

# Pupil premium strategy statement (infant)

1. Summary information					
<b>School</b>	Nelson Infant School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£71, 280	<b>Date of most recent PP Review</b>	In house April 2017
<b>Total number of pupils</b>	176	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	Termly July 2017

2. Current attainment This will be updated following the receipt of Raise (Autumn 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2016 national average)</i>
<b>% achieving in reading, writing and maths</b>	39%	46%
<b>% working at Age related in reading</b>	44%	62%
<b>% working at Age related in writing</b>	39%	53%
<b>% working at Age related in maths</b>	44%	60%
<b>% of children meeting the required standard in the Y2 Phonics retakes</b>	9%	86%
<b>% of children meeting the required standard in the Y1 Phonics test</b>	39%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	High absence and punctuality rates of children who are eligible for PP which impact on acquisition of knowledge, skills and the effectiveness of catch up sessions and interventions. Alongside the class and individual incentives that are established in school, this is being addressed by: <ol style="list-style-type: none"> <li>1. Appointment of 'in house' Parent Support Adviser</li> <li>2. Daily chasing up of all non-attendance</li> <li>3. Implementing fixed term penalty notices and fast track</li> <li>4. Introduction of a late book completed by parents and chasing up of persistent latecomers.</li> </ol>
<b>B.</b>	Children have significant gaps in their knowledge and experience. This is being addressed by: <ol style="list-style-type: none"> <li>1. The implementation of THRIVE</li> <li>2. Partnership development with Unthank Family Centre (Tier 2 support to families in crisis)</li> <li>3. 1:1 and small group tuition in our Garden Room</li> </ol>
<b>C.</b>	Challenging behaviours and persistent low level disruption from a significant minority of children who are eligible for PP. This has resulted in children not being able to self-regulate leading to missed learning. This is being addressed by: <ol style="list-style-type: none"> <li>1. Amended timetables for children to access their learning in small group.</li> <li>2. More effective deployment of teaching assistants.</li> <li>3. Development of PSPs so that the child, school and parent work collaboratively to support improvements in behaviour and engagement.</li> </ol>

<b>D.</b>	<p>A significant number of children enter Reception with speech and language levels which are not age related. This is being addressed by:</p> <ol style="list-style-type: none"> <li>1. Access to Speech Therapist</li> <li>2. Targeted interventions based on Wellcomm and delivered by TAs</li> </ol>
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<b>4. Desired outcomes</b>	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Relevant interventions will be targeted at all PP children	<p>Targeted interventions are established and are operational by September 2017.            Teachers can evidence specific progress through children's work in books and assessment information.</p>
<b>B.</b>	Improve outcomes for all PP children	<p>End of Year attendance, punctuality, attainment and progress data shows that children who are eligible for the PP are attaining in line with PP children nationally.</p>
<b>C.</b>	PP funding will be used in a targeted and systematic way so that money can be directly linked to those eligible for the funding.	<p>Senior leaders can evidence a clear link between money spent and children's progress.            A Pupil Premium spending plan will be in place to demonstrate a more transparent link between funding received and outcomes.</p>

