

# Pupil premium strategy statement – Golden Hill (Short stay) School: 07141



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 to 2025-2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Finance and Resources Sub-Committee (Autumn 2022) Management Committee (Autumn 2022)
Pupil premium lead	Allison Collinge
Governor / Trustee lead	Malcolm Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,580
Recovery premium funding allocation this academic year	£3,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£13,580</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- Our intention is for children to make accelerated progress during their placements at Golden Hill and for the gap between baseline assessment and ARE's to be narrowed.

We will consider all the challenges faced by vulnerable pupils, all of our children have significant disruption to their education due to their complex social, emotional and mental health difficulties. Considering the needs of the children who are / have been in care. The activity outlines in this statement is also intended to support their needs, whether they are disadvantaged or not.

As outlined in our curriculum intent and Teaching & Learning Policy; high quality teaching is at the heart of our approach. All the children attending Golden Hill have significant needs which have led them to be attending our provision. It is our intentions for all children to access high quality teaching and learning to ensure they progress and that no child is disadvantaged. We aim to ensure our children assessed as on track, remain on track and that our children who are working below make good progress from their starting points.

Through this statement we intend to support their needs, regardless of whether they are disadvantaged or not. High quality teaching through a unique curriculum is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, with specific programmes of intervention.

Our approach incorporates our plans of education recovery and accounts for the recovery funding as required. However, during 2022 – 2023 the focus will be on adaptive teaching methods within the classroom and bespoke provisions, therefore we will not be utilising recovery funding. Our approach is rooted in robust assessments on entry and through the placement to ensure that all of our children make progress from their baseline.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in phonics, reading , writing and maths
2	Low attainment in EYFS & KS1 in speech, language and communication
3	Access to wider opportunities
4	Attendance
5	Parental engagement

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To improve disadvantaged pupils' acquisition of phonic understanding and application across school from the EYFS to Year 6.	<i>Pupils make good or better progress in phonics knowledge and understanding and this transfers to their writing and spelling.</i>
2. To build on teachers' knowledge and pedagogical in core areas of the curriculum.	<i>Key improvements in the development of the core Curriculum.</i>
3. To ensure pupils in EYFS and KS1 with poor language acquisition access targeted intervention to narrow the gap between themselves and their peers.	<i>Pupils achieve their set targets and make significant improvements in their areas of difficulty.</i>
4. To ensure all disadvantaged pupils identified as having additional needs access early assessment and targeted support.	<i>Pupils with additional needs are quickly identified and assessed and graduated cycles of support are quickly established.</i>
5. To ensure disadvantaged pupils achieve a good sense of wellbeing and of being part of our school community.	<i>Children's wellbeing needs are met and supported. Children start the day feeling ready to engage with learning.</i>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commission an independent phonics audit of school and complete a deep dive in reading to establish the strengths and relative weaknesses in reading. Using these reports develop CPD training for all teaching staff and purchase required phonic resources</p>	<p><i>“ Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 4</p>
<p>Building teacher knowledge and pedagogical expertise in core curriculum areas</p>	<p><i>“ Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.”</i></p>	<p>2</p>
<p>.</p>		

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher led tutoring programme targeting pupils at EYFS and KS1</p> <p>In order to narrow the gap between themselves and their peers.</p> <p>Weekly SLT oversight and monitoring will ensure the targeted interventions are being effective and leading to increased pupil achievement</p>	<p><i>“ Some pupils may require additional support alongside high-quality teaching. In order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.”</i></p> <p><i>“ Small group tuition is likely to be effective if it is targeted at pupils’ specific needs”</i></p> <p><i>“ These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.”</i></p> <p><i>EEF</i>  <i>doc:- <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></i></p>	3
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<p>Providing intervention programmes for vulnerable pupils who enter school following permanent exclusion</p>	<p><i>School data indicates pupils in Y6 are often permanently excluded during spring/ summer terms and have undiagnosed additional learning needs. Identifying the extent of these needs supports teachers and parents to understand the barriers to learning these pupils face and allows the SLT to subsequently source the right targeted support.</i></p> <p><i>Commissioning EP assessments quickly when pupils are identified as having specific educational needs.</i></p>	4

	100% of the pupils permanently excluded in Y6 this year, and in 2020-2021 were disadvantaged pupils with unidentified additional needs.	

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing breakfast for disadvantaged pupils	Being hungry is a significant non-academic barriers to success in school. Providing breakfast and fruit snacks during the day supports pupils ability to focus and learn. Providing meals also encourages school attendance, behaviour and social and emotional development.	4
<p><b><u>Summer 2022 Evaluation:-</u></b>  Pupils attending Golden Hill often travel for up to an hour before arriving at school. Breakfast provides good quality food to start the day in a positive way and ensure pupils are ready for learning; it is also a strong element of our school's nurturing approach.</p>		

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

**Overall anticipated budgeted costs: £16,750**

**Final budget costs for 2021-2022: £16,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Due to the transient nature of the school our procedures are to assess and have a mainstream assessment, baseline assessment on entry and then use a range of teacher assessments and formative assessments to track progress.*

Each pupil is analysed individually from their base line to exit point.

Pupil Outcome data in reading , writing and maths shows the vast majority of pupils making expected progress (Whole school tracker)

We know outcomes for disadvantaged children are good because during a placement at Golden Hill

- Pupil voice indicates pupil's feel safe, happy to learn and believe that they learn more at Golden Hill
- Individual attendance improves; often children move from a part time timetable at mainstream to accessing full time curriculum at Golden Hill.
- Pupils' make good progress in all areas and feel they are successful learners. We know this through our assessment data and pupil voice.
- Behavioural responses improve during the pupil's placement as does their mental health. We know this through our weekly group counselling sessions and behaviour records.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**



## Further information (optional)