

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Field Place Infant School				
Academic Year	2018/19	Total PP budget	£101820	Date of most recent PP Review	09/18
Total number of KS1 pupils	271	Number of pupils eligible for PP	79	Date for next internal review of this strategy	09/19
2. Current attainment					
Most recent end of KS1 attainment (July 2018)			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving age expected reading, writing & maths			64%	65%	
% achieving age expected in reading or above			73%	74%	
% achieving age expected in writing			64%	67%	
% achieving age expected in maths			79%	79%	
Most recent end of FS attainment (July 2018)			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving expected in all prime areas			80%	66%	
% achieving GLD			82%	68%	
3. Barriers to future attainment (for pupils eligible for PP) In-school barriers – Current September 2018 cohort					
A.	Lower attainment at end of year one PP vs non-PP (current year two cohort)				
B.	Prior Maths attainment significantly lower than non-PP (current year two cohort)				
C.	Reading entry level attainment for PP children in year two is significantly lower than non PP				
D.	Large increase in number of PP entering reception with lower than expected levels of communication and language.				
External barriers (issues which also require action outside school, such as low attendance rates)					
E.	Year 1 and 2 PP children, have poorer prior attendance rates when compared to non-PP children.				

4. Desired outcomes		Success criteria
A.	Teaching for all children improves.	Teachers are proactive in using IRIS and actively participate in coaching sessions to reflect on and improve their own teaching. Performance management shows improvement in teaching.
B.	PP children's progress in Maths is accelerated for all. GAP between PP (without an EHCP) and non-PP attainment in Maths will be diminished by end KS1.	All PP children make accelerated progress in Maths during key stage one. Evidence of "power themes" being used effectively with all children. Children enjoy Maths and can talk enthusiastically about their understanding of concepts. Book looks and child conferencing evidence rapid progress in Maths PP children achieve in line with non-PP children at end of KS1.
C.	Children make expected or accelerated progress in reading.	Children display higher levels of engagement and involvement when reading for pleasure. PP children pass phonics check in line with non PP in years 1 and 2 Comprehension skills are well developed with most PP children who passed phonics check meeting end of KS1 reading expectations. 20% of PP attain GDS at end of KS1. 10% of reception PP children attain exceeding at end of reception.
D.	Attainment GAPs identified after baselining in reception will be significantly narrowed during the reception year.	Increased number of PP children will be very secure in all prime areas. Progress in communication and language attainment will be accelerated Attainment for PP children will be at least in line with cohort.
E.	The attendance of PP children improves	Increased attendance rates and reduced number of persistent absentees among pupils eligible for PP. There is a high uptake of free clubs for PP children.

5. Planned expenditure					
Academic year		2018/19			
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?
The percentage of teaching identified as being a strength increases at all performance management points of the end.	Coaching Peer support and mentoring Use of IRIS discovery kit with 2 iPads to allow reflection on impact of teaching in addition to focus on teacher.	Empowerment of individuals over their own improvement will result in increased ownership and embedded learning.	The development of teaching and learning will remain a priority focus during staff meetings. Increased opportunity for development against school improvement priorities. Supply cover will be paid for to ensure coaching conversations occur during the school day when they are likely to have maximum impact. Supply to cover opportunities to visit other good/outstanding settings.	SW	End of each term.

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?
Progress in Maths is accelerated for PP children and attainment of PP non EHCP children is in line with non PP by end key stage 1	Achievement team meetings with focus on PP children below expected in Maths at entry to year two. 1:1 tuition and access to iPad app to allow opportunities for regular practise of number skills tailored to attainment level of child.	Targeted support that is regular and provides immediate feedback is effective.	Phase leaders will oversee Achievement Team meetings. Maths lead will plan bespoke interventions PP lead will oversee use of Mathletics. LSA support will ensure support is given where needed.	HD DW SW	End of each half term.
The attendance of PP children improves and GAP between PP and non-PP is further reduced.	Audit of procedures to monitor attendance and identify children with both poor attendance and those with frequent absence. CE will be asked to build relationships with families with children who have persistent absence. Awards are given to children who have 'good' attendance. Trips and visitors will inspire children and broaden horizons and experience base.	Involvement of families to address issues and a tenacious approach will increase ownership of issue by families and is more likely to result in rapid progress. Greater enjoyment of school will lead to improved attendance. Improved attendance by groups with higher rates of persistent absence increases effectiveness of teaching for all children.	Supply cover for DH to visit other local schools re their approach to reducing absence. Increased number of visitors to school to motivate children and broaden their experience bases. Key Stage One to audit their use of off site visits with a view to increasing these. PP funding to be used to ensure no child is disadvantaged because of income. Breakfast club and after school clubs will be allocated to families entitled to PP funding to reduce absence.	SW	

