

PUPIL PREMIUM STRATEGY STATEMENT			MUDEFORD COMMUNITY INFANTS SCHOOL		
Academic Year	18/19	Total PP budget Apr18-Apr 19	£19800	Date of most recent PP Review	February 19
Total no of pupils	180	Number of pupils eligible for PP	16 (9%) 19 (11%)	Date for next internal review of this strategy	September 19

CURRENT ATTAINMENT AND PROGRESS FOR 2017/18 FOR YR 2 (End of KS1 2018 cohort) – 6 pupils, 2 with Special Educational Needs.				
<i>The cohort of 60 Yr 2 pupils entered with below average attainment on entry in Reading and Writing and broadly average in Maths.</i>				
Pupils eligible for PP at our school (% Updated termly)	% achieved 'expected or above at end of KS1'	% making good progress	KS1 2017 Nat Average for Disadvantaged	KS1 2017 Nat Average for Non Disadvantaged
In READING	83% / 0% GDS	43%	62%	79%
In WRITING	83% / 0% GDS	86%	53%	72%
In MATHEMATICS	100% / 0% GDS	100%	60%	79%

EYFS (3 pupils) 2/3 SEN	Pupils with Typical attainment on entry	Pupils achieved ELG+	Pupils making good progress or above from starting point
RD	0%	33%	100%
WR	0%	0%	100%
MA	0%	33%	100%

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)	
IN-SCHOOL BARRIERS (Issues to be addressed in school)	
A	Children enter Reception not school ready in Prime and Specific areas as well as characteristics of effective learning
B	A number of children also have SEN and so need further support with intervention
C	Learning behaviour for children in KS1 can inhibit progress – focus, readiness (emotionally), stamina, organisation, attention
D	Frequency of reading results in a lack of fluency and comprehension skills
EXTERNAL BARRIERS (Issues which require action outside school)	
E	Lack of parental engagement of some parents, and a lack of understanding and support for their children's learning affecting their child's attitude to learning
F	Challenges concerning parenting difficulties in many families including mental health issues. This is not exclusive to children in receipt of pupil premium.
G	Poor attendance 92.9% (school average 95.3%) 4 out of 16 children were persistent absentees (below 90% attendance)
DESIRED OUTCOMES LINKED TO IDENTIFIED BARRIERS	SUCCESS CRITERIA
A	Reception children will make strong progress in prime and specific areas
B	Children with SEN make strong progress and receive an effective graduated response
C	Through increased focus on metacognition

From baseline assessment, children will either achieve GLD or make 4+ points progress to close the gap for being at the expected standard for their age. **December data showed that 1/3 PP children are on track to achieve GLD in reading and writing and 2/3 children are on track to achieve GLD in numeracy (there are now 4 children in receipt of PP in Reception but in December there were 3).**

All children with SEN will make 3+ Read Write Inc colour levels progress. Through using additional adults, they will demonstrate strong progress as identified in their IEP, current attainment level and end of year outcomes in reading, writing and maths. **Only 3 children with SEN and receipt of PP are not making the required progress in reading, this is due to a number of different issues. On the whole children with SEN and in receipt of PP are making good progress.**

Children's productivity will be similar to their non-disadvantaged peers. Observation of their learning will show that little

	and wellbeing children are able to complete learning tasks to a higher standard than previously	to no learning time is lost due to appropriate provision and expectations for these children. PP Governor carried out a brief learning walk in February and observed that the majority of children in receipt of PP were fully engaged in their learning.
D	Children will read with increasing fluency and understand what they read	In Year 1, 5 out of 7 children will move 4 colour groups by July. In Year 2, 7 out of 8 children will achieve EXS+ in reading. The majority of children are making expected progress and moving through the colour groups accordingly, with some children making accelerated progress.
E	Parents will engage in meaningful conversation regarding their child's wellbeing and education	Reading records are completed, library is visited weekly, home learning is carried out regularly, parents evenings are attended, project outcomes are attended, children participate in after school clubs. In general this is happening but it is not always consistent. A pastoral worker would really boost this outcome as they will be able to build relationships with families in receipt of PP and be a direct point of contact.
F	Children will understand that school is a safe place where they can talk to caring, trusting and consistent adults. Where necessary parents are guided on where to get support.	Skilled staff recognise when children are need in of ELSA, support with play and social communication or a conversation regarding their welfare and wellbeing. They will decide when or if parents need to be supported and work with outside agencies such as the Family Partnership Zone. The role of PP champion has begun to develop, however it is felt that if a pastoral worker takes over this role it will be able to advance at a more rapid pace. Teachers have filled in behavioural questionnaires for all the PP children in their class. As a result of this particular issues and needs of targeted children are being addressed.
G	Through continual monitoring and contact with parents high attendance will be given value and importance	There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average. On 27th Feb there were 4 PP children with attendance below 90%. Data showed that FSM average attendance was 92.67% and the Non FSM average attendance was 95.34% and 13/19 PP children's attendance is below the school average. It is expected that when a pastoral worker is in post this will be an issue that can be better dealt with by that person as they will be able to liaise more with targeted families.

