

Race Leys infant School Pupil premium strategy statement 2017-18

Government regulations require schools to publish details of the Pupil Premium Grant (PPG) allocated to their school and the impact this has on achievement and attainment.

The PPG is an amount of money that comes as an extra payment to the school budget. The amount is given for every child who is entitled to receive the benefit of Free School Meals (FSM), regardless of whether they take up the free school meal or bring their own lunch.

We would urge all parents to check their entitlement benefit and if you are entitled to Free School Meals, then please make sure that you claim the benefit as the school will also receive extra funding as a result.

Please see the document below for more information on our Pupil Premium grant allocation, spending and outcomes.

1. Summary information					
School	Race Leys Infant School				
Academic Year	2017-2018	Total PP budget	£57600	Date of most recent PP Review	October 2107
Total number of pupils	194	Number of pupils eligible for PP	35	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47%	59%
% achieving expected standard in reading	59%	79%
% achieving expected standard in writing	47%	63%
% achieving expected standard in SPAG	53%	65%
% achieving expected standard in maths	65%	71%

Foundation Stage

5 children (7%) were eligible for PPG in this year group
20% of these children achieved a good level of Development

	% PP making good/accelerated progress	%Cohort making good /accelerated progress
Reading	100%	96%
Writing	67%	82%
Maths	88%	98%

Where attainment is lower, pupils receive extra support to ensure they make accelerated progress to close the gap with their peers

Year 1

12 pupils (17%) were eligible for PPG in Year 1
Children eligible for the PPG attain less highly than others in the cohort.

	% PP making good/accelerated progress	%Cohort making good /accelerated progress
Reading	82%	96%
Writing	65%	90%
Maths	81%	91%

Where attainment is lower, pupils receive extra support to ensure they make accelerated progress to close the gap with their peers

Year 2

13 pupils(19%)were eligible for PPG in Year 2

	% PP making good/accelerated progress	%Cohort making good /accelerated progress
Reading	83%	90%
Writing	88%	92%
Maths	97%	94%

Where attainment is lower, pupils receive extra support to ensure they make accelerated progress to close the gap with their peers

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.	Pupils in receipt of PPG enter school below or significantly below age related expectations on entry to Reception and need to make accelerated progress particularly in speech and language, personal and social development and fine motor skills
B.	Attainment of pupils in receipt of Pupil premium is below that of their peers in each year group
C.	A large number of pupils come into school with social, emotional or behavioural difficulties which affects their ability to access the curriculum and learn

D.	Poor fine motor skills and readiness for writing in Foundation Stage	
E.	Inconsistent attitudes to learning and presenting work	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Parental engagement to support learning with pupils at home	
G.	Attendance of some families in Receipt of Pupil Premium	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate rates of progress in speech and language development in the foundation stage	Targeted interventions – Welcomm screening early Autumn term1, Time to Talk interventions and Talk Boost will show accelerated progress for target pupils resulting in the gap closing
B.	Accelerate progress in reading, writing and maths, closing the attainment gap for all eligible pupils	Targeted interventions demonstrate accelerated progress for identified pupils, closing the gap in all areas
C.	Families and children are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties which will support attainment and progress.	Families are aware of the additional support available to them and their children both in and out of school. Children receive appropriate support from outside agencies where needed.
D.	Fine motor skills improve to support readiness for writing in Foundation stage and across the school Links with pre- school settings are well established and support readiness for school/writing	Targeted interventions and classroom activities to improve fine motor skills leads to improved readiness for writing and handwriting. Pupils leave pre- school settings ready for writing/school
E.	Positive attitudes to learning and books of children in receipt of Pupil Premium show high levels of care and presentation.	Pupils show pride in their work and all books are well presented
F.	Parents of children in receipt of Pupil Premium funding will engage with the school and their child's learning.	Attendance at events to celebrate pupils achievement. Attendance at learning reviews and other support events offered. Increase in comments in reading diaries.
G.	Increase rates of attendance for identified pupils/families who are eligible for Pupil Premium funding	In school attendance gap of pupils eligible for PP is reduced and the gap is closed between national data. Reduction in the number of persistent absence and lateness.