5. Planned expenditure					
Academic year	2017-2018				
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.					
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?
Develop a curriculum which fosters in children a love of learning and to enable them to have experiences that live with them over their lifetime.	EoS School Redesign	From analysis of the EEF Toolkit we can see that: Meta-cognition and self-regulation has an impact of +8 and Feedback has an impact of +4	Learning Walks Lesson Observations Pupil Voice Parental Questionnaires	HT	Termly
Improve ownership of own learning and resilience to tackle challenge in learning. To develop good characteristic of learning and the ability to self-regulate.	PATHS programme	From analysis of the EEF Toolkit we can see that behaviour interventions and social and emotional learning in interventions both have an impact of +4. Meta-cognition and self-regulation intervention has an impact of +8 PATHS was introduced in school during 15-16 but there has been change in staffing since its introduction.	DHT to oversee day-to-day implementation. DHT and HT to check implementation through learning walks, talking to children and checking coverage of curriculum. DHT to ensure new staff trained in approach.	DHT	Half-termly learning walks will ensure implementation. Pupil Progress Meetings to discuss teacher assessment of characteristics of learning alongside attainment and progress.
All children to make at least expected progress in RWM when assessed against end of year statements.	Guided group work	From analysis of EEF Toolkit we can see that small group intervention has a rating of +4. Targeted small group tuition/teaching will enable us to target focus children (including PP children)	Monthly observations Termly pupil progress reviews	SLT	Data Scrutiny and Analysis Pupil Progress Meetings
All teachers to use effective formative assessment to accelerate pupil progress.	Review Assessment Policy and approaches to formative assessment	From analysis of EEF Toolkit we can see that Feedback has a high impact for low cost. This has been identified as an Ofsted key issue and features on our POAP.	Learning Walks Work Scrutiny	SLT	Data Scrutiny and Analysis Pupil Progress Meetings
<b>Budget Notes</b> Cost of EoS £15, 250, Cost of 3 additional TAs £31, 230				<b>Total budgeted cost</b>	£46, 480
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

					<b>implementation?</b>
Y2 PP children to meet expected standard at the end of KS1 In RWM.	Targeted intervention using TAS and ongoing 1:1 and small group work	QLA in 2016 showed that children found it difficult to calculate and inference in reading From analysis of EEF Toolkit we know that small group tuition has an impact of +5.	Close liaison with class teachers and TAs delivering the interventions. Analysis of improvements in the scores of vulnerable children	DHT	Data Scrutiny and Analysis Pupil Progress Meetings
PP children to have access to a curriculum and learning environment that specifically meet their needs.	Alternative provision: behaviour recovery, nurture, THRIVE.	From analysis of the EEF Toolkit we can see that behaviour interventions and social and emotional learning in interventions both have an impact of +4. Meta-cognition and self-regulation intervention has an impact of +8	Liaison with Garden Room HLTA Weekly planning and delivery	BC	Data Scrutiny and Analysis Pupil Progress Meetings
All children eligible for PP to have access to Precision Teaching to address their specific curriculum difficulties.	Targeted small group and 1:1 tuition using the following: Speech and Language 1stClass@Number, Catch Up Reading, Talkboost, Wellcomm, Early Talkboost, Precision Teaching, Sound Discovery, THRIVE	From analysis of the EEF Toolkit we can see that: Oral Language interventions (+5) Small Group Tuition (+4) Social and Emotional Learning (+4) Meta-cognition and Self-Regulation (+8) In School analysis has indicated that PP children have gaps in their learning and require additional support.	Close liaison with class teachers and TAs delivering the interventions. Analysis of improvements in the scores of vulnerable children	DHT	Data Scrutiny and Analysis Pupil Progress Meetings
PP children have opportunities in line with all children	To provide access to all school visits, clubs, music etc.	From analysis of the EEF Toolkit we can see that: Sports Participation (+2) Arts Participation (+2)	Regular publicity about clubs and activities on offer. Letters to parents regarding clubs make clear entitlement regarding access.	KS leaders	Termly Review

<p>PP children attend school at least 96% of the time and are on time.</p>	<p>Daily phone calls and home visits as required. Weekly attendance monitoring PSA to work with parents to identify barriers. Fast track as required Attendance texts send weekly.</p>	<p>Through our analysis of attendance, many PP children have attendance that is below 93%. Punctuality is a significant barrier to learning and many of the PP children are regularly late.</p>	<p>PSA to check weekly and to update SLT of findings and agree actions Half termly Attendance Review meetings between HT, AESO and PSA.</p>	<p>HT PSA</p>	<p>Half termly</p>
<p><b>Budget Notes</b> Cost of PSA £10200, THRIVE £4000, Speech and Language £7200, Unthank Centre £2800, Early Talkboost £100, Trips, Visits, Clubs and Music £500</p>					<p><b>Total budgeted cost</b> £24800</p>

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

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

**ii. Targeted support**

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

**iii. Other approaches**

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

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)