

Pupil premium strategy statement

1. Summary information					
School	Townville Infants School				
Academic Year	2016-2017	Total PP budget	£41,910	Date of most recent PP Review	N/A
Total number of pupils	170	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Summer 2

Attainment for 2015-2016 (44 Pupils)						
	All pupils	National	Pupils eligible for PP	National	Pupils not eligible for PP	National
% achieving good level of development (EYFS)	46%	69%	27%	-	51%	-
% achieving the pass mark in Year 1 phonics	78%	81%	57%	70%	84%	83%
% achieving the pass mark in Year 2 phonics (cumulative)	88%	91%	89%	86%	88%	93%
% who reached the expected level in reading (Yr2)	62%	74%	58%	78%	63%	78%
% who reached the expected level in writing (Yr2)	50%	65%	47%	70%	51%	70%
% who reached the expected level in maths (Yr2)	48%	73%	32%	77%	56%	77%

2. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	There is an attainment gap in reading and writing which needs to be addressed.
B.	There is an achievement gap between PP children and non-PP children in mathematics.
C.	Phonic screening check outcomes for PP children are lower than national.
D.	Some children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for several pupils are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.
F.	Although most parents are supportive and work well with school, some need support with how they can help their child effectively in their learning and development outside of school time.

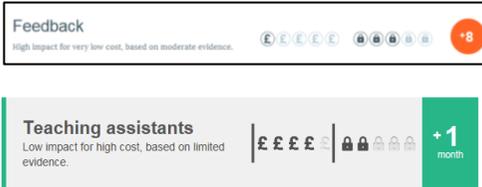
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS1 for all pupils eligible for PP. Provide class-based support staff and provide training so they are able to deliver high quality interventions (both at point-of-learning intervention/feedback and diminishing differences interventions). Further develop staff who can deliver and cascade interventions (e.g. SENCo) and also develop leadership capability in staff who can lead the support for the pupils (middle leadership programmes).	Pupils eligible for PP are make accelerated progress across KS1 in reading and writing. This will be measured by half-termly teacher assessments and successful moderation practices with partner school.
B.	Improved maths The mathematics curriculum will be enhanced to be more accessible for all pupils, in particular disadvantaged pupils.	All disadvantaged pupils will make accelerated progress to be in line with non-PP pupils. This will be measured by half-termly teacher assessments and successful moderation practices with partner school.
C.	Improved phonic and early reading skills. Improved outcomes for disadvantaged pupils in Year 1 so that they are in-line with national disadvantaged pupils in the phonics screening check.	Increased % of children achieving the pass mark in the phonics screening check in Year 1. Maintain the high percentage for the number of disadvantaged children who pass the Phonics screening check in Year 2.
D.	For the PP children with social, emotional and behavioural difficulties, they receive targeted interventions and 1:1 and small-group support in order to help them self-regulate their emotions and ensure that they make progress in their learning. This will be measured by the child's attitude to learning and their behaviour (less frequent negative behaviour).	Work with PSA supports children and families supported through difficult times. Children are engaged with school. Children have a trusted person they can work who they have formed a good relationship.
E.	Attendance for all pupils eligible for PP is in line with other pupils in the school. Continue to refine the school's attendance procedures and work with outside agencies such as EWO/legal tem to improve children's attendance in school, thus impacting on outcomes. Half-termly measurement of attendance.	Attendance of pupils eligible for PP is as good, or better, than pupils who are not eligible. PP children with poor attendance and punctuality show an improvement and progress improves as a result of this. Increased numbers of PP pupils are taking part in the attendance reward celebrations at the end of each term and the school year.
F.	Improved communication with parents. Develop engagement with parents through work done via the PP Lead, Headteacher, the Parental Support Officer, Early Help and school events. Deliver information meetings to show how they can work with their child, particularly in the areas of reading, writing and maths (where methods of calculation may differ from parents' experience). Where children are not regularly reading at home, invest into support staff time into working individually with these children regularly in the week.	Parents feel more engaged with school and the value it can give to their child. Parents are supported in how they can help their child at school

4. Planned expenditure

Academic year **2016-2017**

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?
<p>Support staff are well trained and are able to deliver high quality support/interventions to children across the school.</p> <p>PP pupils make further progress to diminish the differences between themselves and their peers.</p>	<p>Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at point-of-learning intervention/feedback and diminishing differences interventions.</p> <p>Pre-teaching sessions and keep-up accessible to all PP Year 2 children to access first-quality teaching.</p>	 <p>Better use of HLTA time in order to deliver high quality pre-teaching.</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> ✓ Analysis of outcomes ✓ Lesson observations ✓ Support staff appraisals ✓ Drop-ins ✓ Learning walks ✓ Pupil interviews ✓ Work scrutiny ✓ Pupil progress meetings 	<p>AT SP</p>	<p>End of Autumn Term End of Spring Term End of Summer Term</p> <p>At the end of an intervention duration.</p>
<p>Development of oral language and early reading skills in YR and Y1.</p> <p>An improved reading culture within school impacting on increasing outcomes at the end of KS1.</p>	<p>Purchase Chatta</p> <p>Strategies to promote phonics and reading.</p>	<p>It has been identified that an ever increasing amount of our children are coming into school without a sound grasp of early literacy. It is believed that by implementing support programmes we will be able to have a sustained impact on these skills.</p> <p>Some children do not read at home. This may be a result of parents needing help on how to support their child effectively in their learning and development.</p> 	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> ✓ Analysis of outcomes ✓ Lesson observations ✓ Support staff appraisals ✓ Drop-ins ✓ Learning walks ✓ Pupil interviews ✓ Work scrutiny ✓ Pupil progress meetings 	<p>AT SP</p>	<p>End of Autumn Term End of Spring Term End of Summer Term</p>