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.					
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?	Staff lead	When will you review implementation?
Accelerate progress, closing the attainment gap for all eligible for PPG	<ul style="list-style-type: none"> Read write Inc RWI update and professional development package Specialist teacher to give advice and support (STS) 	<ul style="list-style-type: none"> data analysis – need to raise attainment for all- RWI has supported accelerated progress for PPG pupils 	<ul style="list-style-type: none"> Training led by RWI lead LD support 	LD	Dec 17 March 18 July 18
Accelerate rates of progress of speech and language development in the Foundation stage language development in the foundation stage	<ul style="list-style-type: none"> Welcomm screening Time to talk interventions Time for Verve activities to support speech and language interactions 	<ul style="list-style-type: none"> Baseline assessments on entry to school show that communication, speech and language skills are delayed for many of our pupils 	<ul style="list-style-type: none"> Time to talk champion will lead assessments and interventions Regular tracking of pupil progress will ensure that interventions are successful 	MR/KS	On-going assessment. Summative data collection Dec 17, March 18, July 18
Total budgeted cost					£7200
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?
Improved fine motor skills in Reception Improved handwriting skills in Rec, Y1+2	<ul style="list-style-type: none"> Reception daily funky fingers fine motor activity Fine motor skills additional support for identified pupils Additional TA support for identified pupils to support accelerated progress in handwriting Liaison with pre school to support transition 	<ul style="list-style-type: none"> Introduction of these programmes have supported accelerated progress of pupils previously 	<ul style="list-style-type: none"> Foundation stage teachers will plan, deliver and monitor impact on an on-going basis Half termly monitoring of handwriting skills 	KS	On-going. Summative data collection Dec 17 March 18, July 18

Accelerating rates of progress in reading for pupils in receipt of PPG so that more can reach the expected standard	<ul style="list-style-type: none"> Daily RWI lessons in small groups – including TA support TA support for RWI tutoring and 1-1 support for identified pupils 	<ul style="list-style-type: none"> Introduction of this programme supported accelerated progress of pupils previously 	<ul style="list-style-type: none"> RWI manager will monitor teaching and interventions, data and outcomes from on-going RWI assessments 	LD	Ongoing. Summative data collection Dec 17 March 18, July 18
Improving spelling so that more pupils in receipt of PPG can meet expected standard	<ul style="list-style-type: none"> Target pupils for spelling intervention 	<ul style="list-style-type: none"> Introduction of these programmes have supported accelerated progress of pupils previously 	<ul style="list-style-type: none"> On-going monitoring of pupil books and spelling activities 	LD	Ongoing. Summative data collection Dec 17 March 18, July 18
Accelerating rates of progress in maths for pupils in receipt of PPG so that more pupils can meet the expected standard	<ul style="list-style-type: none"> Targeted interventions individuals for pupils who are falling behind Work is adapted to suit pupils needs in lessons Where pupils need extra help in lessons, support is given and pupils access extra support in the afternoon 	<ul style="list-style-type: none"> Introduction of this programme supported accelerated progress of pupils previously 	<ul style="list-style-type: none"> Maths subject leader will monitor teaching and interventions, data outcomes from on-going maths assessment 	CP	Ongoing. Summative data collection Dec 17 March 18, July 18
Improving attendance of identified pupils	<ul style="list-style-type: none"> Dedicated attendance support for pupils in receipt of PPG (ACE Team Involvement) for those with attendance below 90% or punctuality issues 	<ul style="list-style-type: none"> Eliminating barriers to learning. School records show improvement where ACE involvement has occurred 	<ul style="list-style-type: none"> Improvements in attendance of pupils, particularly those targeted for intervention 	AL	AL/PW ongoing 1/2 Termly monitoring with ACE worker
Total budgeted cost					£20,277
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?
Overcoming social and emotional difficulties by ensuring that pupils are supported by the appropriate people and agencies	<ul style="list-style-type: none"> 1-1 family support from Learning Mentor Yoga, Mandala clubs Access to Nurture type provision School participation in SEMH project 	<ul style="list-style-type: none"> Targeted interventions matched to individual pupils can be effective 	<ul style="list-style-type: none"> Monitoring by Headteacher Conversations with parents Impact logs for interventions Behaviour logs 	Judith Ward Jo Johnson Kerry Gurr	Dec 17 March 18, July 18

Parents of children in receipt of PPG will readily engage with the school and their child's learning. They will feel supported and know how they can help their child	<ul style="list-style-type: none"> Personal invites to attend activities which support parents in knowing how to support their child Opportunities to come in and watch interventions Stay and play sessions Learning mentor activities 	<ul style="list-style-type: none"> Parental engagement is consistently associated with pupil success 	<ul style="list-style-type: none"> Parental questionnaire Conversation with parents 	Judith Ward	Dec 17 March 18, July 18
Pupil premium children attend a variety of school clubs to develop social skills, develop a sense of belonging and develop leadership and team work skills.	<ul style="list-style-type: none"> Half price funding for pupils in receipt of PPG 	<ul style="list-style-type: none"> Pupils may not have access to clubs outside of school 	<ul style="list-style-type: none"> Monitor half termly take up of school clubs and invite those not attending to join 	Kerry Gurr	Dec 17 March 18, July 18

