

# Pupil premium strategy statement Stubbings Infant School

1. Summary information					
School	Stubbings Infant School				
Academic Year	2016-17	Total PP budget	£15360	Date of most recent PP Review	10/16
Total number of pupils	83	Number of pupils eligible for PP	9	Date for next internal review of this strategy	01/17

2. Current attainment		
Based on 2016 Outcomes	Pupils eligible for PP (your school) *	Pupils not eligible for PP (emerging national average)
% attaining expected or better in Reading KS1	2016 3 pupils = 0%	68%
% attaining expected or better in Writing KS1	2016 3 pupils = 0%	47%
% attaining expected or better in Maths – KS1	2016 3 pupils = 0%	74%
% attaining expected or better in Phonics – Year 1	2016 3 pupils = 100%	83%
% attaining GLD in EYFS	2016 3 pupils = 67%	71% (Local)
% making expected or better progress in Reading	2016 9 pupils = 67%	-
% making expected or better progress in Writing	2016 9 pupils = 67%	-
% making expected or better progress in Maths	2016 9 pupils = 89%	-
<b><i>The small number of pupils eligible for pupil premium funding needs to be taken into account.</i></b>		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers 2016 (issues to be addressed in school, such as poor oral language skills)	
A.	Basic skills in English and Maths - handwriting, spelling, number recognition
B.	Presentation of work

<b>C.</b>	Resilience and emotional wellbeing	
<b>External barriers 2016</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Makes at least expected progress in English and Maths	Children's progress will be carefully tracked to ensure that children's achievement is good or better. Assessment will inform provision and targeted support will be effective well matched to children's individual needs.
<b>B.</b>	Achieve the expected standard or better in English and Maths	

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</b>			
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					
<b>i. Quality of teaching for all</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>
Makes expected or better progress in English and Maths.  <b>£1250</b>	<ul style="list-style-type: none"> <li>• Marking policy</li> <li>• Target Tracker</li> <li>• External consultant support – KS1</li> </ul> Classroom resources	The school needs to ensure all pupils make expected progress in the new robust curriculum, particularly in KS1.	SLT monitoring – learning walks, lesson observations, work scrutiny, data analysis.	SLT	Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.

<p>Effectively develop children's confidence, emotional wellbeing and resilience.</p> <p><b>£875</b></p>	<ul style="list-style-type: none"> <li>• Associate membership of Adoption Matters</li> <li>• Become and adoption friendly school</li> <li>• Staff training on attachment</li> </ul>	<p>There are a significant number of children from adopted backgrounds. These children have a range of needs and of experiences – sometimes traumatic. Effective relationships with adults who understand their needs but also know strategies to support them is essential. Nurturing and supporting their emotional wellbeing is essential to their future educational achievement.</p>	<p>SLT monitoring – learning walks, lesson observations, work scrutiny.</p>	<p>SLT</p>	<p>Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.</p> <p>Pupil premium spending/ pupil progress will be monitored termly by the Governing body.</p>
<p>Strengthen transition arrangements for new children joining cohort, particularly in KS1.</p> <p><b>£750</b></p>	<ul style="list-style-type: none"> <li>• ½ day release for class teachers - 1:1 work, liaising with prior settings and meeting with new family -</li> </ul>	<p>Children who join a cohort part way through the year are at risk of slow progress if information sharing isn't timely and if relationships with the class teacher are not developed quickly. Time to 'get to know' these children, complete initial assessments will enable pupil progress is maintained.</p>	<p>SLT monitoring – learning walks, lesson observations, work scrutiny. SLT will monitor new pupils in relation to their entry point.</p> <p>Admin will ensure pupil data is full transferred. Including Target Tracker transfers/CPOMs info where possible.</p>	<p>SLT</p>	<p>Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.</p> <p>Pupil premium spending/ pupil progress will be monitored termly by the Governing body.</p>

