

Pupil Premium Strategy Statement 2018 - 19

1. Summary information					
School	Shere C of E (VA) Infant and Nursery School				
Academic Year	2018-19	Total PP budget	£7,920	Date of most recent PP Review	April 2019
Total number of pupils		Number of pupils eligible for PP	6 school 1nursery	Date for next internal review of this strategy	July 2019

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		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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Self-Management
B.	Limited learning strategies and learning behaviours (resilience and concentration)
C.	Low levels of oracy, literacy and numeracy
D.	Poor metacognition skills
E.	Limited vocabulary, underdeveloped oral language and lower starting points
F.	Low confidence and poor view of themselves as learners
G.	Lack of access to high quality EY provision
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Low level of parental engagement and ability to support learning at home.
I.	Attendance and punctuality in main school and nursery.
J.	Lack of access to cultural enrichment

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.	Quality First Teaching	Teachers constantly meeting the needs of their classes, individualised planning, regular scaffolding opportunities for all learners. Motivated learners.
C.	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.
D.	Wellbeing – To improve the wellbeing of all children.	Pupil voice and use of adult mentors.
E.	Engagement with families including increased attendance rates	Children will attend the school's breakfast club, improving punctuality.

5. Planned expenditure – please note that our planned expenditure exceeds our income for this academic year. This is because securing outcomes for disadvantaged children form a key part of our school development plan and we will allocate further funds to this area.

Academic year	2017-2018
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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?
Accelerated progress – 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
Total budgeted cost					£2,000
Accelerated progress – 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.	We will engage in school based professional development promoting a culture of enquiry, action research and peer mentoring and coaching.	Practitioners will be afforded quality time together to discuss effective strategies leading to enhanced teaching and learning experiences for children	Considered timetabling. Provocations for discussion.	VV	Ongoing through staff meeting and lesson observation.
Total budgeted cost					£0

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?
Improve wellbeing, attainment and progress.	Children will have access to high-quality mentoring. Practitioners scaffold learning through skilled facilitation and dialogue.	<p>PP children will have an assigned mentor who:</p> <ul style="list-style-type: none"> Builds a long-term relationship with the child; Has high levels of interpersonal skills; Focuses on supporting the learner's personal effectiveness; Provides a blend of challenge and support; Monitors academic progress and development; Supports learning to learn strategies and review to enhance learning effectiveness. Reviews wellbeing, attendance and engagement in learning; Builds a relationship with family and promotes family engagement. 	<p>Training for key staff.</p> <p>Time throughout the day to meet with key children.</p> <p>Wellbeing champion.</p>	VV and LB	Ongoing.
Total budgeted cost					£2,000

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?
To improve the wellbeing of all children.	We will establish a School Council that will run in parallel to the school governance working on effective learning and the school environment.	<p>Practical expression of pupil voice will include:</p> <p>Involvement in planning and designing curriculum experiences.</p> <p>Participation in monitoring, reviewing and evaluation processes.</p> <p>Satisfaction Surveys</p> <p>Bridging with the local community</p>	<p>Minutes of meetings</p> <p>Discussion with pupils</p> <p>Governor monitoring</p>	VV	<p>Ongoing</p> <p>Exit interviews in Summer</p>
Total budgeted cost					£500
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
Total Budget cost					£2,000