

PUPIL PREMIUM STRATEGY STATEMENT				MUDEFORD COMMUNITY INFANTS SCHOOL	
Academic Year	19/20	Total PP budget Apr19-Apr 20	£18400	Date of most recent PP Review	September 19
Total no of pupils	180	Number of pupils eligible for PP	17 (9.4%)	Date for next internal review of this strategy	February 20

CURRENT ATTAINMENT AND PROGRESS FOR 2018/19 FOR YR 2 (End of KS1 2019 cohort) – 8 pupils (1 SEN)				
	% achieved 'expected or above at end of KS1'	% making good progress	KS1 2019 Nat Average for Disadvantaged	KS1 2019 Nat Average for Non Disadvantaged
In READING	71.4% / 14% GDS	100%	62%	78%
In WRITING	71.4% / 14% GDS	100%	55%	73%
In MATHEMATICS	71.4% / 14% GDS	100%	62%	79%

EYFS (6 pupils, 4 SEN)	Pupils with Typical attainment on entry	Pupils achieved ELG+	Pupils making good progress or above from starting point
RD	33%	33%	67%
WR	33%	33%	67%
MA	17%	33%	67%

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	Progress in reading, especially decoding, results in a lack of fluency and comprehension skills
EXTERNAL BARRIERS (Issues which require action outside school)	
E	Full engagement from parents' in their child's education due to a range of inhibiting factors such as understanding, behaviour management at home etc
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 92.7% (school average 95.5%) 4 out of 19 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 PP & SEN make strong progress and receive an effective graduated response
C	Through increased focus on metacognition and wellbeing children are able to complete
	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.
	All children with PP & 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.
	Children's productivity will be similar to their non-disadvantaged peers. Observation of their learning will show that little to no learning time is lost due to appropriate provision and expectations for these children.

	learning tasks to a higher standard than previously	
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.
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.
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.
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.

PLANNED EXPENDITURE for ACADEMIC YEAR 2019-20					
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 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 meetings.	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.	SLT	Termly – meet with PP champion to discuss case studies and individual profiles
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 strong 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

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
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. Evidence will be gathered from children's work and by speaking with them about their targets.	Involvement of all staff. Lesson observations & show me progress meetings	ST	Termly data and monitoring cycle
TOTAL BUDGETED COST				£0	
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 KS1 to support PP / SEN. Additional support in afternoons to carry out RWI 1:1 with priority given to PP children. Smaller groups for RWI in Reception (5 groups altogether) Cost: £31000 (funding from notional SEN budget also used)	Vulnerable children where practically possible do not fall behind their peers. There are several children with significant SEN and others that are attaining at a low level despite intervention. The evidence for effective impact will be the following: Reception: Reading & writing ELG met (4) Year 1: 3-4 colour groups progress in Read Write Inc (5) Year 2: 7 out of 8 children to be WTS+ in Reading & Writing.	Use the Read Write Inc groups document to highlight children for weekly planning discussion and pupil progress meetings.	Assistant, Deputy & Senco	Termly tracking and at pupil progress meetings
B,C,D	Reading Booster club with headteacher 8:30 -8:45am 4 times a week	Encourage children to develop a love of reading and to build their fluency. This has proven to be effective in the past.	Ensure children turn up on time and are actively involved	Head teacher	Half-termly (discussion with RWI leader)
TOTAL BUDGETED COST					£31,000

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	Pastoral worker to carry out Positive play to promote positive approaches to social interactions at playtime Cost: £1500	Many vulnerable children need support with social interactions and how to establish and keep friendships. Individual behaviour assessments will show that improvements have been made in this area. Also the behaviour log will reflect the work carried out by reducing the number of incidents of negative behaviour choices.	Meet with relevant staff to explore impact on lunchtime play and social developments	Head, PP Champion (pastoral worker)	Half-termly
E,F,G	Deploy the Pastoral Worker & ELSA as the 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: £7000	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. ELSA support is needed for a number of children in school to improve wellbeing.	Pupil Premium profiles and learning behaviour assessments will be monitored and tracked. Attendance will be regularly monitored	Headteacher and PP Champion (pastoral worker)	Half-termly meetings with PP champion
E,F	After school gardening and art club that will target children with PP run by senior TA & one other – monitor attendance and think of ways to encourage children to attend. Will begin in January 2020. Cost: £2000	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 behaviour assessment – whilst difficult to prove you would expect to see a correlation)	Half-termly registers and meeting with MR to discuss impact	Michelle Roberts & 1 other TA	End of every half-term
G	Pastoral worker will be in regular contact with persistent absentees to support them. FPZ worker will also support programme of intervention and discussion to take place at termly attendance Team around the School meetings BCP attendance officer to support as necessary.	There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average.	Track the attendance continually – especially those with historical lateness and attendance concerns. Termly review of the attendance action plan with pastoral worker	Pastoral worker & headteacher	End of every half-term and continual conversations in 3 weekly supervision meetings
TOTAL BUDGETED COST					£10500

REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2018-19		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
Reception children will make strong progress in prime and specific areas	<p>Additional adult in Reception in the morning, increased adults in the afternoon</p> <p>A working alongside approach as well as regular interventions</p> <p>Focus on Prime areas and characteristics of effective learning in Autumn term and beyond where necessary. Planning and provision reflects this</p>	<p>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.</p> <p><i>2 out of 6 children achieved GLD. Significant SEN barriers prevented strong progress from initial starting point including speech and language and behaviour</i></p>	Increased development of prime areas combined with speech and language provision may have improved progress (ie: additional adult used to work/play alongside in a range of different prime and specific areas)	£8800
Children with SEN make strong progress and receive an effective graduated response	<p>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)</p> <p>Intervention in Year 2 two times a week will prioritise PP children</p>	<p>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.</p> <p><i>Although a graduated response was carried out for all children with PP & SEN and significant work was carried out with intervention, these children did not make sufficient progress to be in line with their peers.</i></p>	Targeted intervention will be more specific, timely and measurable and will reflect the range of needs such as learning difficulties and wellbeing.	£11000
Through increased focus on metacognition and wellbeing children are able to complete learning tasks	<p>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</p> <p>Positive play teaching assistant to promote positive approaches to social interactions at playtime – work</p>	<p>Children's productivity will be similar to their non-disadvantaged peers. Observation of their learning will show that little to no learning time is lost due to appropriate provision and expectations for these children.</p> <p><i>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.</i></p>	<i>The children with complex issues will have their transition carefully planned. Information taken from their termly behaviour assessment will inform future provision and the role of the pastoral worker within this.</i>	£3000

to a higher standard than previously	alongside PP champion Raise awareness of characteristics of effective learning (Learning to Learn characters)			
Children will read with increasing fluency and understand what they read	Children to attend before school reading booster and after school reading club with the librarian Children prioritised to read with parent volunteers	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. <i>In Year 2, 6 out of 8 children achieved EXS+, 4 out of 7 in Year 1 moved 4 colour groups</i>	Continue with this approach as well as further promoting a love of reading with children and their families BookFlix!	£2500
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 in meaningful conversation regarding their child's wellbeing and education	Teachers, librarian and teaching assistants to engage in conversation with parents regularly. School opens at 8:45 for parents to come in for 10 minutes with their children. TAs and teachers are available during this period. Library opens before and after school.	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. <i>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.</i>	Need for continual monitoring by changing the role of a HLTA during lunchtime and after school to become a Pupil Premium champion <i>Check reading record engagement at pupil progress meetings. Termly analysis of library visits. Make a sports club and art club free at the point of entry.</i>	£0
Children will understand that school is a safe place where they can talk to caring, trusting and consistent adults. Where necessary parents are	ELSA sessions for identified children. Culture communicated to staff that they are always available for all children to help make them feel safe. All staff to receive Early Help offer training to understand how and when a school intervenes and why.	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.	<i>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.</i>	£N/A (not out of PP budget)

guided on where to get support.				
Through continual monitoring and contact with parents high attendance will be given value and importance	<p>PP champion and headteacher will monitor attendance and meet half-termly.</p> <p>Letters given out and policy followed.</p> <p>Contact with parents to be made after next review (positive or next step on attendance procedure within policy)</p>	<p>There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average.</p> <p><i>Attendance:</i> <i>Pupil Premium – 92.62%</i> <i>(-3.34% compared with non PP)</i> <i>Not Pupil Premium – 95.96%</i> <i>Unauthorised absence accounts for approximately 30% of absence for both PP and non PP.</i> <i>4 out of 19 children had attendance below 90%.</i></p>	<p><i>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. We will also need to work on lateness.</i></p>	£1000 (as part of PP champion hours)

1. Additional detail

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

Year 1 Phonics

4 out of 7 children passed the phonics screening test (57%).