Maintain high pupil staff ratio through additional adult support within the classroom	<ul style="list-style-type: none"> <li>All classes will have full time TA's. This will enable effective targeted support but also other additional support for vulnerable children.</li> </ul>	High adult pupil ratios enable children to be well supported during lessons by TA's and by the class teacher. Behaviour is better managed and pastoral needs of children are more effectively met.	SLT monitoring – learning walks, lesson observations, work scrutiny.	SLT	<p>Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.</p> <p>Pupil premium spending/ pupil progress will be monitored termly by the Governing body.</p>
<b>Total budgeted cost</b>					<b>£ 2,875</b>
<b>ii. Targeted support – <i>ALL pupil premium eligible children to receive targeted support to ensure expected or accelerated progress.</i></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>
<p>Makes at least expected progress in Reading, Writing &amp; Maths</p> <p><b>£5000</b></p>	<ul style="list-style-type: none"> <li>Max's Maths</li> <li>Numicon</li> <li>Phonics booster</li> <li>Daily readers 1:1</li> <li>HFW/ CEW booster</li> <li>Handwriting booster</li> <li>Spelling booster</li> <li>Pre – teaching</li> <li>Precision teaching</li> </ul>	Effective intervention that motivates and supports children in English and Maths. High quality resources to support learning.	SLT will monitor the provision mapping and impact on progress and attainment.	SLT	<p>Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.</p>

Children will be confident and resilient, particularly in KS1. (adopted children)  <b>£3330</b>	<ul style="list-style-type: none"> <li>RAMP planning and reviews with adoption matters</li> </ul>	Previous children have been well supported through RAMP planning. It provides staff with a detailed understanding of children's very complex individual needs and strategies to support them in school. Strengthens the partnership between school and families. Consent from family required.	SENCo will monitor the overall impact of the strategy through discussion with teachers, families, other professionals and children where appropriate.	SLT	RAMP sessions will include a RAMP review session which will take place after a couple of months.  Impact will be reviewed during termly SENCo led pupil progress meetings with class teachers.
Children will be confident and resilient, particularly in KS1.  <b>£2880</b>	<ul style="list-style-type: none"> <li>Play therapy - 12 sessions minimal with play therapist</li> </ul>	Vulnerable children have previously been well supported by play therapy, particularly in relation to attachment or trauma. Consent from family required.	SENCo will monitor the overall impact of the strategy through discussion with teachers, families, other professionals and children where appropriate.	SLT	Impact will be reviewed during termly SENCo led pupil progress meetings with class teachers.
<b>Total budgeted cost</b>					<b>£ 11,210</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>

<p>Children able to fully participate in the wider life of the school</p> <p><b>£ 1750</b></p>		<p>Encourage and support engagement in home school reading/homework.</p> <p>Raise pupil's self-esteem and engagement in PE.</p> <p>School trips are subsidised to ensure pupils have access to educational visits to enrich their curriculum and remove potential cost barrier.</p> <p>Funding towards Breakfast/ After school clubs can positive impact on children's attendance and readiness for the school day.</p> <p>Provides support for family /time out for individual pupil improving their well-being.</p>	<p>Families will be informed about their eligibility for bags/kits/trips/clubs.</p> <p>Admin to be updated on pupils eligible and planned spends.</p> <p>SLT monitoring – learning walks, lesson observations, work scrutiny.</p> <p>Children will fully participate in the wider life of the school.</p> <p>This will support their emotional wellbeing; develop their confidence, self-esteem and engagement in learning.</p>	<p>SLT</p>	<p>Termly review of PP progress and spending.</p> <p>Individual pupil costings updated termly.</p>
<p>Attendance is good, well monitored with appropriate timely action is taken to address any absence.</p> <p><b>£120</b></p>	<ul style="list-style-type: none"> <li>• ½ termly visits from the EW service</li> </ul>	<p>EWO visits have had a positive impact on the monitoring of attendance and management of absence.</p>	<p>Attendance will regularly and consistently be monitored.</p> <p>Letters/ warnings will be issued promptly and attendance updates will be included in termly reports to governors.</p> <p>School attendance will improve.</p>	<p>SLT</p>	<p>Half termly meetings with EWO will highlight any attendance concerns.</p> <p>Attendance will be reported to governors in termly HT report.</p>
<b>Total budgeted cost</b>					<b>£1,870</b>

6. Review of expenditure				
Previous Academic Year		2015/16		
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
To develop teacher's skills and confidence in supporting children's mathematical think and problem solving skills.	Whole school maths training	Teaching in maths was well supported by this training and staff were enabled to meet the needs of the new curriculum more confidently. Outcomes were below national figures but this is now set to improve. A focus on using different strategies to support concrete pictorial and abstract learning in maths has begun to have a positive impact on the differentiation for individuals & groups within lessons.	Our approach to maths is beginning to have an impact. Full implementation and continuation of this approach should now strengthen outcomes in KS1.	£261
To be upto date with key information/ strategies for closing gap in EYFS	Closing the gap conference - EYFS	SLT updated on the local picture of the gap. Although some ideas of good practice were share they were mostly linked to high levels of deprivation and large numbers of pupil premium children.	Some good ideas around play partners within EYFS and transition will shared with staff.	£200
To close the gap in writing within EYFS.	Closing the gap in writing – EYFS training	Staff took some good ideas from the training. Overall writing outcomes in EYFS have continued to be high and above the national average.	Some good ideas about supporting writing used within the classroom and will continue.	£200

