

Pupil Premium strategy statement

1. Summary information					
School	Mudford Infants School				
Academic Year	2016/17	Total PP budget	£23,760	Date of most recent PP Review	June 2016
Total number of pupils	180	Number of pupils eligible for PP	18	Date for next internal review of this strategy	28.04.17

2. Current Progress (KS1 Tracking Points)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our School)</i>
Reading	5.5	4.9
Writing	5.8	5.3
Maths	5.8	5.6
For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils. within one pupil ** below national.		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor Literacy skills. Children enter the school below and in some cases, significantly below, the expected level.
B.	Low self esteem. Children present has having low confidence and in many cases expect not to be able to be successful.
C.	Poor oracy-in reception some of the disadvantaged children have poor speaking skills or are reluctant and shy when talking.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low parental support-children not being read to or supported in learning at home.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Children to leave year 2 having diminished the gap between themselves and their peers. This will be measured by tracking points at the end of year 2.	End of the academic year children to have made more tracking points progress than those not in receipt of the pupil premium in reading, writing and maths.
B.	Children to attain well and be well placed to succeed at their next school. This will be measured by end of year 2 data.	Children to have at least met the expected standard in reading, writing and maths by the end of year 2
C.	Children's oracy skills to have increased so they are confident talkers. This is particularly seen when planning and rehearsing writing and when reading.	Children to become more confident in talking and more willing to talk by the end of reception, make rapid progress and make the expected standard by the end of the year.
D.	To increase self esteem. Children to feel positive about themselves and to have more of a 'can do' attitude.	Children to present as more confident in school by the end of year 2. This will be measured by observation.
E.	To ensure our intervention is maintained in difficult circumstance for the benefit of all including those in receipt of the pupil premium.	Children receiving interventions achieve well.

5. Planned expenditure					
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Academic year	Ongoing				
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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					
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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 ?
Improve reading provision for all.	We wanted to provide some longer term change and invested some of the Pupil Premium money into improving reading provision for all. We implemented RWI to improve children's reading and sentence level skills	We annually invest pupil premium money to increase the RWI groups by employing two additional RWI teachers which will make use more effective at meeting the wide range of children's needs. This systematic, stage not age approach will particularly help those children who find reading a challenge.	Constant review and monitor of teaching, progress of children and effectiveness of provision.	AH/SENCO	Half termly

Total budgeted cost £4,000						
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ii. Targeted support					
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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, B,</p>	<p>To continue the 1:1 tuition for all disadvantaged children in reception and KS1. This has been amended so the reception children will be taught by a reception TA and KS1 by a TA in KS1.</p>	<p>We began this intervention as a response to some children who received the pupil premium in 2014 not making expected progress. Looking at the EEF research we felt that 1:1 tuition would have a positive impact on outcomes for children. In school progress data shows for the two years this strategy has been in place the children in receipt of the pupil premium made more progress than those who are not therefore this strategy has significant impact.. We have amended it for this year so the TA working with the reception children is based in the reception Unit, this will make communication with teaching staff over targets more streamlined and will mean that the children have already established relationships with the staff. By ensuring that a significant amount of this tuition is based on story maker it will support the speaking and listening skills of the children. This strategy is supported by the research carried out by the EEF that 1:1 tuition and Early years intervention, all have significant impact. By the nature of this tuition and the skills of the TA quality Feedback and Social and Emotional learning will also feature highly in these sessions which the EEF research also says has a high impact on outcomes for children. This will mean that the TA working with the KS1 children will have more time which will increase the impact.</p>	<p>Aims to be shared with the TAs and training given if needed. A process is then put in place to ensure the teachers are involved in the setting</p> <p>Sessions will be observed and progress towards targets will be monitored. Tracking and progress will also be monitored at the key points in the year.</p>	<p>HT</p>	<p>End of Spring term</p>
<p>C</p>	<p>In reception a major issue for children not attaining is poor oracy. It is anticipated that increased story maker sessions will help resolve this.</p>	<p>1:1 reception TA to take the children for additional story maker sessions. This will be linked to the weekly literacy plan and the aim will be to increase the children's oracy and confidence in group and whole class situations. Oracy development is supported by EEF research as having a very positive impact.</p>	<p>The TA has received story maker training and will ensure the activities are linked to the reception plans. Sessions will be monitored and the oracy confidence will be assessed at the end of the year.</p>	<p>HT</p>	

D	Due to the difficult financial pressures facing schools we are having to use some of the money received to maintain our current levels of SEN provision.	To maintain the high attainment of children receiving intervention we are using some of the pupil premium to ensure teaching assistant hours do not get cut and provision is not further reduced. These include PT, RWi interventions, fine and gross motor control support, speech and language and ELSA.	Performance management of TAs, sharing of children's targets with TAs, tracking and monitoring of children.	SENCO/HT	
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Total budgeted cost: £18,000

To increase self esteem. Children to feel positive about themselves and to have more of a 'can do' attitude.

