



## 1. Summary information

<b>School</b>	<b>St Mary's CE Infant School</b>				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£8,080	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils</b>	89	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	October 2018

## 2. Outcomes 2016-2017

<b>EYFS Progress in 2017</b>		<b>Reading Progress</b>	<b>Writing Progress</b>	<b>Mathematics Progress</b>
<b>Expected progress = 6 steps</b>				
<b>Reception</b>	Pupil Premium	7.0 steps	7.0 steps	6.7 steps
	Non Pupil Premium	6.3 steps	6.0 steps	6.2 steps
	Difference	+0.7 steps	+1.0 steps	+0.5 steps

<b>Year 2 Progress in 2017</b>		<b>Reading Progress</b>	<b>Writing Progress</b>	<b>Mathematics Progress</b>
<b>Expected progress = 6 steps</b>				
<b>Year 2</b>	Pupil Premium	6.3 steps	6.0 steps	6.0 steps
	Non Pupil Premium	5.8 steps	5.6 steps	6.0 steps
	Difference	+0.5 steps	+0.4 Steps	0.0 steps

EYFS Attainment 2017		Good Levels of Development (School)	Good Levels of Development (2017 National Results) To be confirmed by DfE on 30/11/17
Reception	Pupil Premium (3 chn)	33.3% (1/3)	TBC
	Non Pupil Premium	81%	TBC
	Difference	-47.7%	TBC

KS1 Attainment 2017		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
	Pupil Premium (3 chn)	100%	61%	33%	52%	100%	60%
	Non Pupil Premium	90%	76%	74%	71%	82%	78%
	Difference	+10%	-15%	-41%	-19%	+18%	-18%

## 1. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers

<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	Lower academic expectations. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 1.
<b>C.</b>	Social, emotional and behavioural skills of some PP children are lower than that of other pupils and this is hindering their attitude towards learning.

### External barriers

<b>D.</b>	Average attendance rates for pupils eligible for PP are 95.5% (below the target for all children of 96%). However, certain individual's attendance is below 91%. This reduces their school hours and causes them to fall behind on average.
-----------	---

## 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing. Measured in Yr 1 and Yr 2 by teacher assessments and successful moderation practices established across ODST schools.
<b>C.</b>	Social and behavioural issues of PP pupils addressed.	Lunchtime nurture club, nurture time and PP teacher work. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. All PP attendance improves to 96% in line with 'other' pupils.

## 2. Planned expenditure

Academic year		2017/18			
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?
A. Improved oral language skills in Reception	Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in EYFS and reception	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Sutton Trust (2014) suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	The Reception teacher will monitor the effectiveness through the use of Development Matters and the Early Years outcomes in speaking and listening.	Head teacher Class teacher	Jun 2018
Improved quality first teaching	Staff training on high quality marking and feedback	PP funding will be invested in developing strategies which will help all pupils. Many different evidence sources, e.g. Sutton Trust and EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that can be embedded across the school.	The SENCo/ Headteacher and ODST adviser will monitor the effectiveness of quality first teaching through learning walks, lesson observations, work scrutiny and discussions with pupils.	SENCo/PP Champion	June 2018
<b>Total budgeted cost</b>					£1,420

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	When will you review implementation?
A. Improve oral language skills for pupils eligible for PP in Reception class.	1:1 and small group provision of speaking and listening activities for children in Reception.  Time with PP champion and other staff to continue to promote this issue.	For children eligible for PP funding, who are achieving expected standards in Reception and do not have a specific S&L difficulty, to further develop language skills and increase vocabulary which may enable them to exceed expected standards as they progress into Key Stages 1, 2 and beyond.	The SENCo, class teacher and TA will monitor attainment and progress of pupils targeted for support using the schools system, Target Tracker	SENCo Reception class teachers	Jun 2018
B. Higher rates of progress across KS1 for high attaining pupils eligible for PP.	Pupil Premium Champion employed to work with children individually or within a group to best meet their individual needs and maximise their potential. Learning Club targeted towards Pupil Premium children to provide an extra opportunity to complete homework and other school based tasks.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision 1:1 for high attaining PP children to extend them.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Children's progress to accelerate to be inline or above their peers. Progress to be tracked half termly and monitored by HT. PP Champion liaises with staff to ensure programme of learning continues throughout the week.  The impact of attendance at learning club will be monitored through discussions with pupils, class teachers, TAs and parents.	Headteacher Pupil Premium Champion	Mar 2018
<b>Total budgeted cost</b>					£5,900
iii. Other approaches					
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. Increased attendance rates	Headteacher to monitor pupils and follow up quickly on absences. First day response provision. Headteacher to develop personal relationship with PP families to raise profile of attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Headteacher and PP champion will collaborate to ensure new provision and standard school processes work smoothly together. Headteacher is kept informed on a daily basis if any PP child is absent. Governors will monitor attendance termly through HT report	Headteacher Pupil Premium Champion	Half termly
C. Social and behavioural issues of PP pupils addressed.	SENCo, CTs and TA to identify and prioritise children who would benefit from ELSA intervention  Intervention programme to be implemented for individuals/ groups of children including: <ul style="list-style-type: none"> <li>• agreeing targets measurable and achievable targets</li> <li>• Reviewing progress</li> </ul> liaising effective with other staff and parents,  Use SENCO/ PP champion/ trained teaching assistant to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular social needs or behavioural issues can be effective.	The ELSA's performance will be monitored through the school's appraisal process, agreeing targets for professional development	PP champion Head teacher	Jun 2018
<b>Total budgeted cost</b>					£760

### 3. Review of expenditure

Previous Academic Year 2016-2017

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £2,950
High quality first wave teaching	Sharing of PP reports, data from RAISEonline, Inspection Dashboard, recent Ofsted reports and Ofsted guidance with teachers and TAs will ensure quality first wave teaching for all. Teachers held to account for the outcomes of disadvantaged pupils	High Impact: PP children identified on teachers' planning. Frequent pupil progress meetings ensure interventions have an impact on learning. Greater understanding that strategies that promote learning for PP children have a positive impact on outcomes for all children.	Good outcomes for all as indicated by EYFS and KS1 data.	

#### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children's progress and attainment to be inline or above their peers	Appointment of PP Champion to work with children individually or within a group to best meet their individual needs and maximise their potential. Learning Club targeted towards Pupil Premium children to provide an extra opportunity to complete homework and other school based tasks.	High Impact: Analysis of progress and attainment gap indicates that this approach diminished the difference in Reception and KS1 outcomes between Pupil Premium and non-Pupil Premium children during the academic year.	Good outcomes means the PP Champion will continue into 2018.	£9,750

#### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Equal opportunities for all pupils to participate in school trips, events, after-school clubs</p>	<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social and inter-personal skills, communication skills and confidence.</p>	<p>High impact All Pupil Premium pupils are able to participate fully in school events and trips. Pupil voices and parental feedback indicated that this helped to raise pupil self-esteem and improving confidence</p>	<p>Not all PP children took up the offer of this. Next year ensure that parents are made more aware.</p>	<p>£2,340</p>
--	---	---	--	---------------