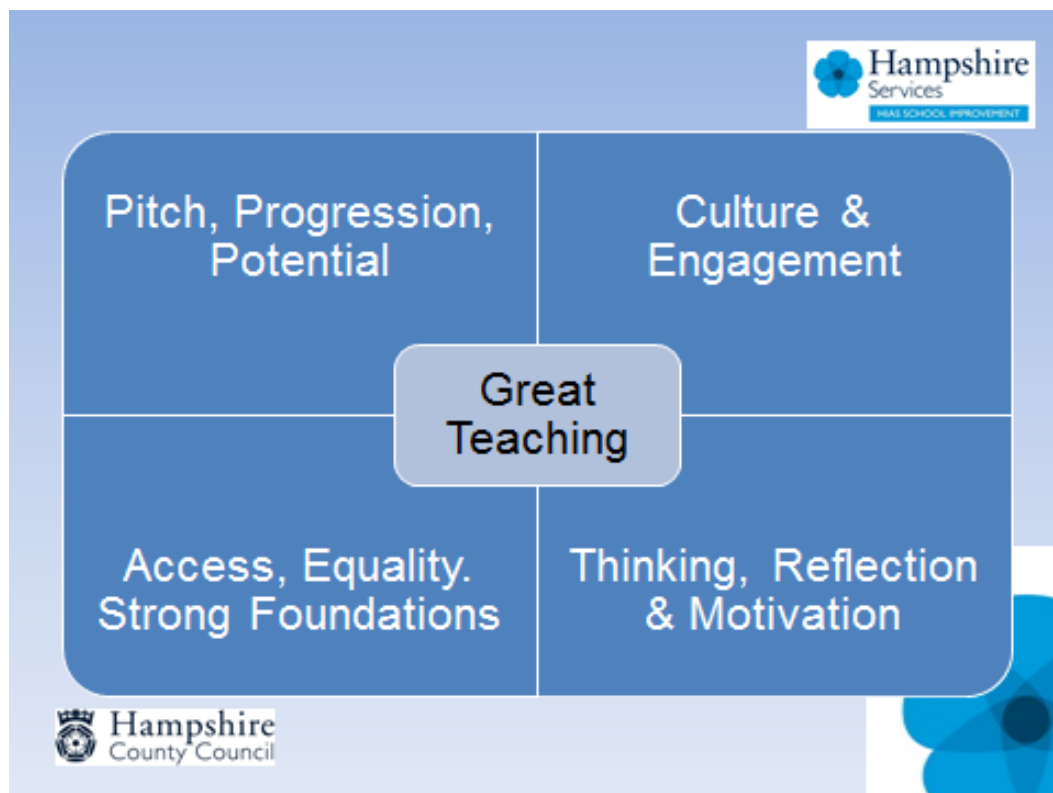
Current Profile						
Year	2018-19	Number of Pupils eligible for PP	18	Breakdown of PP Pupils		
NoR	116	Total PP budget	£44,200	FSM/Ever 6	Service	LAC
Date of Statement	May 2018	Review Date(s)	February 2019	18	0	0

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year 1	9% (1 child)	0%	1	0	0
Year 2	16% (3 children) 1 now left	0%	0	2	0
Year 3	33% (6 children)	5% (1)	6	0	0
Year 4	17% (4 children)	4% (1)	2	2	0
Year 5	7% (1 children)	0%	1	0	0
Year 6	24% (4 children)	4% (1)	1	2	0

## School Pupil Premium Strategy







<b>Current Attainment KS2 (2018)</b>				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	33%	50%	-17%	70%
Reading	44%	64%	-20%	80%
Writing	56%	64%	-8%	83%
Mathematics	33%	50%	-17%	81%

<b>Current Progress (2018-19)</b>				
On track for ARE	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading	75%	75%	0%	-
Writing	75%	83%	8%	-
Mathematics	75%	83%	8%	-

<b>Current Attainment KS1 (2018)</b>				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	0%	0%	0%	69%
Reading	67%	73%	-6%	79%
Writing	33%	33%	0%	74%
Mathematics	0%	0%	0%	79%

Attendance		Exclusions	
School 95.53%	Disadvantaged 92.88%	School 0	Disadvantaged 0

**Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)**

<b>1 Basic number skills and fluency (further developing understanding and application of mathematical language)</b>
<b>2 Reading and writing outcomes; developing pupils application of vocabulary and spelling</b>
<b>3 A shared understanding of high expectations in attainment from staff and parents of all pupils (including disadvantaged)</b>
<b>4 Turbulence with staffing and leadership with fluctuating class sizes – consistency in assessment/ resourcing</b>