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 ?
Increase the outcomes of children in receipt of the pupil premium.	Raising their profile with all staff members.	Teachers to mark their books first, listen to them read first, monitor their happiness, engage with parents to increase their support.	Monitor by observation	HT	End of Spring term

Total budgeted cost; Insignificant

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/a 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
Children in receipt of the pupil premium to attain well compared against like pupils nationally.	1:1 tuition	Yes (see data dashboard) as the pupil premium children made better progress than those who don't receive it therefore the gap in school diminished.	Ensure teaching assistant has enough quality time with the children so maybe split the reception and KS1 children between two teaching assistants. To start the tuition in reception from the second week of term so learning time is not lost.	£3,600
Desired outcome	Chosen action/a	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this	Cost
To employ two RWi TAs to ensure provision for all is high.	Rwi	Progress in KS1 in reading was good as defined by tracking points. Outcomes at the end of KS1 was low and reasons for this can be found in the SEF.	Ensure the writing and comprehension opportunities in RWi are fully seized upon so outcomes for children are high.	£3000
Desired outcome	Chosen action/a 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
Maintain SEN provision in difficult circumstance so pupil premium children can benefit.	SEN	PT, gross and fine motor skill development, speech and language, and intervention groups are maintained.	Approach changed so children have more intensive and shorter interventions so more children can benefit.	£8100
Total budgeted cost: £14,700				

7. Additional detail												
Above figure excludes uniform grant, donations to trips and milk. Currently £1760 set aside												
Pupil premium support 2015/16												
Children	SEN support	ELS A	RWI	Targeted RWI 1:1	Friends hip club/so	Family Seal	SALT/Ti me to Talk	Hot school meals	Precision teaching	1:1 PP support. Including	Phy sio	

					cial support					RWI, numeracy support and story maker.		
Reception												
	✓		✓	✓	✓		✓	✓		✓		
			✓	✓		✓	✓	✓		✓		
	✓		✓			✓	✓	✓		✓		
	✓		✓			✓		✓		✓		
Year 1												
	✓ EMC	✓	✓	✓			✓	✓		✓		
			✓					✓		✓		
			✓					✓		✓		
			✓					✓		✓		
Year 2												
		✓	✓	✓		✓		✓		✓		
	Writing support	✓	✓	✓		✓	✓	✓	✓	✓		
	✓ EMC		✓	✓				✓	✓	✓		
			✓					✓		✓		
	✓		✓	✓		✓	✓	✓		✓		
		✓✓ extra sessions	✓			✓✓	✓		✓	✓		
	SEN support	ELS A	RWI	Targeted RWI 1:1	Friendship club/social support	Family Seal	SALT	Hot school meals	Precision teaching	1:1 PP support. Including RWI, numeracy support and story maker.		

Outcomes for Children Receiving the Pupil Premium

End of Year 2

50% of the children receiving the pupil premium achieved the expected standard in reading while 72% of those not in receipt of the pupil premium achieved the expected standard.
 33% of the children receiving the pupil premium achieved the expected standard in writing against while 63% of those not in receipt of the pupil premium achieved the expected standard.
 67% of the children receiving the pupil premium achieved the expected standard in maths against while 69% of those not in receipt of the pupil premium achieved the expected standard.

Year 1 Phonics

75% of the children receiving the pupil premium passed the year 1 phonics check against 70% nationally
 100% had passed the phonics check by the end of year 2 against 86% nationally

Progress Throughout KS1 (TPs)

	Pupil Premium	Non Pupil Premium	Gap
Reading	5.5	4.9	+0.6
Writing	5.8	5.3	+0.5
Maths	5.8	5.6	+0.2

Children receiving the pupil premium made better progress than the children who do not.

Of the 5 children receiving the pupil premium in year two;

Reading

- 2 made outstanding progress
- 2 made good progress

Writing

- 2 made outstanding progress
- 2 made good progress

Maths

- 2 made outstanding progress
- 2 made good progress

For the second year running progress was extremely good showing the change of provision has been embedded and had an overwhelmingly positive impact.

EYFS

One of the four children receiving the pupil premium made GLD

- 2 achieved the expected level in CL
- 4 achieved the expected level in PD
- 3 made the expected level in PSED
- 1 made the expected level in literacy
- 3 made the expected level in maths

The children receiving the pupil premium made better than expected progress in reading and expected progress in writing and maths.

2016/17

Autumn Term

In reception the children in receipt of the pupil premium made better than good progress and progress better than their peers in reading, writing and maths.

In year one children made progress broadly in line with those not in receipt of the pupil premium in writing and maths and less progress in reading.

In year two children in receipt of the pupil premium made progress broadly in line with those children who do not receive it in reading and better progress in writing and maths.

There are clear reasons why progress is slightly lower in reading, children are receiving extra provision and the we are confident this will be resolved.