

Pupil premium strategy statement: Academic Year 2017-18

1. Summary information					
School	Clowne Infant and Nursery School				
Academic Year	2017/18	Total PP budget	£48,840	Date of most recent PP Review	Nov 2017
Total number of pupils	332	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Mar 2018

2. Current attainment (July 17)									
% Achieving Expected +	All pupils-School (National Figures)			Pupils eligible for PP (National Figures)			Pupils not eligible for PP (Derbyshire average)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% Achieving Expected +	81% (76%)	70% (68%)	79% (75%)	57% (79%)	52% (72%)	57% (79%)	89% (79%)	77% (72%)	87% (80%)
% Achieving Greater Depth	26% (25%)	15% (16%)	24% (21%)	17% (28%)	4% (18%)	8% (23%)	30% (28%)	20% (18%)	30% (23%)
Achieving working Towards %	19% (24%)	30% (32%)	21% (25%)	43% (21%)	48% (28%)	43% (21%)	11% (21%)	23% (27%)	13% (20%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language skills. Listening and attention / speaking and listening skills.
B.	Poor gross and fine motor skills impacting on handwriting skills.
C.	Poor behaviour.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor attendance rates. Persistent absence and lateness of children with PP having an impact on child's learning.
E.	Some children who are eligible for PP do not have support from home that encourages consistent progress and attainment.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improvement in oral skills for pupils eligible for Pupil Premium across school and especially in EYFS. ECAT, Narrative Therapy, Speech therapy programmes and small group phonics group Intervention baselines to show good/outstanding progress.	• Ongoing intervention assessments show pupils are making good/outstanding progress
B.	Physical intervention programmes impact positively on writing skills in particular presentation.	• Children who receive physical intervention programmes make good or better progress in the presentation of writing.
C.	Pupils demonstrate less disruptive behaviour and focus more consistently during taught activities.	• A higher percentage of completed work activities is documented. • Accurate behaviour risk assessments are completed.
D.	Improvement in the attendance of Pupil Premium children. Regular monitoring and intervention by the Headteacher and EWO in line with the school attendance policy.	• Attendance for PP children in school improves.
E.	For a greater percentage of PP parents to attend curriculum and assessment information evenings and parent consultations.	• MAT involvement and support where necessary. • Records kept of attendance • Email presentations to parents from the evenings.

5. Planned expenditure			
Academic year	2017/18		
	Reception – 8 children		
	Year 1 – 14 children		
	Year 2 – 15 children		
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			
Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase TA support to provide interventions for PP children	- Increased support for pupils at risk of falling behind - Increased readiness to learn - Support targeted to meet individual social, emotional, wellbeing and academic needs - Increased confidence and ability to access learning - Positive and productive attitudes to learning demonstrated in pupil's engagement and progress	- Data tracking and pupil progress reviews - Individual record analysis - Work scrutiny - Improved attitude to learning	1 x 6 hrs Rocket Reading £3,555.73 1 x 30 hrs PP intervention TA £20,411 Class TA's 30 mins per day in 9 classes £14,163.75

To increase the number of Y1 PP children attaining the phonics screening threshold by timely interventions with a Teaching Assistant.	That a higher percentage of PP children attain the threshold in the phonics screening test.	- Ongoing assessment of individual PP children in relation to the phonics screening test - Results from the phonics screening test	Within the TA costings above
Purchase of Green Screen Portable Film Studio. (3 rd year cost)	- That children will develop confidence and social skills through a different media - That PP children will take ownership for the creation of short films developing independence - That increased confidence will then impact on progress in the classroom - To increase children's confidence in speaking & listening	- Observation - Ability to create short films that have been written, directed, acted and recorded by the children. - The short films created	£2000 PA (including training)
To raise standards of teaching of PP children by raising staff awareness of issues involved by providing INSET and courses.	- That whole school staff are totally aware of the needs of PP children and monitor their progress, targeting where appropriate. - PP children achieve expected standard.	- INSET agenda - Course attendance - Pupil progress meetings - Data analysis	No cost – HT/DHT delivery
To raise attainment in writing by creating writing intervention groups for PP children.	PP children to work in small groups on focussed activities to ensure any gaps in understanding are addressed and expected standard in writing is achieved.	Work scrutinies, lesson observations, data analysis.	Included in TA costing
To introduce 'Growth Mindset' theories for PP children	- For PP children to develop an 'I can do' attitude towards learning. - For PP children to develop resilience and strategies to cope.	Through discussion and teacher observation of attitude.	No cost
Total budgeted cost			
ii. Targeted support			

Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase the attendance rates of PP children in line with non PP children. Involvement of EWO and regular monitoring by the Headteacher and EWO – links to the Multi Agency Team. Low attendance will result in further steps being taken in line with the schools attendance policy.	- By following school's Attendance Policy, ensure that the attendance of PP children rises to be more in line with non PP children. (PP=82.4% in 2016/17) - By attaining higher attendance, PP children will have access to all lessons which in turn will have impact on individual progress. - Engagement with parents is key to improving attendance, ensuring that late arrival is also addressed.	- Monitoring attendance and lateness on a termly basis - Records of meetings with parents of PP children who regularly don't attend school - Letters to parents regarding lateness and low attendance	HT 30 mins per week £1333.12
To improve speaking and listening skills in Foundation Stage using ECAT (Every Child a Talker)	- Early intervention to prevent issues on entry to KS1 - Increased support for pupils entering Nursery or Reception with poor speech and communication skills	- Observations - Tracking - Pupil Progress Meetings.	TA 2.5 hrs per week £1510.25
To improve the gross and fine motor skills of PP children in the Foundation Stage using ECAM (Every Child a Mover)	- Children develop core stability and strength - Fine and gross motor skills are developed - Handwriting and presentation skills are improved	- Observations - Tracking - Pupil Progress Meetings. - Scrutiny of work	Within the TA costings above
Positive Play	- Developing confidence - Building self-esteem - Improved socialisation skills which will improve the rate of progress for individuals in the classroom	- Initial Boxall profile carried out and then reviewed at the end of the intervention - Observations - Work scrutinies - Assessment data - Pupil progress meetings	TA 2.hrs £1208.20
Rocket Reading intervention (plus resources)	- For PP children to raise attainment in reading and writing - To improve phoneme/word recognition - To have accelerated progress through the reading stages	- Baseline and exit assessment scores - Observations - Monitoring and data analysis - Reading records	Actual hours for delivery included individually as "Rocket Reading" for 6 hours a week (detailed above)

MDMS targeted reading	- For PP children to be heard read individually and regularly (3 times a week) - For the extra 'reading' practise to have maximum impact on progress. - Improved outcomes in reading for PP children through consolidation and practise of reading skills through reading aloud to an adult - Higher percentage of PP children to achieve age expected in reading	- Record of reading - Tracking of reading - Assessment	12 x MDMS for 15 minutes each per day individual reading: £6,138.17
To identify PP children who need the 'TalkBoost' intervention to raise standards in speaking and listening	- To engage parents/carers in supporting language activities - To improve PP children's skills in vocabulary, narrative, sentence building and conversation - For the 12 weeks of TalkBoost intervention to then have impact on other areas of the curriculum.	- TalkBoost baseline/exit assessment - Assessment data	Within the TA costings above
To provide additional provision for more able pupils -	To ensure the more able PP children achieve their full potential and achieve at least a good level of progress, exceeding their end of year expectations.	- Assessment data - Monitoring progress	Within the TA costings above
Subsidising funding for curriculum enrichment activities	That PP children access all curricular and some non-curricular activities to promote attainment and well being	- Assessment - Tracking	£500 subsidy
To provide breakfast club for PP children on a rolling basis	That children will be at school on time and will have had an appropriate breakfast, therefore ready to learn.	Children able to focus fully and enhance their progress	£1479.08 5hrs per week at SPP
Total budgeted cost			
iii. Other approaches			
Action	Intended Impact	Evidence	Resourcing/cost for the year
SENCO and Pupil Premium Coordinator /SLT management time to analyse interventions and data.	Early identification of interventions needed	Termly reviews of intervention impact	SENCO 0.5 hours per week: £758.46 PP Coordinator: 1hr

	- Data analysis to quickly identify the impact of the interventions - Management of staff carrying out interventions	- Tracking (EAMAG) specific to PP children - Pupil progress meetings	£1,861.08 plus Administrational Support: 1hr per week £1719.78
Total budgeted cost			£56,638.62

6.				
Previous Academic Year		2016 - 2017		
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
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
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

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.