

Speedwell Infant School Pupil premium strategy statement 2017/2018

1. Summary information					
Academic Year	2017/2018	Total PP budget	£63,360	Date of most recent PP Review	Sept 2017
Total number of pupils	119	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Feb 2018

2. Current attainment

	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
% children achieving expected or above in reading, writing and maths at the end of KS1 (2017)	69%	62%	62%	67%	75%	79%
% children on track to achieve expected or above in reading, writing and maths at the end of KS1 (2018) (based on end of Y1 teacher assessment)	53%	53%	60%	52%	60%	68%
% children achieving a GLD at the end of Reception (2017)	50%			70%		

In the Prime areas of learning, pupil premium children achieved as well as other children in Understanding, Health and Self Care, Managing Feelings and Behaviour, and achieved better than other children in Moving and Handling. They also achieved as well as other children in Reading and Numbers.

All pupil premium children made at least typical progress from the end of the Foundation Stage to the end of KS1. 19% made rapid progress in reading, 13% made rapid progress in writing and 31% made rapid progress in maths.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Pupil premium children enter school in Nursery or Reception with poor communication and language skills, poor personal and social skills and poor characteristics for learning, all of which impacts on their ability to access age appropriate learning effectively.
B.	Many pupil premium children have limited life experiences which impacts on their ability to engage in a broad curriculum without the addition of wider first hand experiences.
C.	A number of pupil premium children have additional needs and or social and emotional needs which impact on their ability to access an age appropriate curriculum, meaning they require additional support to access learning at their developmental stage.

External barriers

D.	A number of pupil premium children are not supported to read regularly at home and have poor attendance, both of which impact on their progress over time.
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4. Desired outcomes		Success criteria
A.	Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)	The gap between outcomes for pupil premium children and other children in the prime areas of learning by the end of the Foundation Stage will be diminished. The gap between expected outcomes for pupil premium children and other children in Reading, Writing and Mathematics at the end of KS1 will be diminished.
B.	Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	Improved engagement in a broad curriculum for pupil premium children, including trips and events, contributing to improved outcomes in communication and language skills, reading and writing.
C.	Children with social and emotional needs are better able to function within school throughout the school day.	Children with social and emotional needs have been able to stay in school full time and have been able to access some learning within their peer group class.
D.	Improved attendance for pupil premium children who have attendance below the minimum 96% target	All pupil premium children have attendance above 90%, with an the majority achieving attendance of at least 96% (in line with school improvement priority target for all children)

5. Planned expenditure

Academic year	2017/2018				
i. Quality of teaching for all					
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?

<p>A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)</p>	<p>Staff CPD/training:</p> <ul style="list-style-type: none"> Phonics refresher twilight Cluster of schools INSET day – Consistently great teaching Closing the gender gap staff meeting <p>Agreed strategies/approaches implemented Employment of a Pupil Premium as below</p>	<p>EEF evidence indicates that ‘phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading’.</p> <p>Ensure a consistent and robust approach to the teaching of phonics across all phonics groups will lead to improved progress in phonics.</p> <p>Application of phonics within wider lessons to embed and apply learning.</p> <p>Applying the evidence base for improving boys outcomes across all lessons and interactions with boys.</p>	<p>LA whole school review day Peer to peer review day Termly lesson observations Phonics observations Termly phonics checks for all Y1 children and Y2 children who did not pass the check.</p> <p>Evidence of phonics application when children are reading and writing via learning walks and book scrutiny.</p> <p>Termly pupil progress reviews Lesson observations – application of phonics within sessions, implementation of ‘consistently great teaching’ approaches, engagement of boys in learning, application of phonics</p>	<p>JT and JM</p>	<p>Phonics observations Jan 2018 Y1/Y2 phonics checks – Dec 2017, March 2018 Termly PP reviews – Jan 2018, April 2018 National phonics check – June 2018 June/July 2018 – end of year progress reviews/statutory assessment outcomes</p>
<p>B. Broaden children’s life experiences by exposing them to a wide range of experiences, both in school and through trips out.</p>	<p>Teachers plan for first hand experiences within school and through relevant trips to link to teaching focus. Engage in wider opportunities within the local learning community and beyond</p>	<p>Children need to have first hand experiences to be able to discuss, read and write about them with understanding. By broadening children’s experiences they will have a greater wealth of experience to draw on when engaging with learning across the curriculum.</p>	<p>Review of planning, to include first hand experiences. Learning walks throughout school. Overview of trips and opportunities children engage in. Talking to children about experiences they have accessed</p>	<p>JM</p>	<p>Termly through discussion with children about experiences. As part of review of curriculum in Spring term June/July 2018 – end of year progress reviews/statutory assessment outcomes</p>
<p>Total budgeted cost</p>					<p>£2,500</p>
<p>Cluster of schools INSET day trainer and venue costs, additional supply staffing costs for those working with PP children for INSET day and INSET twilight, % contribution towards consumable resources to facilitate PP group activities, % contribution towards trips</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)</p>	<p>Employ an additional teacher 0.6 FTE to work with groups of pupil premium children focussing on reading, writing and maths teaching, phonics teaching and PSED and C&L teaching. TA time allocated to each class to work with pupil premium children under the direction of the teacher</p>	<p>This approach was utilised in 2016/17 to positive effect, so will be developed further this academic year.</p>	<p>Half termly meetings with additional teacher to review progress of children in group. Observation of lessons Progress monitoring for children in group.</p> <p>Observation of TA interventions with pupil premium children. Termly meetings to discuss progress with each PP TA. Progress monitoring for all pupil premium children</p>	<p>JM and KS</p>	<p>Termly pupil progress review meetings with teachers Termly update meetings with PP TAs. Termly data analysis of progress</p>
<p>C. Children with social and emotional needs are better able to function within school throughout the school day.</p>	<p>Nurture group for pupil premium children with social, emotional and behavioural needs. Seek and follow advice from appropriate professionals such as Education Psychology, Behaviour Support, etc as appropriate Lunch club for pupil premium children with social, emotional and behavioural needs to enable them to have a positive lunch time.</p>	<p>These children find it challenging to engage in daily school life and need additional support to learn how to manage their emotions and behaviour to be able to access learning.</p>	<p>Identified room set up for nurture interventions. Lead TA (nurture trained) to plan weekly nurture sessions. Disseminate advice from professionals to all staff working with identified children</p>	<p>JM and MC</p>	<p>Termly review of impact of nurture intervention on children's ability to access learning in class. Ongoing monitoring of behaviour of identified children, and proactive action taken if needed to support further.</p>
<p>Total budgeted cost</p>					<p>£61,000</p>
<p>0.6 FTE teacher UPS3, 10 x hours TA support per week per class, 50% contribution to nurture group, Cool club</p>					
<p>iii. Other approaches</p>					

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?
D. Improved attendance for pupil premium children who have attendance below the minimum 96% target	Celebrate good attendance on a weekly basis. Monitor attendance on a half termly basis and follow up on attendance below the 96% target with parents/carers.	If children are not in school they cannot learn.	Governors will monitor attendance at all meetings The HT will monitor attendance on an ongoing basis and receive half termly reports from the school business administrator.	JM	At all full governor meetings Half termly and termly by HT
Total budgeted cost					£300
% contribution towards purchase of stickers and certificates to reward good attendance. And paper and printing costs for letters to parents/carers					