PLANNED EXPENDITURE for ACADEMIC YEAR 2018-19					
The 3 headings below demonstrate how we are using the PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies. Continue subsidising milk, trips, clubs, uniform £1800					
i) QUALITY OF TEACHING FOR ALL					
LINK TO BARRIERS AND SPECIFIC OUTCOMES	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?
A, B, C, D	Continue pupil premium profiles (£0) as case studies with baseline from end of year reports as well as making it explicit who PP children are on RWI weekly groups list. Also weekly year group meetings focus on PP children as well as at pupil progress	Research has shown that having continuous and up to date data for individuals readily available improves outcomes.	Monitor termly once completed – have conversations in pupil progress meetings around impact and findings.	Head	Termly This is happening, PP Champion is collating information.

	meetings.				
A	Focus on Prime areas and characteristics of effective learning in Autumn term and beyond where necessary. Planning and provision reflects this	Children in receipt of pupil premium are not all school ready. Therefore, from baseline assessment, children will either achieve GLD or make 4+ points progress to close the gap for being at the expected standard for their age.	EYFS leader to track progress in Prime areas and planning / provision	Deputy Head	Termly for data and ongoing for provision This needs reviewing again at Easter.
C	Raise awareness of characteristics of effective learning (Learning to Learn characters)	Pupil Premium profiles and end of year 'Learning to Learn' reports to parents will show that children can achieve a silver/ mostly in the required aspects that demonstrate characteristics of effective learning.	Pupil progress meetings also explore learning behaviours. PP Champion prioritises learning behaviour from assessments	Head	Meeting with PP champion half-termly to discuss learning behaviour This needs reviewing at the end of the year. Behavioural assessments have been completed and will be repeated.
B,C,D	Improve pupils understanding of their own targets & learning. Continue staff training on use of AfL and provision of effective feedback.	Feedback (recommended by EEF) is a highly effective way of ensuring pupils know what they need to improve.	Involvement of all staff. Lesson observations & show me progress meetings	SLT	Termly data and monitoring cycle This needs reviewing in another more in-depth PP learning walk.
TOTAL BUDGETED COST				£N/A	
ii) TARGETED SUPPORT					
LINK TO BARRIERS AND SPECIFIC OUTCOMES	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,C,D	Additional adult (TA) in Year 1 to support PP / SEN & carry out RWI 1:1 with priority given to PP children in both Years 1 & 2. Smaller groups for RWI in Year 1 (5 groups altogether) Cost: £14000.	In Year 1, 3 out of 5 children will move 4 colour groups by July. All children to move at least 3. There are significant SEN barriers for 2 children which is why the target is 3 out of 5 and not 5 out of 5. In Year 2, 7 out of 8 children will achieve EXS+ in reading, 4 out of 6 in writing and 5 out of 6 in maths. 2 children will achieve GDS in reading and 1 child in writing.	Link to SDP & monitoring cycle	Assistant Deputy & Senco	Termly tracking and at pupil progress meetings On track to meet this currently. Will update at the end of the spring term.
B,C,D	Intervention in Year 2 two times a week will prioritise PP children	As set in outcomes above	Link to SDP & monitoring cycle	Assistant Deputy	Termly tracking and at pupil progress

