



## Pupil premium strategy statement:

1. Summary information					
School	Bramble Infant School and Nursery				
Academic Year	2017/2018	Total PP budget	£57,200	Date of most recent PP Review	July 2017
Total number of pupils	176	Number of pupils eligible for PP	43	Date for next internal review of this strategy	December 2017

2. Current attainment		
Attainment for: 2016-2017 Whole school end of Year 2	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national)
% achieving expected standard or above in reading, writing and maths	3/12 = 25%	28/48 = 58% (nat 2016 =
% achieving expected standard or above in reading	6/12 = 50%	34/48 = 71% (nat 2016 = 78%)
% achieving expected standard or above in writing	4/12 = 33%	28/48 = 58% (nat 2016 = 70%)
% achieving expected standard or above in maths	7/12 = 58%	31/48 = 65% (nat 2016 = 77%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children have poor motor control (including pencil grip) and phonics skills coming into reception.
<b>B.</b>	Children have poor listening/attention skills that they need in order to learn new skills and understanding.
<b>C.</b>	Some of our pupil premium children have emotional, behavioural and social needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some of our children in receipt of pupil premium funding have support from outside agencies such as social care, educational psychologists and Primary Behaviour support. Barriers to learning include challenging behaviour, which is sometimes extreme and is not isolated to just in school. Another barrier is poor attendance and we have a number of incentives and a strategy for targeting children with high absence.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	More children will reach age expectations in writing. This is currently 33% at the end of Key Stage 1. Core teaching in writing will change to ensure additional teaching is given to motor control, handwriting and phonics support.	The amount of children leaving our infant school expected standard in writing will increase to 60%.
<b>B.</b>	The amount of pupil premium children leaving reception with a Good Level of Development will increase to ensure children are on track to continue making good progress.	75% of PP children will pass year R with a GLD. (This is currently 50%)  Most of the children with PP will be ready for Year 1.
<b>C.</b>	Attendance of PP children will increase due to school targeting, school support, and interventions including home visits and additional review meetings.	Attendance of children with PP to increase from 92 % (July) to 95%
<b>D.</b>	Children with social/emotional and behavioural needs to have needs met so that they are able to make progress in line with other children.	Vulnerable children are in class for majority of time.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to be at the expected standard in writing by the end of year 2. This is so they begin Junior School ready for the challenges of the KS2 curriculum.	Resources- additional texts to be purchased to allow writing to be taught through good quality texts. Books for each year group to be purchased.	Research show that children are much more willing to write if there is a valid purpose. Using high quality texts will enhance the opportunities and motivate pupils in writing.	Writing Leader will overview the process.  Termly moderation will ensure PP children are moderated additionally.	Fiona Shellard.	Termly through progress meetings.  Governors will meet with Writing Leader for progress report.
Develop the school Leadership Team in identifying and analysing the progress and attainment of PP children.	Staff Leadership team and core subject leaders to devote a regular amount of time to analysing data and reviewing the progress of children with Pupil Premium.	Subject Leaders have the knowledge and skills to suggest ways forward with particular children. Each Teacher with a core subject will be expected to analyse data then suggest interventions or strategies for individual children.	Subject leaders will have weekly meetings (1 training and 1 review meeting). These will include regular updates for all SLT members.  Members of the governing body will visit to ensure this is happening.	All core subject leaders for maths, writing, reading.	Termly through progress meetings.  Governors will meet with each member of staff throughout the year.  Termly data analysis by SLT
Interventions to be evaluated continuously for impact. Children to have short term interventions which boost progress and in turn attainment.	SEND leader to have designated time for analysing and evaluating the impact of interventions. A baseline and endpoint established and children moved on as quickly as possible.	The planning, doing and assessment cycle is important in all aspects of teaching- including assessments. TA support is an expensive resource and needs to be used to have the most maximum impact.	Half termly SEND leader review with headteacher as well as reporting to SLT.	Bev Brown- SEND leader	Half termly. SEND report
<b>ii. Targeted support</b>					

