

Pupil premium strategy statement (primary)

1. Summary information					
School	Purbrook Infant School				
Academic Year	2018/19	Total PP budget Service Funding	£55,440 £1,800 (April 2018)	Date of most recent PP Review	October 2018
Total number of pupils	256	Number of pupils eligible for PP Service Funding	39 3	Date for next internal review of this strategy	January 2019

2. Current attainment		
End of KS1 Results 2018	<i>Purbrook Infant School Pupils eligible for PP X14 pupils X4 services (Number in brackets excludes services)</i>	<i>Pupils not eligible for PP (non - PP)</i>
% achieving Expected Standard in reading, writing and maths	S= 75% 72% (64.3%)	74%
% achieving Expected Standard + in reading	S = 100% 83% (79%)	(Nat. all – 75%) 91%
% achieving Expected Standard + in writing	S = 100% 72% (64.3%)	(Nat. all – 70%) 80.5%
% achieving Expected Standard + in maths	S = 75% 72% (79%)	(Nat. all – 63%) 84%
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%
% securely meeting age-related expectations + in maths	67%	49%
Progress (Year 2) from end of EYFS to July 2018 (excluding children on SEN register for whom progress is separately tracked)		
% of children making good or better progress in reading	100%	97%
% of children making good or better progress in writing	92%	93%

% of children making good or better progress in maths	100%	89%
2018 Attainment in other Year Groups		
% achieving Expected Standard in phonics (Year 1)	82%	95%
% achieving Expected Standard in phonics (end of Year 2)	80% (4/5)	75% (3/4)
% achieving GLD at end of EYFS	38%	81%
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%
(Year 1) – Summer 2018 (excluding close to children)		
% securely meeting age-related expectations + in reading	29%	68%
% securely meeting age-related expectations + in writing	24%	58%
% securely meeting age-related expectations + in maths	35%	62%
Mid Year Attainment – Spring 2018 (excluding close to children)		
% securely meeting age-related expectations + in reading	13%	63%
% securely meeting age-related expectations + in writing	20%	63%
% securely meeting age-related expectations + in maths	20%	55%
Progress (Year 1) from end of EYFS to Spring 2018 (excluding children on SEN register for whom progress is separately tracked)		
% of children making good or better progress in reading	18%	65%
% of children making good or better progress in writing	18%	68%
% of children making good or better progress in maths	36%	56%
Attainment (Year R) – On entry Autumn 2018		
% securely meeting age-related expectations + in reading	25%	
% securely meeting age-related expectations + in writing	8%	
% securely meeting age-related expectations + in maths	50%	
Attainment (Year R) – July 2018		
% securely meeting age-related expectations + in reading	44%	88%

% securely meeting age-related expectations + in writing	38%	86%
% securely meeting age-related expectations + in maths	44%	86%
Mid Year Attainment (Year R) – Spring 2018 (excluding close to children)		
% securely meeting age-related expectations + in reading	19%	60%
% securely meeting age-related expectations + in writing	25%	55%
% securely meeting age-related expectations + in maths	13%	43%

3. 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.	Of the 16 % of pupils eligible for PP, a significant number of these pupils are on the SEND 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 reading and especially writing for pupils currently in Early Years and KS1 for pupils eligible for PP is currently low, which means that focused intervention needs to be a major focus.
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 at least 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 (*issues which also require action outside school, such as low attendance rates*)

D.	Although turbulence is not generally high across the school, end of year 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 linked to progress trackers, which track progress from starting points upon joining the school should therefore also be closely scrutinized and taken into consideration.
E.	A significant number of PP children and especially those who do not meet or are not currently on track to meet age-related expectations have been supported by Children's Services. Whenever it is needed the school provides additional support to rehearse skills where this cannot regularly be provided at home. The school also works very closely with parents who find it more difficult to come into school or bring their child to school regularly and on time.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Sustained high attainment by the end of KS1 and 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 linked to progress trackers 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 and progress trackers 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 writing and reading for PP pupils will close (In current Year 2 the most significant gap between PP and non PP is in reading and this is significant since attainment in all core areas is high and exceeds national percentages)	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	2018/2019				
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	Ensure parity between 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 Staff take responsibility for individual progress trackers from the first pupil progress meeting	EYFS leader	At least termly at pupil progress meetings
To ensure continued high 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 remains a key focus to enable regular re-grouping to ensure appropriate levels of challenge Additional high quality support in Year 1 with high needs group 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. Sustained flexible grouping across year groups and key stage with shared responsibility across key stage for progress and outcomes	DH – reading and phonics lead and Year 1 and 2 leaders	At least half-termly
To ensure high progress and outcomes for pupils in reading and writing, continuing to narrow the progress and attainment gaps with non PP (assuming attainment to be beyond national percentages)	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, planning scrutiny to check appropriate provision (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 and better teaching in all classes	A triangulated approach to monitoring and further development of a coaching culture through Lesson Study across the school	To ensure all pupils benefit either directly or through a coaching and development approach and are consistently exposed 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	Termly focus
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 meetings and support by Writing Leader for all staff and specific year teams as appropriate	Writing leader and literacy adviser	PD Focus Autumn Term and re-visit half-termly
To ensure an sustainably high numbers of children achieve expected standards in maths the difference between pupils not eligible for PP and pupils eligible for pupil premium continues to diminish	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.	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					£15000
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 SENDCO	At least half-termly
To support transition from EYFS to KS1 for vulnerable children	Music Makers programme for targeted children with continuing communication and attachment needs	Children are supported to develop language and communication skills and build the confidence and resilience to engage with a range of peers. A high percentage of parents are also more involved with supporting their so home/school partnership is strengthened	Monitor progress of children from Summer Term (Year R) to the end of Autumn Term A PP Champion or lead teacher to attend sessions as co-adviser working alongside visiting specialist.	PP Champion	At end of Summer Term and Autumn Term A

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 in all year groups Regular and robust assessment and re-grouping	Identified children are targeted as soon as possible and planning is carefully tailored to their requirements	Ensure a shared approach and expectation in assessment Ensure all planning makes provision for on-going assessment throughout lessons Share best and most creative widely	Phonics lead	At least termly
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	Reading lead /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 /social workers / Early Help Hub / Children’s Services as appropriate	ELSA DHT SENCO	Provision made daily
To make provision to support catch-up in maths for identified children	Planned and regular interventions provided	Identified children are provided with additional opportunity to secure key basic skills	Screening and regular monitoring of progress	Maths leader	At least weekly provision

Total budgeted cost £39,200

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 £3000

