

# **Review of Pupil Premium Expenditure 2016/2017**

## Pupil premium strategy statement: Ladycross Infant School

Summary information					
School	Ladycross Infant School				
Academic Year	2016/17	Total PP budget	£70,000	Date of most recent PP Review	Sept 2016
Total number of pupils	285	Number of pupils eligible for PP	47	Date for next internal review of this strategy	July 2017

Current attainment						
	Pupils eligible for PP			Pupils <u>not</u> eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% at age related expectations leaving nursery	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>43%</b>	<b>49%</b>	<b>59%</b>
% of children reaching a 'Good level of Development'	<b>53%</b>			<b>70%</b>		
% of children reaching ARE in RWM leaving reception	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>79%</b>	<b>73%</b>	<b>71%</b>
% of children achieving phonics screening pass at end of year 1	<b>65%</b>			<b>83%</b>		
% of children at ARE in Y2	<b>44%</b>	<b>44%</b>	<b>67%</b>	<b>83%</b>	<b>81%</b>	<b>83%</b>

## Summary of diminishing the differences success.

### 2016-17 Year 2 cohort:

Pupil Premium pupils began in reception at low starting points and were members of multiple vulnerable groups.

#### **Pupil Premium Pupils entry to reception**

0% of PP pupils entered on track in reading and writing, 20% on track in maths.

#### **Non Pupil Premium Pupils entry to reception**

38% on track in reading, 45% on track writing and 65% on track in maths.

Pupil premium pupils were also lacking key skills in independence, self-regulation and communication which meant that they had much greater barriers to learning than the cohorts non pupil premium pupils.

During the reception year, Pupil premium pupils accessed a personalised curriculum based on these individual needs. For most this included focused small group and individual work boosting school readiness and self-regulatory skills. Closing the gap in these skills ensured the pupils were ready to make the accelerated progress expected, but the development of these skills took time. By the end of the reception year the majority of pupil premium pupils had built greater resilience, were school ready and had developed a level of self-regulation which would allow them to maximize their progress throughout the remainder of their school journey.

From the end of reception to the end of key stage 1, the attainment gap between Pupil Premium and non Pupil premium pupils diminished in reading (by 6%) and maths (by 27%), while it maintained in writing.

### Current Year 2 cohort:

From their reception baseline assessments, the gap in attainment between pupil premium and Non pp pupils has reduced:

Reading: Baseline gap 22%, current gap 17%

Writing: Baseline gap 29%, current gap 12%

Maths: Baseline gap 30%, current gap 17%

**Review of expenditure 2016/2017**

**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	Impact
A. Children will be socially emotionally ready for learning through the use of nurture and lunchtime club provision.	Nurture provision and lunchtime club	<ul style="list-style-type: none"> <li>• EEF toolkit utilizing high quality trained TAs effectively</li> <li>• Professional knowledge</li> <li>• Monitoring of Boxall Profiles</li> </ul>	<ul style="list-style-type: none"> <li>• All children - entry Boxall profiles, targets set and monitored termly and exit Boxall profile.</li> <li>• Monitor also progress through PPM</li> </ul>	SENCo/PP leader	<p>Children are accessing the curriculum better. The barrier of emotional instability removed.</p> <p>We have observed that children are immersed in their own education to a greater degree.</p> <p>Reductions of risk factors indicated in POMs and Boxall profile.</p> <p>Reduction in off task/ disengaged behaviour. There have been very few incidents of bad behaviour at lunchtime, no fixed term exclusions and no major issues.</p>

