

# Pupil Premium Strategy Statement 2017 - 2018

1. Summary information					
School	Shere C of E (VA) Infant and Nursery School				
Academic Year	2017-18	Total PP budget	£9,240	Date of most recent PP Review	April 2018
Total number of pupils		Number of pupils eligible for PP	5 school 2 nursery	Date for next internal review of this strategy	July 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	100%	84%
% making progress in reading	100%	88%
% making progress in writing	100%	85%
% making progress in maths	100%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Attendance and punctuality in Main School and Nursery
B.	Lack of financial ability to enable children to access extra-curricular activities (clubs and trips).
C.	Lack of financial ability to provide learning resources and equipment.
D.	An increase in the number of children entering the EYFS with poor oral language skills, leading to lower starting points.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Low level of parental engagement and ability to support learning at home.
E.	Attendance and punctuality in main school and nursery.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress – aim to reach age related expectations or above by the end of KS1 and Phonic Screening Check	Standards Report for EYFS and KS1 is produced termly and shared with staff and Governors, pupil progress data meetings with teachers to address interventions that have or will take place to aid children. Barriers to learning identified and specific

		actions to be followed through to create impact.
<b>B.</b>	Quality First Teaching	Teachers constantly meeting the needs of their classes, individualised planning, regular scaffolding opportunities for all learners. Motivated learners.
<b>C.</b>	To provide the opportunities for all children to participate in after school clubs and school trips to deliver a balanced and equal curriculum to all.	PP children have access to participate in at least one after school club and they attend all school trips.
<b>D.</b>	Wellbeing – To improve the wellbeing of all children.	Children will have access to ELKLAN trained staff supporting their emotional literacy.
<b>E.</b>	Engagement with families including increased attendance rates	Children will attend the school's breakfast club, improving punctuality.

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?
<b>Accelerated progress</b> – the aim of the school is that all children inc PP reach the age-related expectations or above by the end of KS1 and Phonic Screening Check.	The provision of high-quality and timely intervention based on need	Accelerate progress in reading, writing and mathematics.  Address difficulties in speech and language.  Improve the quality of meta-cognition skills, promoting deconstructed and process learning.	Phonic Lesson Observation Internal Phonic check Yr 1 in the Spring Term  Staff are timetabled effectively to ensure staff are present during lessons and interventions.  Timetable allows for PPA for staff delivering the provisions have sufficient preparation time.	VV, CH (SENDCo)	Ongoing assessment throughout the year.  Quality First Teaching observations.  Pupil Progress meetings to include the impact of groups and interventions.  Book scans
<b>Total budgeted cost</b>					<b>£4,240</b>
<b>Accelerated progress</b> – the aim of the school is that all children inc PP reach the age-related expectations or above by the end of KS1 and Phonic Screening Check.	Improving the impact of homework through the school's RED TED initiative.	Support and incentivise families to learn together at home. Ensure small amounts of time are used as effectively as possible, Offer effective guidance and communicate the importance of supporting education in the home environment. Promote the importance of reading and talking to support children with speech and language difficulties.	Reading record scans  Awards in assembly (RED TEDS and badges).  Parental feedback.	VV KM	Ongoing
<b>Total budgeted cost</b>					<b>£1,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Accelerated progress</b> – the aim of the school is that all children inc PP reach the age-related expectations or above by the end of KS1 and Phonic Screening Check.	Teaching assistants will receive ELKLAN training to enable more effective support for children with speech and language deficit.	<p>Increased confidence in working with children with speech and language difficulties.</p> <p>Greater access to the curriculum for children with speech and language difficulties,</p> <p>Improved guidance for other members of staff.</p> <p>Increased understanding, interpretation and implementation of SaLT reports.</p> <p>Increased support for children with interaction difficulties.</p> <p>Improved communication with parents and parental engagement.</p>	INSET training for all staff delivered by TAs after training.	VV and LB	<p>Ongoing assessment throughout the year.</p> <p>Quality First Teaching observations.</p> <p>Pupil Progress meetings to include the impact of groups and interventions.</p> <p>Book Scans from SLT and Middle Leaders and feedback to individual teachers and support staff.</p>
<b>Total budgeted cost</b>					<b>£250</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide the opportunities for all children to participate in after school clubs and school trips to deliver a balanced and equal curriculum to all.	PP children have access to participate in at least one after school club and they attend all school trips.	<p>Children will have opportunities to:</p> <p>Excel at something</p> <p>Expand and diversify their interests</p> <p>Build self esteem</p> <p>Establish new friendships (meet people who share similar interests)</p> <p>Learn about long-term commitments</p> <p>Develop team work.</p>	PP children are offered one after school club free a term (using PP money) and all trips for PP children are paid for using the PP money.	KJ VV	Ongoing
<b>Total budgeted cost</b>					<b>£250</b>

