

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Field Place Infant School				
Academic Year	2019-20	Total PP budget	£109280	Date of most recent PP Review	09/19
Total number of pupils	273	Number of pupils eligible for PP	72	Date for next internal review of this strategy	09/20

2. Current attainment				
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (Nat average)</i>	<i>School PP vs non Gap</i>	<i>National gap</i>
% achieving expected standard or above in reading, writing & maths	59%		-7.8%	-19%
% making expected progress in reading (as measured in the school)	100%		-8%	-20.2%
% making expected progress in writing (as measured in the school)	94.1%		-14%	-24%
% making expected progress in mathematics (as measured in the school)	97.1%		-6%	-22.5%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Children in current year 1 cohort had significantly less children attaining GLD: PP 51.9% vs non PP 71.9% (National gap -16.8%)
B.	Children in current year 1 cohort had significantly less children attaining ELG in all prime areas: PP 55.6% vs non PP 78.9% this was largely due to managing feeling and behaviour and poor oral language skills'
C.	Poor vocab contributes to slower than expected reading fluency and difficulties with reading comprehension for year 2 PP cohort.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Lower than expected attendance for PP vs non PP children: 92.8% vs 95.6%
-----------	--

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Targeted support programmes will ensure maths progress is accelerated throughout key stage 1	Combined attainment gap will be narrowed by at least 10% by end yr 1 & by at least 15% by end KS1
B.	Children will have specific support with areas of difficulty and make good progress against PSE targets set.	Recorded behaviour incidents will lessen. Increased readiness to learn will be observed.
C.	Target PP children will make accelerated progress in reading.	End KS1 reading attainment will be in line with National attainment
D.	To improve attendance of PP children.	End 19/20 attendance figures for PP will be at least 95%

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Coaching/peer support and mentoring Use of IRIS discovery kit to measure impact of teaching	The percentage of teaching identified as being a strength increases at all performance management points of the end.	Both NQT's developed substantively over the year and used IRIS to support their development. All of the 3 teachers who needed a programme of support took part in coaching sessions and used IRIS as a self improvement tool Two of the three teachers re-gained their confidence with these approaches and improved their teaching as a result. The third teacher left.	We will continue to use this type of approach in the future. Whilst it requires a lot of adult investment it allowed teachers to take ownership of their development and as a result improvements seen should be sustained and built on further in the coming years.	£10000
Purchase 14 iPads to improve use of AfL within lessons and allow for individual work on basic skills	Higher levels of engagement during whole class teaching inputs. Opportunities for individual catch up during a lesson.	ICT Lead provided INSET for all staff and teachers gained in confidence when using iPads during an input as the year progressed. Where they were used successfully, teachers were able to provide immediate feedback to whole class, using children's work, during a lesson.	We will need to provide additional training for some teachers this year to ensure all are using iPads to impact learning.	£5042
ii. Targeted support				
Action	Intended outcome	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
Achievement Team Meetings with a focus on PP pupils. Introduce use of Mathletics for PP pupils	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	All children who were discussed during achievement team meetings made accelerated progress. Progress of children who took part in Mathletics sessions was 7.2 points vs those who did not 6.3 points	We will continue with both approaches due to significant impact	£11651 £685
Review procedures for monitoring and improving pupil attendance.	The attendance of PP children improves and GAP between PP and non-PP is further reduced.	Termly Attendance newsletters introduced Autumn term. New Attendance Policy was published in the Spring Term. The use of FPN's was introduced in the Summer term. Procedures were reviewed and strengthened. Pupil premium attendance did not improve significantly however case studies indicate significant improvement for some targeted children.	New procedures will be place from the beginning of the new academic year.	£4220 £284 £487 £455

iii. Other approaches

Action	Intended outcome	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>PP children's reading progresses in line with non-pp children.</p> <p>Reading attainment GAP is narrowed significantly.</p>	<p>Children will receive extra daily reading with an LSA.</p> <p>Daily phonics sessions for all PP and other vulnerable learners.</p>	<p>Children who received daily reading sessions with a focus on reading fluency and reading comprehension made accelerated progress when compared to children who did receive this intervention: 6.8 points progress vs 6.1 points progress.</p>	<p>This intervention will continue as it is highly effective and has a positive impact on learning across all curriculum areas.</p>	<p>£36478</p> <p>£3000</p>
<p>Children with identified Social and emotional delays will receive play therapy of 10 week blocks</p>	<p>Reduced incidence of disruptive behaviour.</p> <p>Gaps narrowed with peers re emotional development</p>	<p>Observations indicate happier children and tracking of behaviour shows a significant reduction in disruptive behaviours for 2 children as a result of play therapy. Due to the nature of emotional development delays some benefit from play therapy will be long term and not measurable in the short term.</p>	<p>This intervention will continue, as it will have lasting impact on children who receive it.</p>	<p>£16163</p>
<p>Increased number of PP children will be secure in all FS prime areas.</p> <p>Higher FS attainment from current year one cohort is maintained during KS 1</p>	<p>Bespoke planning for children entitled to PP funding. Small group and individual support to be provided from highly effective LSA.</p>	<p>Whilst combined prime areas attainment was significantly lower for PP at end FS progress in all prime areas was significantly higher for PP children and the gap was narrowed from 37% at baseline to 23% FSP</p>	<p>This intervention will continue but will begin earlier in the academic year to ensure maximum progress is made and that the gap is diminished.</p> <p>Year 1 will continue to receive support in prime areas.</p>	<p>£18239</p> <p>£661</p>

