

Pupil premium strategy statement

HOLTON LE CLAY INFANT SCHOOL

Academic Year 2017-2018



1. Summary information					
School	Holton le Clay Infant School 925 2162				
Financial Year	2017-18	Pupil Premium received (Aug 2017)	£13200 PP £ 600 SC	Date of most recent PP Review	October2017
Total number of pupils as at Census dates	102 (Jan 17) 103 (Oct 17)	Number of pupils eligible for Pupil Premium	10 including FSM - 7. Ever6 - 2 Service Child – 2 (Jan 2017)		Reviewed 6 weekly

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	To maximise the attainment outcomes of the more able pupils
B.	Low ability readers
C.	Low ability in phonics
D.	Writing, well below national figure for EY group emerging.
E.	Low ability in maths
F.	Boys writing/fine motor skills
G.	Poor oral language skills

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

H. Low attendance/Late registration for some pupil's eligible (target 96%) This reduces their school learning time and may cause them to fall behind on average.

2. Desired outcomes

Desired outcomes, How they will be measured and Success Criteria

A.	Match Early Years outcome to KS1 attainment – measured ½ termly at pupil progress meetings and end of year Teacher Assessments. Higher rates of progress across KS1 for high attaining pupils eligible for PP.
B.	To improve fluency and speed of reading, to reach expected standards at the end of KS1 Pupil Progress meetings to indicate expected progress consistently throughout year
C.	To enhance phonics progress, to reach expected standards at the end of Y1 -½ termly phonics assessment to indicate good progress
D.	To ensure emerging writers at least make expected at the end of year 1 measured by ½ termly Pupil Progress and Teacher Assessments to indicate good progress throughout current academic year
E.	To ensure emerging mathematicians make at least 'expected' at the end of year group, measured by ½ termly Pupil Progress and Teacher Assessments to indicate good progress throughout current academic year
F.	To ensure emerging writers at least make expected at the end of year group measured by ½ termly Pupil Progress and Teacher Assessments to indicate good progress throughout current academic year
G.	To improve fluency and speed of reading, to reach expected standards at the end of EYFS/KS1 Pupil Progress meetings to indicate expected progress consistently throughout year
H.	Introduce incentive and offer family support to reduce number of late registrations and/or absences to increase learning time to maximise progress in all areas. Attendance to be at 96% or higher

3. 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 and measure the impact?	Staff lead	When will you review implementation?
A. To maximise the attainment outcomes of the high attaining pupils	<ul style="list-style-type: none"> Co-ordinators to attend external training for: EYFS and KS1 Moderation Leadership and Management Educational Visits Purple Mash Software High Quality Feedback TA2's to release Teachers to teach high attaining pupils Tutor to develop maths for high attaining pupils 	<ul style="list-style-type: none"> We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school We want to ensure that PP pupils can achieve high attainment as well as 'meeting expected standards'. We want to train teachers in practices to provide stretch and encourage these pupils. 	<ul style="list-style-type: none"> Courses selected using evidence of effectiveness. Use training days to deliver training /feedback to all staff including Governors. Lessons from training embedded in school feedback policy. Peer observation of attendees' classes after the course, to embed learning (no assessment). 	Subject Co-ordinator	October 2017 December 2017 February 2018 April 2018 July 2018

D. Emerging writers at least make expected at the end of year 1	<ul style="list-style-type: none"> • Educational Visits • New books • Staff training on high quality feedback. • Nesy Spelling 	<ul style="list-style-type: none"> • EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school 	<ul style="list-style-type: none"> • Lessons from training embedded in school feedback policy. • Peer observation of attendees' classes after the course, to embed learning (no assessment). 	Subject co-ordinator	October 2017 December 2017 February 2018 April 2018 July 2018
E. Emerging mathematicians make at least 'expected' at the end of year 2	<ul style="list-style-type: none"> • Purple Mash software • Staff training on high quality feedback. 	<ul style="list-style-type: none"> • EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school 	<ul style="list-style-type: none"> • Impact overseen by maths co-ordinator. • Teaching assistant (TA) CPD for TAs supporting the sessions. 	Subject co-ordinator	October 2017 December 2017 February 2018 April 2018 July 2018
Total budgeted cost					£9500
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?
B. Fluency and speed of reading, to reach expected standards at the end of KS1	<ul style="list-style-type: none"> • Intervention support • Rewards for reading 	<ul style="list-style-type: none"> • The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. 	<ul style="list-style-type: none"> • Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions 	Subject co-ordinator	October 2017 December 2017 February 2018 April 2018 July 2018