	Cost: £3000.				meetings This has been combined with supporting behavioural needs of children in receipt of PP.
TOTAL BUDGETED COST					£17,000
OTHER APPROACHES					
LINK TO BARRIERS AND SPECIFIC OUTCOMES	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?
C,E,F	Develop ELSA pastoral role and 'The Reef' as a room in school for this (no cost as using devolved capital) – action plan for making stronger links with parents regarding home life and any early help required Cost: devolved capital	ELSA support is needed for a number of children in school to improve wellbeing.	HT to meet regularly with ELSA to discuss individual children and impact	Head, Assistant Deputy and Pastoral Worker	Fortnightly supervision meetings with ELSA/ Pastoral worker The Reef is up and running – Pastoral role still needs developing.
E,F,G	Pupil Premium champion (HLTA)– will monitor attendance, wellbeing, social interactions, behaviour (feedback to teachers / pastoral worker who will meet parents) leading to higher outcomes for these children Cost: £3000	Attendance will improve so that there are no persistent absentees and % attendance is within 1% of the school average. Individual behaviour assessments will show improvement in areas of most need. Data outcomes as set above will be achieved	Pupil Premium profiles and learning behaviour assessments will be monitored and tracked.	Head and PP Champion	Half-termly meetings with PP champion Meetings with champion are happening, PP attendance is still an issue, behavioural assessments are being used to target support.
E,F	After school gardening and art club that will target children with PP run by senior TA – monitor attendance and think of ways to encourage children to attend.	Number of children attending the club in receipt of PP will be at least 50%. Improvements in emotional and conduct behaviour as a result of attending the club (as per the individual	Half-termly registers and meeting with MR to discuss impact	Designated TA	End of every half-term These clubs are not

	Cost: £1000	behaviour assessment – whilst difficult to prove you would expect to see a correlation)			currently running due to other unforeseen interventions that have been required. The wish and want for such clubs still exists.
C,E,F	Positive play teaching assistant to promote positive approaches to social interactions at playtime – work alongside PP champion Cost: £1500	individual behaviour assessment	Meet with relevant staff to explore impact on lunchtime play and social developments	Head, PP Champion and relevant TA/lunchtime supervisor	Half-termly Positive play intervention groups have been operating.
TOTAL BUDGETED COST					£5500

REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2017-18			EXPENDITURE £20,100	
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
Increase the number of children in Year 1 being on track in writing (currently 2 out of 5) so	Superhero independent writing & rewards Early morning Learn to Move and Reading booster (to apply to writing)	Children will demonstrate the necessary writing skills that will allow them to be on track to meet the expected standard at end of Year 2. 2 out of 5 children remain on their pathway. 2 did not make good progress and 2 children accelerated	A combination of quality first teaching and support through small group work in lessons and as interventions were used throughout the year. The overall picture is that a more structured and systematic approach may benefit these	£2650

they meet the expected standard in Year 2		progress.	children to make stronger progress. Eg: handwriting stages and spelling linked to RWI group.	
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
Children will remain at least on the expected pathway from end of EYFS to end of Year 2	RWI 1:1, reading booster, learn to move, additional adult fluid between year groups for RWI & intervention (pm)	Provision and prevention / intervention will have ensured children achieve well from end of EYFS.	Data showed that PP children performed well in comparison to national as was agreed by Ofsted. This is evidence that the money was well spent and the chosen actions and approaches work.	£9400
Increase the emphasis on supporting families and parenting so recognised children have a happier home life	Increase the strategies and hours given over to pastoral support for vulnerable families Create closer links with Family Partnership Zone	Children will come to school more focused, settled and ready for learning. Progress will improve as a result. See learning to learn reports for each child and pupil premium profiles	We have not been successful in working with families in the way we would have liked due to time constraints and developing a pastoral role. However, we have greatly improved our pastoral provision through the school so that vulnerable children are nurtured and their wellbeing improved. We will need to consider ways to work more closely with parents in a more rigorous way next year following a systematic process (eg: identification – meeting – early help action – follow up support – review)	Training for staff £1000 £2000 (Pastoral / ELSA)
Children display more confidence and readiness for learning by understanding how to be a good learner	Staff training to refresh use of AfL and provision of effective feedback. (INSET) Raise awareness of characteristics of effective learning (Learning to Learn characters)	Children will be awarded at least silver in their learning to learn reports as they demonstrate these important characteristics of effective learning.	Due to the difficulty in gathering and tracking data for characteristics of effective learning it has not been possible to evidence this desired outcome. However, data would suggest these children have predominantly been ready to learn in Year 2 and were not school ready in EYFS. In light of this, the PP champion will be able to use a behaviour assessment to work with	

			teachers tracking children's improvements in identified areas.	
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
Parents will engage and feel supported to help their child learn	Monitor attendance Informal meeting with parents Signpost parenting courses and support in the community Insist upon attendance to workshops for parents	Children get to practise their learning at home and discuss school life with family. This results in higher engagement and more progress being made.	Need for continual monitoring by changing the role of a HLTA during lunchtime and after school to become a Pupil Premium champion	

1. Additional detail

Above figure excludes uniform grant, donations to trips and milk. Currently £1760 set aside

Additional adult in Reception due to 2 children in receipt of Pupil Premium also having significant SEN barriers. £5785. An additional adult is now in Year 1 as a result of this.

Year 1 Phonics

100% of PP children passed the phonics screening test