<p>An improved mathematics culture within and across school impacting on increasing outcomes at EYFS and KS1.</p> <p>Classrooms and school shows the value we place on mathematics.</p>	<p>Work in collaboration with various external agencies in order to deliver a successful mathematics curriculum.</p> <p>Strategies within school to promote maths.</p>	<p>Some children do not complete home learning tasks in order to support their learning.</p> <p>Outcomes at KS1.</p>	<p>Mathematics lead to attend training sessions and disseminate.</p> <p>Mathematics lead to work with SLE.</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> ✓ Analysis of outcomes ✓ Lesson observations ✓ Support staff appraisals ✓ Drop-ins ✓ Learning walks ✓ Pupil interviews ✓ Work scrutiny ✓ Pupil progress meetings 	<p>AT SM</p>	<p>End of Autumn Term End of Spring Term End of Summer Term</p>
Total budgeted cost					£14,000

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?
<p>Accelerated progress for PP children increases the number achieving expected levels of attainment.</p> <p>Targeted interventions resulting in rapid progress and the diminishing of differences between the disadvantaged group and their peers.</p> <p>Improved progress for higher attaining pupils.</p>	<p>Paying for adults to support PP children in or out of the classroom each afternoon. (Part cost with SEN budget.)</p> <p>Interventions on offer: Talking Partners Early Intervention Fit-to learn Rainbow Words Musical Interaction Play Scripts Catch-up and Keep Up</p> <p>In-class support for higher attaining pupils and support via HLTA and class teacher.</p>	<p>Some of the children need targeted support to catch up or consolidate areas in which they are less secure.</p> <p>Some PP children have multiple vulnerabilities which can slow progress and prevent age related attainment.</p> <p>Outcomes at the end of KS1 require improvement.</p> <p>Higher attaining disadvantaged pupils need more challenge.</p> 	<p>Timetables for both adults are planned alongside DHT/SENCO and each intervention programme is then monitored for its impact.</p> <p>Impact of interventions and records.</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> ✓ Analysis of outcomes ✓ Lesson observations ✓ Support staff appraisals ✓ Drop-ins ✓ Learning walks ✓ Pupil interviews ✓ Work scrutiny ✓ Pupil progress meetings 	SP CC	<p>After the duration of each intervention.</p> <p>At the termly data analysis points in the year.</p> <p>At the end of the school year.</p>
<p>By teaching disadvantaged pupils to stay safe and by building self-esteem, resilience and empathy our specialist worker can tackle barriers to learning, raise aspirations and improve the life chances of the most vulnerable and disadvantaged pupils.</p>	<p>Effective mentor programme delivered by the Learning Mentor and Specialist Worker.</p>	<p>Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.</p> <p>Low aspirations and self-esteem.</p> 	<p>Pupil questionnaire</p>	AT	Termly
<p>Disadvantaged pupils achieving in-line with national outcomes in phonics in Year 1 and catch-up in Year 2.</p>	<p>Discreet phonics teaching, small-group and individual, 20 minutes daily.</p>	<p>Low number of disadvantaged children passing the phonics screening check last year.</p> 	<p>Training Improved resources Monitoring and evaluation through:</p> <ul style="list-style-type: none"> ✓ Analysis of outcomes ✓ Lesson observations ✓ Support staff appraisals ✓ Drop-ins ✓ Learning walks 	LT SP	Half-termly monitoring.
Total budgeted cost					£13,800