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?
An identified number of children to be assessed and diagnosed so that needs can be met and children have a better chance of making progress they are capable of.	<p>Cluster educational psychologist to complete assessments and suggest appropriate support for children with challenging or learning difficulties.</p> <p>Additional support from outside educational psychologist to be used to aid this.</p>	Children with additional needs that are complex do not make enough progress in our school. We need to ensure that they have swift assessments to ensure we can put everything possible in place to get the most successful outcome.	<p>SEND Leader to lead and monitor the assessments.</p> <p>Monthly meetings with head and termly learning walks for provision will ensure all children are provided for.</p>	Bev Brown	Termly SLT meetings and findings from Learning Walks.
Children with additional behavioural needs will have needs met in school.	Primary Behaviour Support subscription to be increased to allow extra support to advise teachers and TA's on strategies for achieving more successful outcomes.	<p>Children with additional needs are expected to make the same level of progress and attainment as non PP children.</p> <p>Some of our children find being in school and learning very difficult. Teachers and parents need support and strategies to reduce the amount of disruption caused and allow more time for learning.</p>	<p>The Primary Behaviour support send regular reports of actions and our staff meet and are observed by the practitioners.</p> <p>During the SLT Learning Walks, the management of children's behaviours will be noticed and assessed.</p>	Sonia Nickerson	Governors Leadership and Management
Attendance rate of PP children to increase to 95%	Attendance support officer to be employed to follow strategy for attendance and complete reviews, home visits and begin interventions for support.	Our Pupil Premium attendance rate is 92%. Children need to be at school every day to learn. We feel that using grant funding to support parents in bringing their children to school is important.	<p>Regular fortnightly attendance meetings between HT and attendance lead.</p> <p>Termly reports for governors with attendance data.</p>	Sonia Nickerson/Sara Chesters	Governors Leadership and Management

Children with additional needs will be skilled and prepared to make progress in line with peers.	2 members of the pastoral team to set up Nurture 'based' unit based on needs of vulnerable children. 4/5 children in group qualify for PP.	Children with additional needs are expected to make the same level of progress and attainment as non PP children.  Some of our children find being in school and learning very difficult. The nurture group will teach children the skills that they need more work with. It will focus on emotional literacy and children learning and refining skills such as sharing, empathy and dealing with emotions etc.	Fortnightly meetings with nurture team to ensure	Monthly meetings with SN  Report to governors based on observations of group.	Governors and the Leadership Team.
All children are ready to learn and free from hunger/thirst.	Buy in school milk for those children who receive PP.	Children are guaranteed to have milk every day. This means that they have access to vitamins and minerals which are needed for a healthy mind and body.	Monthly audit to ensure milk is being consumed.	Sara Chesters	Implementation from September onwards.
Our PP children attend school more regularly.	Breakfast club provision for those children who have identified attendance needs or who are vulnerable.	Children will be motivated to be part of our breakfast club. They will get a healthy breakfast that will sustain them through the morning until lunchtime.  This will also reduce lateness as they will be ready	Half termly review of provision and needs	Pauline Anderson to overview	Report to Governors at Land M re: take up of PP children.

## 6. Review of expenditure

Previous Academic Year

2016-2017

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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<p>To ensure all children in the classroom are 'ready' to learn.</p> <p>To improve the educational attainment of PP children in reading.</p> <p>To ensure all children can access school visits and use the experience to boost educational attainment.</p>	<p>Staff professional Development</p> <p>Resources for all year groups- replenish high quality guided reading books.</p> <p>Subsidy for educational visits</p>	<p>Enhance the skills of staff supporting children with emotional anxiety and/or challenging behaviour</p> <p>More PP children to achieve expected or above in reading.</p> <p>All children able to experience visits that enhance subject knowledge, skills and understanding.</p>	<p>1 member of staff trained as an ELSA TA. Unfortunately this member of staff has been limited in their role this year due to needing to support a child who has needed intensive support. Money would be spent more wisely on MABS (primary behaviour support) and using educational psychologists as this will reach more children.</p> <p>Our overall reading attainment at end of Year 2 was 67% at the end of 2017. 50% of the pupil premium children achieved this. We need to make a stronger link between the reading and writing in the school through whole class reading texts/guided reading texts and writing stimuli.</p> <p>Trins are valuable stimulus for writing and reading</p>	<p>£26,849.00</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Children to make good progress towards the expected standard in all areas</p>	<p>Interventions including</p> <ul style="list-style-type: none"> <li>-Reading recovery KS1</li> <li>-Wave 3 Intervention literacy</li> <li>-Booster group support Year R</li> <li>-Catch up Maths Key Stage 1</li> <li>-Homework club Key Stage 1</li> <li>-Phonics club Key Stage 1</li> </ul> <p>Springboard Speech and Language therapy</p>	<p>Although these interventions took place they did not have the intended impact. There was not enough progress or attainment to support a successful evaluation.</p> <p>Only 33% of PP eligible children leaving year 2 achieved age expectation in writing compared to 58% of PP children.</p> <p>In phonics 71% of PP eligible children passed the screening test. This is higher than previous years.</p>	<p>For some individuals, the added interventions supported learning but this did not have enough impact for all children. The phonics and Booster support groups were more successful.</p> <p>Lessons learnt- to assess and analyse impact after every half term of an intervention using clear starting points and finishing points. This can then be used to decide whether the intervention continues, changes or is adapted for particular children.</p>	<p>34,001.00</p>