6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Metacognition</p> <ul style="list-style-type: none"> Learning to learn Remembering Applying new skills 	<p>Staff and children are able to articulate their thinking and why and how.</p> <p>All will have greater responsibility for their learning.</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p>	<p>SW to attend training</p> <p>Whole staff INSET</p> <p>Support staff training</p>	SW	Spring term 2020
<p>Support teachers early in career:</p> <ul style="list-style-type: none"> Coaching Use of feedback 	<p>Teachers voice indicates increased confidence in role.</p> <p>Observations evidence good progress against targets</p>	<p><i>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</i></p>	<p>Regular coaching sessions to be timetabled on a 3 weekly rota from second half Autumn term.</p>	SW	End Autumn term 2019
<p>Improve outcomes for children during PPA sessions.</p> <p>Provide opportunities for teachers to observe peers to improve consistency of approach.</p> <ul style="list-style-type: none"> Employ HLTA 	<p>Children know HLTA well as she is part of school staff. Loss of learning time is reduced and consistency of approach across the school week is improved.</p>	<p>Difficulties managing classroom behaviour and ensuring children are engaged during PPA lessons has been an issue in the past due to the number of different staff children have across the year.</p> <p>Classroom observations and drop ins have highlighted strengths and weaknesses amongst teachers that could be worked on through the use of peer observations.</p>	<p>HLTA, who is a sports specialist, will deliver high quality PE lessons across different classes.</p> <p>Premier sports will provide INSET for HLTA to further improve practice.</p> <p>HLTA will be based in each class for ½ per week.</p> <p>Time will be allocated for HLTA to meet with teachers to ensure planning is understood and AfL is effective.</p> <p>HLTA to cover teachers to allow for peer observations.</p>	SW/HLTA	End Autumn term 2019
Total budgeted cost					£14334

ii. Targeted support

Action	Intended outcome	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>Targeted academic support: 1:1 phonics 1:1 reading Mathletics</p> <p>This will include targeted vocab support for higher attaining readers entitled to PP</p>	<p>Current gaps in attainment will be significantly reduced. Higher attaining PP readers will successfully access vocab used in books.</p>	<p><i>Individualised instruction involves different tasks for each learner and support at the individual level. We will use iPads for Mathletics as technology may enable more immediate feedback on the individualised tasks. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p>	<p>Baseline information re vocab will be gained using BPVS3 Following that, a bespoke daily vocab programme will be planned and delivered. Deputy head to oversee implementation of programme including observing TA's delivery and support.</p>	SW	At the end of each half term
<p>Foundation stage</p> <p>Staff training to improve interactions with children and staff's understanding of how to support characteristics of learning.</p> <p>Oral language intervention to support early reading.</p>	<p>Percentage of children attaining all prime areas and GLD will be increased.</p>	<p><i>Interventions which are effective in narrowing the attainment gap between disadvantaged children and their peers will not be sufficient to prevent the gap opening up again in later years. Where an impact on attitudes to school has been found, it tends to be more lasting. Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</i></p>	<p>EY lead to have time to observe interactions within setting.</p> <p>Time for EY Lead to be released in order to train new staff.</p> <p>Baseline information re vocab will be gained using BPVS3 EY lead to oversee all language development interventions.</p>	LC	Termly
Total budgeted cost					£35464

iii. Other approaches

Action	Intended outcome	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>Introduce targets from 1st half term</p> <p>Introduce family learning programmes</p> <p>Increase days of parental involvement within school</p> <p>Provide all PP with additional resources as needed to ensure gap does not widen due to financial deprivation.</p>	<p>Attendance of children entitled to PP improves and the gap between PP and non – PP attendance is narrowed</p>	<p><i>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by: providing regular feedback on children’s progress, offering advice on improving the home learning environment, and running more intensive programmes for children struggling with reading or behaviour.</i></p>	<p>Meet with admin staff early in autumn term to review and improve procedures.</p> <p>All teachers to know which children have had poor prior attendance patterns so they can monitor and intervene early with parents.</p> <p>Family learning programmes to be run from school beginning in the Autumn term.</p> <p>All curriculum leaders to plan at least one event that encourages parents to be involved in child’s education at school.</p>	<p>SW</p>	<p>End autumn term 2019</p>
<p>Social skills groups planned by SENDCo and delivered by LSAs.</p> <p>SENDCo upskill staff re implementation of behaviour policy</p>	<p>Whole school behaviour remains good.</p> <p>All staff have increased confidence in implementing behaviour policy.</p> <p>Children who have lower prior attainment in this area will narrow gap between PP and non-PP</p>	<p><i>Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills seem to be equally effective. They also have an average overall impact of four months’ additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</i></p>	<p>Activities planned will be based on observations of children in their new class.</p> <p>Termly monitoring to include drop ins with a focus on behaviour.</p> <p>Pupil voice re impact of social skills groups.</p>	<p>TB</p>	<p>End of Autumn term 2019</p>
<p>Play therapy</p> <p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved</p>	<p>Children’s’ emotional development improves and gap is narrowed between them and peers.</p> <p>Vulnerable children have a greater voice.</p> <p>Whole class engagement improves due to reduction of challenging behaviours.</p>	<p><i>Longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes.</i></p>	<p>Play therapist will meet with SENDCo and children’s parents to ensure therapy is targeted effectively</p>	<p>TB</p>	<p>Every 10 weeks from 30.9.19</p>
Total budgeted cost					£17341

7. Additional detail

Children entitled to PP funding will receive free “logo” uniform items and will be offered 1 free after school clubs and have their off site visits paid for to ensure there is no discrimination due to financial deprivation.

Cost approximately £4487