

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|------------------------|--|-------------------|--|------------|
| School | Purbrook Infant School | | | | |
| Academic Year | 2017/18 | Total PP budget Service Funding | £46,200 £1,200 | Date of most recent PP Review | Jan 2018 |
| Total number of pupils | 256 | Number of pupils eligible for PP Service Funding | 45 6 | Date for next internal review of this strategy | April 2018 |

| 2. Current attainment | | |
|---|--|--|
| End of KS1 Results 2017 | <i>Purbrook Infant School Pupils eligible for PP</i> | <i>Pupils not eligible for PP (non - PP)</i> |
| % achieving Expected Standard in reading, writing and maths | 17% | 81% |
| % achieving Expected Standard + in reading | 50% | 90% |
| % achieving Expected Standard + in writing | 33% | 83% |
| % achieving Expected Standard + in maths | 25% | 89% |
| 2017 Attainment in other Year Groups | | |
| % achieving Expected Standard in phonics (Year 1) | 73% | 94% |
| % achieving Expected Standard in phonics (end of Year 2) | 67% | 79% |
| % achieving GLD at end of EYFS | 29% | (all pupils): 71% |

| 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. | Of the 17.6% of pupils eligible for PP, a significant number of these pupils are on the SEN register with communication and language delay. This means that although progress is measurable for these pupils the impact of interventions cannot always be measured by percentages of children achieving ARE+ |
| B. | Attainment in maths in KS1 for pupils eligible for PP has been lower than reading and writing with especially boys eligible for PP not meeting the expected standard. This means that intervention in maths for PP and especially boys needs to be a key focus area |
| C. | Although most pupils eligible for PP who do not meet the expected standard at the end of KS1 have not achieved GLD at the end of EYFS, pupils need to be identified and targeted to make accelerated progress so that all achieve in line with their non-PP counterparts and many better than their non-PP counterparts. This includes SEN pupils eligible for PP who should be compared with SEN pupils not eligible for PP with similar learning barriers |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |

| | |
|-----------|--|
| D. | Although turbulence is not generally high across the school, end of KS1 attainment for PP pupils is affected by some pupils joining the school later than their counterparts and therefore having less time for focused intervention and support to impact on their progress and attainment. Case studies which track progress from starting points upon joining the school should therefore also be closely scrutinized and taken into consideration. |
| | A significant number of PP children and especially those who do not meet or are not currently on track to meet ARE are or have been on CP and CIN plans and are known to be vulnerable. For a significant number parental support is low and home learning opportunities minimal. For some pupils significant barriers to learning need to be addressed on a daily basis. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|---|
| A. | Improved attainment and sustained swifter rates of progress for PP children | In all core areas (reading, writing, maths and phonics) PP children will achieve at least in line with their non PP counterparts in all Year groups. This will include SEN PP children compared with SEN non PP children. All PP children who attended the school from EYFS who achieved GLD will achieve ARE+ by the end of KS1 |
| B. | Case studies for individual pupils not on track to achieve ARE will show measurable and sustained progress from given starting points | Where children are not on track to achieve ARE, interventions will be effective in securing progress in focused areas of learning. Measurable progress will be evidenced |
| C. | An increasing number of higher attaining PP pupils will at least achieve ARE in all aspects of their learning and there will be increasing evidence of some achieving higher standards in some aspects of their learning | Case studies will show progress at least in line with non PP children and some evidence of progress beyond that of their non PP counterparts. Opportunities to flourish in non core areas of learning will also be tracked and focus areas of strength identified and built upon |
| D. | Gaps in attainment in core areas and especially in maths for PP pupils will close | Interventions will be focused and finely tuned to secure effective and sustained progress in all year groups. Measurable progress will be tracked at least half termly and regular adjustments to provision made as a result. |

| 5. 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. | | | | | |
| 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? |
| To accelerate progress of pupils so more are on track to achieve GLD with a key focus on CL, Literacy and Mathematics | Re-time-tabling of discrete focus teaching sessions daily in core areas of learning with carefully designed opportunities in free-flow to assess target and support further | To ensure children are more securely ready to progress to the demands of learning in KS1, a strong foundation will help create more confident and competent learners and enable more targeted support for those learners who genuinely need it. | Regular moderation to monitor progress of pupils across all three classes | EYFS leader | At least termly as pupil progress meetings |
| To ensure improved outcomes in phonics are achieved across all three year groups | All staff highly trained in teaching of phonics so shared approaches are taught with precision and consistency across the school and assessment is a key focus to enable regular re-grouping to ensure appropriate levels of challenge Additional high quality support in Year 1 and Year 2 with focus groups taught by DHT. | To enable accelerated progress and catch-up where required for increasing numbers of pupils. | Regular assessment within and across lessons and identified assessment points to enable effective re-grouping. | DH – reading and phonics lead and LJ (DHT) | At least half-termly |
| To maintain strong outcomes for pupils in reading and continue to work towards bringing outcomes in writing up to equal those in reading by the end of KS1 | A key focus on ensuring high expectations are understood and aligned across all classes and year groups and approaches employed to enable securing and application of key skills | To ensure shared accountability for attainment and progress of all pupils so equality of opportunity and support for all (including making provision to fill gaps where these are identified) | Book looks (including blind book looks and agreed keep-up and, where required, catch-up strategies at year group level such as “slow write” and a strong focus on editing and improvement for all groups of pupils Pupil Progress Meetings (termly) focus on identifying and targeting children | Teachers led by Year Leaders | At least twice per half term but typically more regular practice in planning, preparation and assessment time |