<p>Children with learning and/or behavioural needs to receive appropriate help and intervention to support progress.</p>	<p>Educational Psychologists' employed to assess/support learning.</p> <p>Pastoral support for all year groups for whole group or 1:1 work</p>	<p>Intended impact was to improve learning in lessons as all children ready to learn.</p> <p>A number of children required additional support which exceeded the support that was available. This means that the year group pastoral support did not have intended impact.</p>	<p>For future planning, the pastoral support will work jointly to meet needs of children using a nurture approach. This will pool resources and allow us to allow children to learn from children.</p> <p>The educational psychologist had previously been used for 'one off' children assessments. This coming year we will have a much more 'holistic' approach where behaviour across the school will be the focus of support.</p>	
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## **Pupil Premium**

### **Background**

The Pupil Premium is allocated to children from low-income families who have been eligible for Free School Meals at any point in the last 6 years (known as ever 6 FSM), children from Service Families and children who are looked after by the Local Authority.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families to narrow the gap in attainment between them and their peers.

We are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Each financial year other funding is added to our pupil premium to ensure we can support all our most disadvantaged pupils.

[Further information about the pupil premium can be found here.](#)

### **Please click on the links below to see how we have spent our Pupil Premium:**

In 2011-12 financial year Goldsmith Infant School received £14,640 in Pupil Premium.

In 2012-13 financial year Goldsmith Infant School received £24,174 in Pupil Premium.

In 2013-14 financial year Goldsmith Infant School received £39,973 in Pupil Premium.

In 2014-15 financial year Goldsmith Infant School received £61,000 in Pupil Premium.

In 2015-16 financial year Goldsmith Infant School received £51,480 in Pupil Premium.

In 2016-17 financial year Goldsmith Infant School received £56,620 in Pupil Premium.

Evidence demonstrating the impact to date of our use of pupil premium received in 2016-17 financial year will be collected during the year and reported on in May 2017.



**Goldsmith Infant School  
Pupil Premium Strategy  
2016-2017**

<b>Total Number of Pupils:</b> 176	<b>Number of pupils eligible for Pupil Premium:</b> 35	<b>Date of most recent Pupil Premium review:</b> September 2016	<b>Date for next internal review of this strategy:</b> February 2017
<b>In school barriers</b> (issues to be addressed in school): <ul style="list-style-type: none"> <li>• Speech &amp; language difficulties</li> <li>• Social &amp; emotional behavioural difficulties</li> <li>• Attachment difficulties</li> <li>• Anxiety difficulties</li> <li>• SEND – Cognition &amp; learning difficulties</li> <li>• Lower % of pupil premium pupils working at Greater Depth than all pupils</li> </ul>		<b>External barriers</b> (issues which also require action outside of school): <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Attachment difficulties</li> <li>• Anxiety difficulties</li> </ul>	
<b>Priority</b>	<b>Action</b>	<b>Planned Impact</b>	<b>Cost</b>
Reading Recovery Key Stage 1	Intensive reading support delivered by a qualified teacher	Children below expected for reading will make accelerated progress	380
WAVE 3 Intervention (literacy) Key Stage 1	Intensive reading support delivered by teaching assistants	Children below expected for reading will make accelerated progress	15,392
Booster Group Support Year R	Reinforces learning in class and helps children maintain progress	Children will meet the GLD at the end of Year R	3,848
Catch-Up Maths Key Stage 1	Intensive maths programme delivered by teaching assistants	Children will better than expected progress in maths	1,443
Homework Club Key Stage 1	Targeted homework support delivered by teaching staff and teaching assistants	Targeted children have opportunity to complete homework in a supportive environment	2,381
Phonics Club Key Stage 1	Targeted phonics intervention delivered by teaching staff	Children at risk of not meeting the expected outcomes for the Year One Phonic test make accelerated progress	4,440
Springboard Speech & Language Therapy All Year Groups	Targeted speech and language assessment and support	Children will make accelerated progress with their speech and language	2,850
Cluster Educational Psychologist All Year Groups	Children experiencing learning and or behavioural difficulties receive appropriate assessment and support	Recommendations from EP will support pupil progress and/or behaviour for learning	1,900