<p>B. For SEN PP children - appropriate intervention and provision is in place and the SENCo monitors the progress of these children in PPM.</p> <p>HT and Assessment lead monitor the progress of PPM and set clear targets. Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum.</p>	<p>Time with intervention teachers/TAs to work on feedback support, embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers</p>	<ul style="list-style-type: none"> <li>• We have invested some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</li> <li>• Termly assessment shows improvement in all year groups.</li> <li>• Inclusion targets are appropriate to meet the needs of the individual child.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils progress meetings and performance management</li> <li>• Led by qualified teacher</li> <li>• SENCo monitors provision and inclusion passport targets</li> </ul>	<p>HT Assessment lead SENCo/PP leader</p>	<p>Pupil Premium pupils began from low starting points and were members of multiple vulnerable groups.</p> <p><b>Pupil Premium Pupils entry</b> 0% of PP pupils entered on track in reading and writing, 20% in maths.</p> <p><b>Non PP Pupils entry</b> 38% reading, 45% writing and 65% in maths.</p> <p>From the end of Reception, the attainment gap between Pupil Premium and non Pupil premium pupils diminished significantly in reading and maths, while it maintained in writing.</p> <p>This has been highlighted as a school improvement priority for the current year. See the diminishing the differences action plan.</p>
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<p>C. Parental engagement is an issue with some of our pupil premium families.</p>	<p>Parent Engagement Questionnaire to find out parents views.</p> <p>Parent engagement working party set up.</p> <p>Family support worker to assist with parental/pupil engagement</p> <p>Early parent/teacher interviews</p> <p>Parental workshops</p> <p>Newsletters</p> <p>Provision in school to support</p> <p>Getting ready for nursery group</p> <p>Free maths packs</p> <p>Home help DVD and videos on Website.</p>	<ul style="list-style-type: none"> <li>• EEF toolkit</li> <li>• Professional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance of the family resource worker.</li> <li>• Increased number of parent questionnaires completed.</li> <li>• Increased attendance at parents evening and other special events.</li> <li>• Parent link worker</li> </ul>	<p>Head</p> <p>Parent engagement working party to include SENCO, EYFS Coordinator, FRW and Parent link worker</p>	<p>Parental engagement is still a priority for the school. The school continues to battle barriers to parental engagement and this is part of a 2 year school improvement action plan.</p> <p>See parental engagement action plan.</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Improve attainment across the school	<ul style="list-style-type: none"> <li>Support staff/Class teacher utilised to support pupil premium pupils and intervention to ensure the gap closes</li> </ul>	<p>Pupils make accelerated progress in almost all classes and at least expected progress in all classes.</p> <p>Support staff provided a key role in supporting the class teachers to achieve their aspirational and expected targets.</p> <p>Termly book scrutiny's showed that feedback was being used effectively across the school.</p> <p>Pupil interviews showed that pupil attitudes to learning had improved.</p>	<ul style="list-style-type: none"> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>SLT to observe delivery of intervention programmes to ensure quality and consistency</li> </ul>	Assessment lead HT	<p>Low starting points alongside membership of multiple vulnerable groups meant these children failed to make the accelerated progress that was the target of this action.</p> <p>This has been highlighted as a school improvement priority for the current year. Please see school improvement action plan.</p>

<p>Children who are disadvantaged are given support to attend school in line with their peers, make necessary progress and have the necessary social and emotional support to learn</p>	<ul style="list-style-type: none"> <li>Employ school based family resource worker (2 ½ days a week)</li> </ul>	<ul style="list-style-type: none"> <li>EEF Tool kit -</li> <li>Professional knowledge</li> </ul>	<p>Attendance data. Parents and children have access to the necessary support (or can be signposted to others). Assessment - where children are in relation to end of year expectations. Pupil interview records. Children's books</p>	<p>Assessment lead HT SENCo FRW</p>	<p>Letters have been sent out to parents on a half termly basis if pupils attendance falls below 95%.</p> <p>See Home /School Mentor reports Attendance has increased as a result.</p>
<p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Learning is accelerated. Children are able to achieve end of yr. expectations.</p>	<p>Continue with increased hours Increase TA hours so that all classes have a teaching assistant all morning to support intervention and plugging the gaps. Teacher/TA intervention groups - in afternoon and after school</p>	<ul style="list-style-type: none"> <li>EEF toolkit utilizing high quality trained TAs effectively</li> </ul>	<p>Feedback from class teachers, lesson observations and pupil Assessment - where children are in relation to end of year expectations</p>	<p>Assessment lead HT SENCo</p>	



<p>Pupil premium plus children are supported to ensure that their progress is equal to their peers so that they make predicted progress.</p> <p>Learning is accelerated. Children are able to achieve end of yr. expectations.</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support</p>	<ul style="list-style-type: none"> <li>• EEF Tool kit -</li> <li>• Professional knowledge</li> </ul>	<p>Feedback from class teachers, lesson observations and pupil Assessment - where children are in relation to end of year expectations</p> <p>Pupil interview records.</p> <p>Children's books Boxall profiles</p>	<p>Assessment lead HT SENCo</p>	
<b>Total budgeted cost</b>					£70,000