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>Increased number of PP children will be very secure in all prime areas.</p> <p>Attainment for PP children will be at least in line with cohort.</p>	<p>Bespoke planning for children entitled to PP funding. Small group and individual support to be provided from highly effective LSA.</p> <p>Introduce talking tales toolkit to promote talk & story telling</p>	<p>Support through play with a focus on prime areas, particularly language development will have greatest impact on narrowing GAPS.</p> <p>GAPS that have not been diminished by the end of FS are harder to diminish.</p>	<p>All PP sessions will have a planned focus on evaluating impact of planned provision for groups/individuals.</p> <p>Main focus areas will be on securing prime areas where needed and then on achieving high levels of GLD for children entitled to PP.</p> <p>All planned interventions will be matched directly to each child's area of need.</p>	LC	Data drops half termly.
<p>PP children's reading progresses in line with non-pp children.</p> <p>Reading attainment GAP is narrowed significantly.</p> <p>Higher FS attainment from current year one cohort is maintained during KS 1</p>	<p>Children will receive extra daily reading with an LSA.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>1:1 phonics support for all PP year ones and year two re-take children.</p> <p>Authors will be celebrated and children will be encouraged to discuss at a deeper level.</p>	<p>Targeted support that is regular and provides immediate feedback is effective.</p> <p>Increased attainment in reading will have a positive impact on learning in all areas of the curriculum</p>	PP lead will oversee implementation of tutoring programme.	SW	Data drops half termly.
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2017/18		
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
Teaching improves as a result of a renewed focus on developing the quality of teaching and learning for all children.	Whole staff focus on developing a new Teaching and Learning Policy.	Attainment for PP was above non PP at the end of FS and or almost inline when compared to non-PP at the end of KS1. Performance management indicated the clarity of teaching improved for some teachers however some weaknesses became apparent also. IRIS was used by one year group to effectively support teaching and enables best practice to be shared with others.	INSET in January ensured whole school was where it needed to be. T and L policy was in place by March 2018 and is now used to underpin all Teaching. Following involvement in Aspire programme, TLIF also in place and being used to support all teachers to improve. A coaching approach to developing teaching; using the grow model, will be used this year. IRIS to be a key tool for reflection for all teachers.	Learning Cultures INSET £1300 IRIS £6400
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed to ensure all children feel safe to talk about their feelings. Use of a play therapist to support PSE for most vulnerable children.	Progress has been made in this area: PHSE lead has ensured all year groups have given a higher priority to personal and social development. Increased numbers of children attained all aspects of PSE in reception. Number of exclusions reduced in the Spring and Summer terms. Children in receipt of play therapy have made progress against their individual targets. Targeted support from learning mentors enabled children to access whole class teaching.	Play therapist support will continue. Learning mentor supporting year one children will follow them to year two to ensure continuity in support and adult expectation.	Play Therapist £8700

i. 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
Children make expected or better attainment	<p>Pupil progress meetings half termly will inform how the children are achieving.</p> <p>Assemblies and lessons will share with the children our principles for learning.</p>	<p>Attainment GAP at end of KS1 was diminished in Maths and almost diminished in both reading and writing. FS PP children outperformed non-PP children in GLD</p> <p>New LSA timetable ensured a more targeted and data led support was provided for all children within lessons.</p> <p>Principles were explored during assemblies to ensure children knew what they meant and would look like.</p> <p>Attainment of PP children in reception was higher than non-PP</p>	<p>September 2018 we introduced Achievement Teams, these are led by phase coordinators will ensure this remains a high priority.</p> <p>Use of iPads for rapid practise of skills had limited impacted due to time iPads were purchased, implementing these as a tool for fast learning will be a priority for 2018/19.</p> <p>Targeted approach of LSA support with a focus on development in prime areas then specific will begin Autumn term, 2018</p>	<p>Teaching staff £53293.42</p> <p>iPads £1200</p> <p>Resources £2900.00</p> <p>LSA staff £11000</p>
PP children's reading improves in line with non-pp children	<p>Children will receive extra daily reading with an LSA.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p>	<p>Attainment GAP was almost diminished 73% vs 74% children met expected standards in reading at end of KS1.</p>	<p>Bespoke LSA support was effective and resulted in accelerated progress for many PP children. This level of support will continue during this academic year.</p>	<p>LSA staff £35694.63</p>

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The attendance of PP children improves	<p>New procedures will be put into place to monitor attendance and identify children with both poor attendance and those with frequent absence.</p> <p>JS will be asked to build relationships with families with children who are consistently falling below 90%.</p> <p>Awards are given to children who have 'good' attendance.</p> <p>Trips and visitors will inspire children and broaden horizons.</p>	<p>GAP between PP and non-PP attendance rates reduced from 3.37% at end of 2017-2017 to 1.6% by end July 2018.</p> <p>Engagement levels during visits and trips was high. PP children who had previously missed these opportunities were reminded of when they would be to ensure children did not miss these enrichment opportunities.</p>	<p>Present families were informed of our robust approach to persistent absence at the end of the 17/18 school year. Attendance will continue to be closely monitored. Use of rewards and sanctions will be rigorous.</p> <p>School will continue to fund out of school experiences for PP children and fund visitors into school for all children to ensure a richness of opportunity.</p>	<p>Pantomimes £815</p> <p>Outside companies £1500</p> <p>Breakfast club (5 PP children) £1425</p> <p>Resources £1091.95</p>