Pastoral Support All Year Groups	1:1 and small group support for children who display emotional anxiety and /or challenging behaviour	Children will be able to work independently in the classroom and overcome barriers to learning	22,810
Staff Professional Development	Enhance the skills of staff supporting children with emotional anxiety and /or challenging behaviour	Children with emotional anxiety and /or challenging behaviour will overcome barriers to learning	2,258
SENCo Conference and Network meetings	Develop further the leadership and management of high quality SEND provision	Children with SEND receive timely and effective support	270
Extended Services	Breakfast Club placements for eligible children who have identified attendance needs/Individual Attendance Plans	Children's attendance is improved	760
Resources All year groups	Further develop our high quality guided reading stock	Children to develop their love of reading and maintain the delivery of high quality guided reading throughout the school	195
School Milk	Pupil Premium/FSM over 5's daily milk paid for by school		607
School Visits	Subsidy for visits – support for children to attend		1,316
			60,850

## Pupil Premium

### Background

The Pupil Premium is allocated to children from low-income families who have been eligible for Free School Meals, children who have been Looked After continuously for more than six months and children from Service Families.

From September 2012 the Free School Meals eligibility will include those eligible at any point in the last 6 years (known as ever 6 FSM).

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families to narrow the gap in attainment between them and their peers.

From September 2012 we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

[Further information about the pupil premium can be found here.](#)

### Our School

In 2011-12 financial year Goldsmith Infant School received £14,640 in Pupil Premium.  
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In 2015-15 financial year Goldsmith Infant School received £51,480 in Pupil Premium.

Each financial year other funding is added to our pupil premium to ensure we can support all our most disadvantaged pupils. During 2015-16 financial year we spent our pupil premium as follows:

What we spent our Pupil Premium on	What this does	Target Pupils	Total cost (£) of intervention
Pastoral Support	1:1 support for children who display emotional anxiety or behaviour difficulties	All Years	22,482
Resources	To support the delivery of maths in the classroom	All Years	5,000
SENCo Conference and Network Meetings	Leading and managing good and outstanding provision for SEN - classroom level intervention	All Years	270
Extended Services	Breakfast Club Placements for identified children	All Years	760
Fine motor and physical skills programme	Reinforces learning and helps children to maintain progress	Year R	92
Booster Group Support	Reinforces learning and helps children to maintain progress	Year R	952
Language Group	Prepares children for their learning, who need extra confidence and support in language skills	Year R	170

Reading Recovery (learning and study support)	Intensive reading support programme delivered by a qualified teacher	Key Stage 1	10,593
WAVE3 Intervention (literacy)	Intensive reading support programme delivered by TA3s	Key Stage 1	10,773
Catch-up Maths	Intensive maths programme delivered by TA3s to enable children to catch up with peers	Key Stage 1	1,864
Homework Club	Homework Club delivered by TA3s to enable children to catch up with peers	Key Stage 1	119
Phonics Club	delivered by Teaching Staff to enable children to catch up with peers	Key Stage 1	993
School Milk	Pupil Premium FSM over 5 milk paid for by school	All Years	416
Springboard Speech and Language		All Years	2,440
Cluster Educational Psychologist		All Years	1,900
			£58,824