Summary allocation of funding	Expenditure
<b>Rationale for spending</b> The pupil premium funding will be spent to overcome the barriers identified by the Strategy Group; working towards key objectives in attainment alongside provision for social, emotional and enrichment needs.	
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• HIAS training for all staff (CPD in Maths and English)</li> <li>• Staff training (Safeguarding/ Phonics)</li> <li>• Support Staff</li> <li>• Resources</li> <li>• PP support/ consultancy (including Pupil Premium Review)</li> </ul>	<ul style="list-style-type: none"> <li>• £2700</li> <li>• £3500</li> <li>• £9500</li> <li>• £2000</li> <li>• £1500</li> </ul>
<b>Emotional, social and behavioural support</b> <ul style="list-style-type: none"> <li>• ELSA/ SENDCo</li> <li>• FLO</li> <li>• Pupil Mobility (Isle Jump)</li> <li>• BFC &amp; ASC</li> <li>• Resources (Cool Milk provided daily)</li> </ul>	<ul style="list-style-type: none"> <li>• £13600</li> <li>• £9500</li> <li>• £100</li> <li>• £500</li> <li>• £350</li> </ul>
<b>Enrichment</b> <ul style="list-style-type: none"> <li>• Music tuition</li> <li>• School Learning Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• £75</li> <li>• £400</li> </ul>
<b>Total Expenditure (Pupil Premium allocation £44200)</b>	<b>£44725</b>

School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact

School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
Number (fluency and basic operations)	Improved % of PP pupils on track to meet ARE in Maths (with particular focus on Year 5, 2 girls in Year 4, Year 3, 1 boy in Year 2).	<ol style="list-style-type: none"> <li>1 HIAS Staff training – develop quality of teaching and learning in order to accelerate progress of all pupils (including disadvantaged).</li> <li>2 Ensure assessment data is used consistently to inform teaching and learning – further develop adaptive learning journeys.</li> </ol>	Kate Spencer– Maths half termly 2hr development day + 2 x 2hr staff training - Maths SEN Toolkit  Half termly data drop	SLT  Strategy Group	
Reading and Writing (phonics, spelling and vocabulary)	Improved % of PP pupils on track to meet ARE in R & Wr (with particular focus on Year 6, 5, girls in Year 4, Year 3, 1 boy in Year 2).	<ol style="list-style-type: none"> <li>1 HIAS Staff training – develop quality of teaching and learning in order to accelerate progress of all pupils (including disadvantaged).</li> <li>2 Ensure assessment data is used consistently to inform teaching and learning – further develop adaptive learning journeys.</li> </ol>	Owen Tromans Development Day – 6hrs Working with teachers: Kate – English – SEN Toolkit for English – 3hrs x 2  Half Termly data drop etc.	SLT  Strategy Group	
Improvements in	Attainment 'gap' between	Progress will be monitored and	half termly tracking	Strategy	

<b>School Improvement Plan priorities for disadvantaged pupils</b>					
<b>Area of Focus</b>	<b>Expected Impact</b>	<b>Actions</b>	<b>Resources/ Timings</b>	<b>Monitoring</b>	<b>Evaluation / Impact</b>
teaching and learning impact on the attainment and progress of disadvantaged pupils (raise attainment in R, Wr and M to be in line with national averages)	disadvantaged pupils and non will be reduced by 10%. Staff understanding and development of effective relationships with disadvantaged pupils will raise attainment and accelerate progress.	evaluated to ensure that improvements are made (observations, book scrutiny, reviews of planning). CPD with staff to further develop their understanding of the impact on attainment with regards to teaching and learning.	and pupil progress conversations / meetings	Group/ Inclusion Lead  Governor updated	
Develop a shared understanding of expectations with Parents	Parents will have a shared understanding with staff of expectations in attainment.	Nurture groups monitored and lead by FLO / Chill and Chat club / Parent's and Headteacher coffee meetings Parents evening	Time, scheduling	EHT/ SLT/ FLO	
Attendance to be in line with peers (focus on boys)	Attendance figures will improve and this will have a positive impact on outcomes.	Attendance to be monitored and challenged regularly to ensure outcomes and data are not impacted upon.	Buy into EWO service SAM meetings half termly	EWO/ EHT	

### The impact of the funding allocations and improvements outlined in the PP strategy (2017-18)

#### Teaching and learning

- **Attainment** - more positive outcomes for Writing and SPaG for PPM 2017/18. Continue to focus on all areas (key priority in Maths/ number) in order to improve % ARE combined 2018/19.
- **Progress** – better progress in Writing and SPaG. A more consistent approach to tracking and assessment will support the monitoring process across the school (inform effective use of support staff for interventions).

#### Emotional, social and behavioural support

- **Attendance** – some improvement in whole school attendance figures 2017/18 (however still below target of 96%). Positive start to 2018/19 (>96%). 92.88% for PPM in Autumn 2018 – continue to monitor/ evaluate. EWO support in place for 2018/19.
- **Exclusions** – N/A
- **Enrichment** – teachers have started to consider cultural experiences needed to enrich learning journeys for the disadvantaged. strategies have started to be developed/ planned for to support the self-esteem and well-being of PPM (effective use of ELSA sessions and FLO/ introduction of Forest School).