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?
<p>Improved attendance.</p> <p>School achieves its attendance target.</p> <p>PP children achieve this target.</p> <p>Improved punctuality.</p> <p>Increased numbers of PP children taking part in the attendance reward celebrations.</p>	<p>Attendance Monitoring.</p> <p>Immediate actions for children falling below the target.</p> <p>Involvement of EWO.</p> <p>Un-authorising of all holidays in term-time (except exceptional circumstances).</p> <p>Rewarding good attendance.</p>	<p>Attendance and punctuality of PP children needs to be in line with the other children in school (particularly in Year 2).</p> 	<p>Attendance monitoring.</p> <p>Working with EWO to improve practice and procedures.</p> <p>End of year attendance data.</p>	<p>AT</p> <p>SP</p> <p>AB</p>	<p>Half-termly monitoring of attendance figures.</p>
<p>Parents feel more engaged with school and the value it can give to their child.</p> <p>Parents are supported in how they can help their child at school.</p>	<p>Sessions focussing on the following topics:</p> <p>Maths</p> <p>Phonics</p> <p>Reading</p> <p>Including individual meetings with parents, groups of parents and targeted presentations.</p>	<p>Although most parents are supportive and work well with school, a minority show a lack of understanding around the importance of the home support which they can provide. This means that some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading, writing and mathematics.</p>	<p>Attendance at sessions.</p> <p>Feedback from parents.</p> <p>Increase in the number of children being supported at home.</p>	<p>AT</p> <p>SP</p>	<p>End of the school year.</p>
<p>Access to a breakfast club that will promote attendance and punctuality as well as develop a child's social and educational skills.</p>	<p>Breakfast Club</p>	<p>By providing a nutritious breakfast, it will help give the children a good start to the day and also give them the chance to access educational resources.</p>	<p>Attendance at breakfast club.</p>	<p>AT</p> <p>SP</p>	<p>After each half-term.</p>
<p>Disadvantaged children are able to have access to activities and experiences which builds their cultural capital and understanding of artistic, cultural, spiritual and social aspects.</p>	<p>All disadvantaged children have access to visits to enable them to access first-hand experiences.</p> <p>Subsidising some educational school visits and visitors.</p>	<p>The Education Endowment Foundation identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> 	<p>Monitoring of children accessing these educational experiences.</p>	<p>AT</p>	<p>As each experience takes place.</p>
Total budgeted cost					<p>£14,100</p>

5. Review of expenditure				
Previous Academic Year		2015 - 2016		
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
Pupil Premium children achieve the same outcomes in maths and English as non-Pupil Premium	Support from teaching assistants in-class support	Although the disadvantaged pupils were making faster progress they were not making accelerated progress and so the gap between pupils did not close fast enough.	Next time there will be more targeted support within the classroom. Not always the TA working with the group. Teachers need to be more aware of the strategies to use to break down the barriers to learning for PPs	£13000
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
Disadvantaged pupils have better self-esteem and so achieve better.	Parent/child support worker for vulnerable pupils working in small groups and individually	All pupils who worked with the PSW had better outcomes than had been predicted. There is still work to be done with some of these pupils and the worker will continue at the next school.	The approach worked well, in giving the pupils better attitudes to learning but actual outcomes although better than predicted didn't have the accelerated progression we hoped for. We will continue with this approach but link it more to working with the parents alongside the pupils	£8300
Pupil Premium children achieve the same outcomes in maths and English as non-Pupil Premium	Interventions Talking partners Writing Booster Mathematics intervention Musical interaction Early intervention Language for Learning Play Scripts Fit-to-learn Nurturing Talk	Although the pupils were making faster progress they were not making accelerated progress and so the gap between pupils did not close fast enough.	The approach worked to a degree, however we will be continuing with this approach but with different adults in a supporting role. HLTAs and Senior TAs will take up more of a role to improve delivery and more training will be accessed to support this.	£7500
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
Disadvantaged children are able to have access to activities and experiences which builds their cultural capital and understanding of artistic, cultural, spiritual and social aspects.	All disadvantaged children have access to visits to enable them to access first-hand experiences. Subsidising some educational school visits and visitors.	This worked well. All pupils were able to access after school clubs and to attend educational visits. This had a very positive impact on all pupils' attitudes to learning. It increased motivation and a sense of achievement.	This approach to addressing Pupil Premium gaps in attainment will be continued next year.	£2500

Actual Outcomes for Pupils 2015 – 2016

EYFS

% Good Level of Development 2016			
	No. Pupils	School	National
All Pupils	56	46%	69%
Disadvantaged	11	27%	-
Not Disadvantaged	45	51%	-

Each child funded by the pupil premium grant has received targeted support based on their individual needs, resulting in 27% disadvantaged children achieving a good level of development.

YEAR 1 PHONICS

% Expected 2016			
	No. Pupils	School	National
All Pupils	58	78%	81%
Disadvantaged	14	57%	70%
Not Disadvantaged	44	84%	83%

57% of pupils eligible for the pupil premium grant met the standard, with the remaining pupils showing measurable progress.

YEAR 2 PHONICS (CUMULATIVE)

5 Pupils passing phonics check in Y1 or Y2		
	School	National
All Pupils	88%	91%
Disadvantaged	89%	86%
Not Disadvantaged	88%	93%

YEAR 2

% Meeting expected standard 2016							
	No Pupils	Reading		Writing		Mathematics	
		School	National	School	National	School	National
All Pupils	60	62%	74%	50%	65%	48%	73%
Disadvantaged	19	58%	78%	47%	70%	32%	77%
Not Disadvantaged	41	63%	78%	51%	70%	56%	77%

Pupils eligible for the pupil premium grant were more in line with other pupils in the school for reading and writing. The widest gap between the two groups was in mathematics.