Total budgeted cost £25920

6. Review of expenditure

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
Accelerate progress, closing the attainment gap for all eligible for PPG	<ul style="list-style-type: none"> Read write Inc RWI update and professional development package 	<ul style="list-style-type: none"> Improved attainment and rates of progress for PPG pupils Pupils working with appropriate level of challenge to support rapid progress Improved staff knowledge and focused teaching at the point of need 	This approach has positive impact on outcomes for pupils – continue	£375
Accelerate progress, closing the attainment gap for all eligible for PPG	<ul style="list-style-type: none"> Specialist teacher to give advice and support (STS) One morning per fortnight 	<ul style="list-style-type: none"> Early identification of pupils at risk of falling behind/not reaching their potential Specialist advice enables specific needs to accurately identified Specialist programmes and intervention planned to support good progress Advice and support develops staff skills and knowledge 	This approach is successful and supports staff professional development as well as improving outcomes for pupils.	£4462

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the	Lessons learned	Cost
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		success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Improve attainment and Accelerating rates of progress in reading for pupils in receipt of PPG so that more can reach the expected standard	<ul style="list-style-type: none"> • RWI leader to lead implementation and assessment of programme • TA small group support for RWI in Y1 +2 • TA support for guided reading groups • TA support for 1-1 tuition 	Rates of progress were accelerated for	<ul style="list-style-type: none"> • Need to target those falling behind in Reception earlier on • Consider ways to engage parents of pupils in receipt of PPG in attending school workshops to support learning 	£12,831
Improve attainment and Accelerating rates of progress in maths	<ul style="list-style-type: none"> • Small group Maths intervention Y2,Y1, R • 1-1 maths support • Advice from specialist teacher 	Improved Attainment and rates of progress for identified pupils is improving.	<ul style="list-style-type: none"> • More parental involvement needed in maths activities – target through home learning, stay and play activities and parent workshops 	£4871
Improvement in speaking and listening skills of pupils	<ul style="list-style-type: none"> • Talk boost speech and language programme training for staff • Talk boost interventions – TA led • Specialist speech and language programmes delivered by TA 3 	Improved communication and language score for Reception pupils in particular those in receipt of PPG	<ul style="list-style-type: none"> • Continue to use Verve activities to support staff • Continue to use wellcom screen and talk boost activities • As a result of staff cuts TA3 will no longer be qable todeliver speech and language therapy across the school. This will be led by TA's instead. 	£4404

Improvement in levels of attendance for identified PPG pupils	<ul style="list-style-type: none"> Attendance officer monitoring and meetings with individual families ACE team involvement with families giving cause for concern- below 90% and persistent absences Learning mentor support for families giving cause for concern 	Improved attendance – Average attendance of PPG -95.8. All pupils 96.1 - number of PPG pupils below 95% reduced to 27%	<ul style="list-style-type: none"> Continue with ACE service as this supports improvement for identified families 	£728
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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
Improved social and emotional skills for identified pupils across the school	<ul style="list-style-type: none"> Social skills groups for KS1 pupils Sycamore counselling Learning mentor time – 1-1 drawing and talking therapy Participation in therapeutic lunchtime activities led by learning mentor- Mendala and Yoga Bears Drumming club Breakfast club 	<ul style="list-style-type: none"> Social skills improved and pupils able to transfer skills into the classroom to access learning more readily. Reduced number of yellow and red cards incidents Pupils involved with counselling made accelerated progress in reading Improved behaviour from those involved in drawing and talking therapy Reduction in lunchtime incidents as pupils participate in enjoyable calming activities Improved concentration and turn taking skills through drumming club 	<ul style="list-style-type: none"> Continue with Mendala club and Yoga bears next year Jo to continue with drawing and talking therapy As a result of reducing numbers of pupils claiming PPG and no looked after pupils, sycamore counselling will be removed from our provision. This will have to be obtained through CAF, CIN or CP As a result of shortage in PPG 2017-18 drumming club will not be able to continue. 	£13985

7. Additional detail

Please see in house pupil premium tracking information to further support planning and provision for pupils in receipt of PPG.