

Pupil premium strategy statement 2018-19

1. Summary information					
School	Stillness Infant School				
Academic Year	2018-19	Total PP budget	£26,700	Date of most recent PP Review	Dec. 2018
Total number of pupils	270 +40 Nursery	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Aut. 2019

2. Barriers to future attainment (for pupils eligible for PP)	
A.	Low attendance rates affected by a lack of home routine
B.	Social and emotional needs
C.	High percentage of pupils with SEN
D.	Increasing percentage of children with EAL
External barriers	
E.	Poor home learning environment
F.	Lack of access to real life experiences and activities experienced by many other pupils e.g. museums, galleries, the farm or a beach.
3. Desired outcomes	
Pupils will reach age related expectations or better at the end of Y2 in Reading, Writing and Maths.	
Pupils (and families) will develop greater fluency and understanding in language development.	
Pupils will be given greater opportunity to engage in rich learning experiences to reduce the gaps between them and their peers.	
Families will be supported to improve pupils' attendance and their child's learning at home.	

4. Planned expenditure:

When planning our expenditure Stillness Infant school has considered the seven building blocks which are successful in raising disadvantaged pupils' attainment (NFER Research):

- a. Whole-school ethos of attainment for all
- b. Addressing behaviour and attendance
- c. High quality teaching for all
- d. Meeting individual learning needs
- e. Deploying staff effectively
- f. Data driven and responding to evidence
- g. Clear, responsive leadership.

A) Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	Staff lead	When will you review implementation?
Improved reading skills linked to phonics - Reception £5,000 (part salary costs)	<ul style="list-style-type: none"> Small group phonic support for Reception, Y1 and Y2 pupils (trained T.A.) to enable children to achieve the expected standard in the Phonic screening check at the end of Y1/2. Children are screened at the end of each half term and intervention groups implemented. 	EEF T&L Toolkit Phonics EEF Guidance –Improving Literacy in KS1 2016 Recommendation 3,8	Trained T.A.	Half termly
	<ul style="list-style-type: none"> Reception parents workshop, followed by small group sessions led by the Phonics T.A. to help parents develop their own phonic knowledge and support their child's reading more effectively. 	EEF T&L Toolkit Small group tuition EEF Guidance -Improving Literacy in KS1 2016 Recommendation 2,8	Intervention Teacher and trained T.A.	Half termly

<p>Improved reading and writing skills Y2</p> <p>£10,000 (part salary costs for T.A. and Teacher)</p>	<ul style="list-style-type: none"> • Small group work to improve spelling, handwriting, and sentence composition. This will support the children in reaching age related expectations at end of KS1 in writing. Teacher to set individual home learning and give effective feedback for next steps. • T.A. support for Y2 Reading comprehension. • Extension reading and writing group to challenge children to attain reading and writing at greater depth within the interim framework for Y2. 	<p>EEF T&L Toolkit Feedback EEF Guidance -Improving Literacy in KS1 2016 Recommendation 5,6</p>	<p>Intervention Teacher / DHT/HT</p> <p>T.A.</p> <p>Head teacher / T.A.</p>	<p>Half termly</p> <p>Termly</p>
<p>Improved maths skills</p> <p>£3000 (part salary cost)</p>	<ul style="list-style-type: none"> • Maths extension group Y2, enabling the children to work at greater depth at end of KS1. • Basic Maths skills support group for Y1/2 (if appropriate) 	<p>EEF Additional small group teaching</p>	<p>DHT</p> <p>Trained T.A.</p>	<p>Termly</p> <p>Half termly</p>
Total budgeted cost				£28,437
B) Extended school support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
<p>Support for families with poor attendance and routines.</p> <p>£2500</p>	<p>Free Breakfast club</p>	<p>Our breakfast club plays an important role in preparing children for the learning and play that lies ahead of them in the school day. The children are ready to learn. School attendance and lateness is addressed and improved. There is increased opportunity for social interaction. Healthy eating habits are developed.</p>	<p>HT / DHT</p>	<p>Termly</p>

<p>Improved social/emotional needs</p> <p>£2500</p>	<p>Free after school clubs</p> <p>Lego Therapy session / fine motor skills group are offered by the Learning mentor as needed.</p>	<p>Children will have access to a range of clubs which will improve social and emotional development, and give greater opportunity for physical activity.</p> <p>Good fine motor skills are crucial for later writing development.</p>	<p>HT / DHT/ Learning mentor</p>	<p>Termly</p>
<p>Enriched life experiences</p> <p>£3700</p>	<p>Free educational visits / workshops.</p> <p>Part cost towards Forest School visits for all year groups.</p> <p>Lunchtime Art club – from January 2019</p>	<p>Children will have greater access to new experiences, both in the local environment and in school.</p> <p>To promote new Arts experiences and encourage participation in a range of art activities not experienced outside of school.</p>	<p>Teacher Art teacher</p>	<p>Termly</p>
Total budgeted cost				£26,700

Impact of our Pupil Premium for 2017-18 – Assessment Data for July 2018.

Data from our end of year assessments from Reception to Y2 show that our disadvantaged children achieve highly, overcoming many of their barriers to learning.

Early Years Foundation Stage Profile 2018

75% of our disadvantaged children achieved a Good Level of Development (3 out of 4 children) compared with 82% of all children.

Y1 Phonics 2018

86% of our disadvantaged children achieved the phonics threshold, (6/7 children) compared with 96% of all children. (Nationally 70% of disadvantaged children achieved the phonics threshold compared with 84% for all children).

Key Stage 1 2018

71% of our disadvantaged children achieved expected+ in reading, writing and maths (5/7 children).

How do we monitor the progress of our Pupil Premium children?

- Data is collected half termly and analysed to check for progress of all children. PP children are analysed as individuals and as a group. The School Leadership Team regularly moderates the teachers' judgments. If there is a lack of progress, teachers will work with SLT to put in interventions for targeted support. Any interventions will be closely monitored for their effectiveness.
- Pupil progress meetings are held regularly with teachers and teaching assistants, and plans are put in place to support those not making sufficient progress, whatever ability. During these meetings, Pupil Premium children are monitored carefully. Targets will be set for further progress.
- The books of Pupil Premium children are monitored carefully during our book 'evidence gathering' weeks. Feedback is shared with teachers at CPD sessions.
- Pupil Premium children are a focus during our learning walks and classroom observations to ensure they are engaged in their learning, and that planned activities are closely matched to their ability.