Improve punctuality and attendance	Children will have access to the school's breakfast club	Children will have opportunities to: Improve attendance and punctuality Enjoy a nutritious hot breakfast at the start of the day Read with an adult Establish new friendships Be calm before school begins Take part in quality play and interaction Access high quality practitioners (including ELKLAN trained teaching assistants).	Breakfast club observations  Attendance and punctuality monitoring	VV and LB	Ongoing
<b>Total budgeted cost</b>					<b>£2,500</b>

6. Review of expenditure 2017-18				
Activities selected	What we did and the impact	Targeted Pupils	Cost	Review/Impact
The provision of high-quality and timely intervention based on need	<p><b>Accelerate progress in reading, writing and mathematics.</b> Children supported by the pupil premium made accelerated progress compared with their peers across the curriculum. In Year two this meant that disadvantaged children exceeded the expected standard in reading, writing and maths. Children in Year One made accelerated progress but had lower starting points; disadvantaged children in this cohort are performing just below the expected standard. There were no children supported by the pupil premium in year R.</p> <p><b>Address difficulties in speech and language.</b> This made the biggest impact in EY where children accessed ELKLAN trained staff. By intervening in these early years children maintained the same attainment as their peers (the gap was not able to form).</p> <p><b>Improve the quality of meta-cognition skills, promoting deconstructed and process learning.</b> Teaching assistants were observed in lessons carefully explaining the process of learning to the children and suggesting self-help strategies to the children. This enabled pupils to become gradually more independent over the course of the year.</p>	<p><b>Year One and two pupils</b></p> <p><b>EY pupils in nursery and reception</b></p> <p><b>All pupils</b></p>	<b>£4,240</b>	High cost/High impact
Improving the impact of homework through the school's RED TED initiative.	<p><b>Support and incentivise families to learn together at home. Ensure small amounts of time are used as effectively as possible.</b> Feedback from families was positive with a number of emails and comments made. Reading record scans demonstrated an increase in the frequency of reading. Children were incentivised to read and to talk about what they had read. Some families were still unable to commit to reading at home and this resulted in some children falsifying their records which was problematic. Teaching assistants and volunteers plugged this gap and heard children read at school in order to complete their challenges.</p> <p><b>Offer effective guidance and communicate the importance of supporting education in the home environment.</b></p> <p><b>Promote the importance of reading and talking to support children with speech and language difficulties.</b> The profile of reading was certainly raised by the project with teachers reporting more discussion about reading and questions from parents. This offered a way in through which teachers could offer more support.</p>	All year groups in the main school – consider expanding to include nursery in the Summer Term.	<b>£1,000</b>	High cost/High Impact
Teaching assistants	<b>Increased confidence in working with children with speech</b>	All children	<b>£250</b>	Low Cost/High Impact

<p>will receive ELKLAN training to enable more effective support for children with speech and language deficit.</p>	<p><b>and language difficulties.</b>  <b>Improved guidance for other members of staff.</b>  Trained teaching assistants delivered an informative staff meeting to the rest of the staff team. This was well received, and teachers and TA's had increasing skills to support children through quality first teaching.</p> <p><b>Greater access to the curriculum for children with speech and language difficulties. Increased support for children with interaction difficulties.</b>  Through increased knowledge and skill provided by the training children were increasingly well supported. This included through quality first teaching and through targeted intervention and interactions.</p> <p><b>Increased understanding, interpretation and implementation of SaLT reports.</b>  Teaching Assistants played an active part in implementation of advice form SaLT in consultation with the SENCO. This meant that children received effective and personalised intervention and quality first teaching.</p> <p><b>Improved communication with parents and parental engagement.</b>  The ability of the workforce to communicate expertly with parents was increased. When speaking to a trained professional parents were more engaged and took matters concerning speech and language more seriously.</p>			
<p>PP children have access to participate in at least one after school club and they attend all school trips.</p>	<p><b>Children will have opportunities to:</b>  <b>Excel at something</b>  <b>Expand and diversify their interests</b>  <b>Build self esteem</b>  <b>Establish new friendships (meet people who share similar interests)</b>  <b>Learn about long-term commitments</b>  <b>Develop team work.</b>  3 children were provided with access to an after-school drama club. They excelled through this opportunity and developed confidence and performance skills. All three were able to take part in end of term performances and all made a long-term commitment to the club.</p>	<p>Year 2 pupils</p>	<p><b>£250</b></p>	<p>Low Cost/High Impact</p>
<p>Children will have access to the school's breakfast club</p>	<p><b>Children will have opportunities to:</b>  <b>Improve attendance and punctuality</b>  <b>Enjoy a nutritious hot breakfast at the start of the day</b>  <b>Read with an adult</b>  <b>Establish new friendships</b>  <b>Be calm before school begins</b>  <b>Take part in quality play and interaction</b>  <b>Access high quality practitioners (including ELKLAN trained</b></p>	<p>All pupils</p>	<p><b>£2,500</b></p>	<p>High Cost/High Impact</p>

	<p><b>teaching assistants).</b> Children whose families committed to Breakfast Club provision found this to be a positive experience. Attendance and punctuality improved as a result of an earlier and calmer start. Some families could not maintain the commitment and their attendance declined.</p>			
--	--	--	--	--