| | | | | | |
|--|---|--|--|---|--|
| To ensure that all pupils have opportunity to make at least good progress in their learning through sustained good teaching in all classes and some evidence sustained of good+ teaching | A triangulated approach to monitoring and development of a coaching culture across the school | To ensure all pupils benefit either directly or through a coaching and development approach to the best practices | Coaching, mentoring and counselling used flexibly as a support mechanism / tool for development – all teachers participate in “lesson study” | HT to lead training / SLT and other lead practitioner with all teachers | PD focus in Spring Term and developed through Summer Term and beyond |
| To ensure all pupils are exposed to an increasingly creative curriculum where there are meaningful purposes to writing | Increasing exposure to capture, sift and sort learning journeys across KS1 | To ensure all pupils understand the purpose for their writing and are increasingly motivated through task design and rich text drivers | PD meeting and support by Writing Leader for all staff, who is supported in leading this development by county adviser | Writing leader and literacy adviser | PD focus in Spring Term with emerging development through Summer Term and beyond |
| To ensure an increasing number of children achieve expected standards in maths, and diminish the difference between pupils not eligible for PP and pupils eligible for pupil premium | Securing subject knowledge of all staff Ensuring planning at all levels focuses strongly on the acquisition and application of key skills in a problem-solving context | To ensure pupils not yet on track to achieve ARE are well-supported and scaffolded to secure skills without gaps and staff are confident in how to best plan for and support this. | PD sessions in Autumn Term Focus in PPA sessions through shared moderation and planning Additional training support for staff where identified | Maths leader SENCO / DHT | SLT and PD book looks in Autumn, Spring and Summer Terms |
| Total budgeted cost | | | | | £9000 |
| 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? |
| To ensure there is focused support in EYFS to support CL development and other key skills where a delay or gap is identified | HLTA in EYFS (additional to full-time LSA support in all classes) | Children can be further identified for regular and focused quality interventions by a member of staff who works closely across all three classes and is able to communicate progress and outcomes at least on a daily basis. | Monitor and measure progress and outcomes for identified children specifically in relation to the interventions they are undertaking and also in relation to the extent to which the difference is being diminished between them and other pupils. | HLTA, EYFS leader and DHT | At least half-termly |
| To ensure there is strong provision across the school in phonics to enable identified children to keep up and catch up | Phonics streaming with provision of additional supported groups led by DHT in Years 1 and 2 (in addition) | Identified children are targeted as soon as possible and planning is carefully tailored to their requirements | Limit number of assessors Ensure all planning makes provision for on-going assessment throughout lessons | DHT and teachers | At least termly |

| | | | | | |
|---|---|--|---|--|---|
| | Regular and robust assessment and re-grouping | | Share best and most creative widely | | |
| To ensure identified children are provided with focused and regular specialist reading support | Accelerate progress and ensure provision is made for regular practice | Identified children are given additional support to catch up through a focused reading intervention programme such as Fischer Family Trust / supported daily read provision | Regularly track progress through reading age / book band / guided reading records | Teachers and reading support team | Daily / weekly |
| To support vulnerable children experiencing social and emotional issues and improve their readiness for learning | ELSA support –weekly or more ad hoc as appropriate Nurturing sessions at least weekly | A significant number of identified children in school are well-supported to manage their emotions and are developing self-esteem and resilience and so are increasingly integrated in the teaching day with their peers | Boxall profiling and robust monitoring of ELSA provision Partnership working with parent support adviser | ELSA DHT SENCO | Provision made daily |
| To make provision to support catch-up in maths for identified children | Teacher given intervention responsibility | Identified children are provided with additional opportunity to secure key basic skills | Screening and regular monitoring of progress | P/T intervention teacher and maths leader | At least weekly provision |
| Total budgeted cost | | | | | £35000 (+ £7000) |
| 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? |
| To develop talents and interests of PP children through enrichment opportunities | PP children funded to attend chosen after school clubs / access music lessons | PP children have equal access to enrichment opportunities and can develop talents and interests through sport and the arts | Monitoring attendance at clubs and lessons and participation in performances, concerts and events | DHT / HT | At least termly |
| To enrich learning for PP children through first hand experience | Payment or part payment of day trips / sign-posting and access to enrichment opportunities beyond school e.g. cinema /theatre trip / sporting event | PP children have equal opportunity to access enrichment and are further motivated in their learning through the opportunities they receive | Monitor participation and response of PP children | DHT / HT | At least termly |
| Total budgeted cost | | | | | £2000 |