### **Impact**

In Reading Recovery (RR) all children start at a very low level and make accelerated progress to catch up with their peers. In the academic year 2014 – 2015:

6 children met their end of year target in reading

1 child left before RR was completed

1 child did not meet the end of year target in reading

In Fischer Family Trust Wave 3 reading and writing intervention (FFT) all children start at a low reading age and make accelerated progress to catch up with their peers. In the academic year 2014 – 2015:

1 child exceeded their end of year target in reading

16 children met their end of year target in reading

In Maths catch-up all children start at a low level and make accelerated progress to catch up with their peers. In the academic year 2014 – 2015:

All children made accelerated progress in Maths and reached their end of year target

Academic Year 2015 to date:

### **Impact**

In RR all children start at a very low level and make accelerated progress to catch up with their peers. In the academic year 2015 – to date:

2 children are currently undertaking Reading Recovery

In Fischer Family Trust Wave 3 reading and writing intervention (FFT) all children start at a low reading age and make accelerated progress to catch up with their peers. In the academic year 2015 – to date:

6 children in Year 2 have made accelerated progress

8 children are currently undertaking the FFT programme

In Maths catch-up all children start at a low level and make accelerated progress to catch up with their peers. In the academic year 2015 – to date:

12 children are currently undertaking the Maths catch-up programme

In Year R a catch up reading intervention runs twice throughout the year to support children who are not making expected progress.

5 children have completed the catch up reading intervention and a further 5 have recently started the intervention.

The Springboard Speech and Language Therapist has worked with 10 children across the school and continues to review progress, assess children to identify strengths and needs and to suggest strategies that may help.

A phonics club has run twice this academic year as a targeted intervention for children who need extra support prior to the Year One phonics check. The first phonics club was for Year Two children who need to retake the test this year.

A homework club currently takes place for Year Two children who require support with homework tasks.

**Goldsmith Infant School  
Pupil Premium Strategy  
2016-2017**

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<b>Priority</b>	<b>Action</b>	<b>Planned Impact</b>	<b>Cost</b>
Reading Recovery Key Stage 1	Intensive reading support delivered by a qualified teacher	Children below expected for reading will make accelerated progress	
WAVE 3 Intervention (literacy) Key Stage 1	Intensive reading support delivered by teaching assistants	Children below expected for reading will make accelerated progress	
Booster Group Support Year R	Reinforces learning in class and helps children maintain progress	Children will meet the GLD at the end of Year R	
Catch-Up Maths Key Stage 1	Intensive maths programme delivered by teaching assistants	Children will better than expected progress in maths	
Homework Club Key Stage 1	Targeted homework support delivered by teaching staff and teaching assistants	Targeted children have opportunity to complete homework in a supportive environment	
Phonics Club Key Stage 1	Targeted phonics intervention delivered by teaching staff	Children at risk of not meeting the expected outcomes for the Year One Phonic test make accelerated progress	
Springboard Speech & Language Therapy All Year Groups	Targeted speech and language assessment and support	Children will make accelerated progress with their speech and language	

Cluster Educational Psychologist All Year Groups	Children experiencing learning and or behavioural difficulties receive appropriate assessment and support	Recommendations from EP will support pupil progress and/or behaviour for learning	
Pastoral Support All Year Groups	1:1 and small group support for children who display emotional anxiety and /or challenging behaviour	Children will be able to work independently in the classroom and overcome barriers to learning	
Staff Professional Development	ELSA Training(Spring 2017) & Lego Therapy (Autumn 2016)	Enhance the qualifications of pastoral support team to fully support children with emotional anxiety and /or challenging behaviour	
SENCo Conference and Network meetings	Develop further the leadership and management of high quality SEND provision	Children with SEND receive timely and effective support	
Extended Services	Breakfast Club placements for eligible children who have identified attendance needs/Individual Attendance Plans	Children's attendance is improved	
Resources All year groups	Further develop our high quality guided reading stock	Children to develop their love of reading and maintain the delivery of high quality guided reading throughout the school	
Free Reading	Able readers identified for extension reading programme	Children offered a range of more complex texts to extend and develop their love of reading	
School Milk	Pupil Premium/FSM over 5's daily milk paid for by school		