C. Phonics progress, to reach expected standards at the end of Y1	<ul style="list-style-type: none"> Intervention support New books - Phonics bug 	<ul style="list-style-type: none"> The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. 	<ul style="list-style-type: none"> Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions 	Subject co-ordinator	October 2017 December 2017 February 2018 April 2018 July 2018
E. Match Early Years outcome to KS1 attainment in Maths	<ul style="list-style-type: none"> Tutor to develop maths for high attaining pupils Jan to March 18 	<ul style="list-style-type: none"> We want to ensure that PP pupils can achieve high attainment as well as 'meeting expected standards' 	<ul style="list-style-type: none"> Impact overseen by maths co-ordinator. 	Subject co-ordinator	April 2018
Total budgeted cost					£10000
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?
F. Reduce number of late registrations and/or absences	<ul style="list-style-type: none"> Sticker reward system/Dojo points Follow up quickly on absences. First day response provision. 	<ul style="list-style-type: none"> NfER briefing for school leaders identifies addressing attendance as a key step. 	Review attendance on regular basis. Communicate with parents and pupils when attendance reviewed.	Executive Headteacher	January 2018 April 2018 July 2018
Total budgeted cost					£0

4. Review of expenditure				
Previous Academic Year		2016/2017 (September 2016 to August 2017) Pupil Premium and Service Child		
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
<p>Vast majority of pupils reach expected outcomes</p> <p>Progression across the year groups is clear</p>	<p>Coordinators: To monitor the quality of learning</p>	<p>This approach led to a thorough understanding of standards and progress across the federation.</p> <p>Areas for development were identified and strengthened</p> <p>Ensured Targeted support provided to teachers as needed</p> <p>We measured the impact on attainment for all children, not just PP eligible and the vast majority of pupils reached expected outcomes. Progression across the year groups is clear</p>	<p>Staff were positive about the monitoring of quality of learning and believe it has affected the outcomes of pupils. We will continue with Co-ordinators monitoring the quality of learning approach.</p>	<p>£0</p>
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
<ul style="list-style-type: none"> To maintain outcomes for Gifted and Talented in maths To maintain consistent progress in Maths and English. Enhance British values 	<p>2 day Investigation workshop Y2 + travel expenses</p> <p>Indian Experience</p>	<p>Objective met: evidence collected via discussion with pupils, scrutiny of work, pupil progress meetings</p>	<p>Through discussion children have a better understanding of different cultures.- continue approach if required</p>	<p>£595 £100</p> <p>£570</p>

<ul style="list-style-type: none"> Support in lower phase phonics Support on higher phase phonics Support in motor skills Recognising numbers and initial sounds Reading support Maths support 	<p>Intervention small groups led by Teaching Assistant over the academic year in:</p> <p>Phonics Reading Maths</p> <p>20 hours per week on average</p> <p>Teaching staff to</p>	<p>Objective mostly met: evidence collected via pupil results discussion with pupils, scrutiny of work, pupil progress meetings and IEP review meetings.</p>	<p>Phonics results well above national average. Approach to continue.</p>	<p>£18004</p>
<ul style="list-style-type: none"> To maintain outcomes for Gifted and Talented in maths To maintain consistent progress in Maths and English. 	<p>Subscriptions to IT resource websites and educational software :</p> <p>Education City 2Simple</p> <p>Purple Mash</p>	<p>Objective met: evidence collected via discussion with pupils, scrutiny of work, pupil progress meetings and tracking of points progress</p>	<p>Maths results maintained and above national average. Greater Depth above national average. Strategy to continue.</p>	<p>£310 £400 £570</p>

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
<ul style="list-style-type: none"> Enhance speaking and listening To improve self-confidence 	<p>Theatre Club</p> <p>Books</p> <p>Pupil participation in adult led games at lunchtime</p> <p>Milk</p>	<p>Objective met: evidence collected via discussion with pupils, scrutiny of work, pupil progress meetings and tracking of points progress</p> <p>Objective met: evidence collected via discussion with pupils and staff.</p>	<p>Writing was supported by speaking and listening. This strategy will be enhanced next year.</p>	<p>£300 £432 £2404 £99</p>

5. Additional detail

The school evaluated the impact on each eligible pupil at the end of the summer term 2017. Evaluation focussed on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

- The proportion of pupils that met the expected standard in phonics exceeded the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.
- 100% of eligible pupils in Year 2 achieved good progress in Maths, Reading and Writing by end of Key Stage 1
- 100% of eligible pupils passed the Phonics Screening undertaken in June 2017
- Self confidence in eligible pupils, developed and increased as a consequence of the intervention undertaken