To develop staff understanding to enable better support for adopted children and other children with attachment	Training on attachment	Attachment training highlighted the complexity of supporting some children and provided staff with a deeper understanding of attachment. This enabled staff to understand individuals better and recognise and plan for their needs.	Further training in this area would be useful so that more staff have the basic understanding and that staff are equipped with more strategies to support individual pupils.	£100
To support pupil's social skills and emotional awareness.	Feel good friends resources	A useful resources which has been used across school for small group work. Promotes positive relationships and supports the school ethos.	Staff will continue to use the resource as appropriate.	£25
To improve pupil outcomes in maths and begin to close attainment gap.	Numicon resources	Highly effective resources with supports maths in the classroom and through targeted support. Numicon provides a very visual support for children and has been used in a variety of ways within the classroom.	Staff will continue to use the resource to support whole class teaching but also develop the use of Numicon for targeted support.	£400
To maintain high pupil staff ratio through additional adult support within the classroom	All classes will have full time TA's. This will enable effective targeted support for vulnerable children but also other support within the classroom.	High adult pupil ratios enable children to be supported during lessons by TA's and by the class teacher. Behaviour is better managed and pastoral needs of children are more effectively met. Although all children benefit from high pupil adult ratios, additional adults or class teachers are almost always deployed to support vulnerable learners. Teachers are beginning to use support staff more creatively to maximise the impact of TAs.	The use of TA's will continue to be developed with closer monitoring of targeted support and provision mapping. Targeted support will increase for pupils eligible for pupil premium.	£7900

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To improve pupil engagement in all areas of the curriculum and begin to close attainment gap</p> <p>Accelerate progress of this group pupils to increase % pupils achieving expected or better outcomes in Reading &amp; Writing</p>	<ul style="list-style-type: none"> <li>• Max's Maths</li> <li>• Numicon</li> <li>• Phonics booster</li> <li>• Daily readers 1:1</li> <li>• HFW/ CEW booster</li> <li>• Handwriting booster</li> <li>• Spelling booster</li> <li>• Pre – teaching</li> <li>• Precision teaching</li> <li>• ELS</li> </ul>	<p>Effective intervention that motivates and supports children in English and Maths. High quality resources to support learning.</p> <p>Targeted support was more effective than previously and staff were more responsive to individual needs. This was supported well by the SENCo. Changes to practice also meant that it was not always the TA delivering targeted support, recognising that vulnerable children would benefit from high levels of teacher input.</p> <p>Most pupil premium children revised targeted support – often for intervention more than accelerated progress.</p>	<p>All pupil premium entitled children must receive targeted support in 2016/17.</p> <p>Targeted support for adopted pupils did not have the impact needed – resilience and pupil's self-esteem and emotional well-being was still a barrier.</p> <p>RAMP plans for one pupil (funded by outer LA) were really effective in highlighting needs and strategies for the individual. RAMP will be used more for adopted children in the futures.</p>	£4920
<p>To support adopted children to make at least expected progress.</p>	<ul style="list-style-type: none"> <li>• PAC UK child focussed consultation</li> </ul>	<p>PAC UK child consultation although well received by families, did not provide staff with any useful strategies.</p>	<p>RAMP sessions will be used in the future.</p>	£460

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure pupils have access to school visits to enrich their curriculum and remove potential cost .To raise self-esteem and improve progress barrier. To encourage and support engagement in home school reading/homework	<ul style="list-style-type: none"> <li>• PE Kits &amp; Book bags</li> <li>• Subsidised school trips</li> <li>• Subsidised breakfast/ after school clubs</li> </ul>	<p>Providing these opportunities, removing cost barriers continues to be useful for some families. In some cases this may be families that are not known as eligible.</p> <p>School trips especially require significant subsidisation from school. £10 maximum contribution for families means the school needs to continue to subsidise.</p>	<p>Admin staff need to know which children are eligible and for what.</p> <p>With many children, the need for pupil premium is not about financial implications (high proportion adoption) but the offer will remain.</p> <p>Families need to be informed and reminded about what is available for them.</p>	£750
To improve school attendance.	<ul style="list-style-type: none"> <li>• ½ termly visits from the EW service</li> </ul>	EWO visits have been really useful. The policy has been updated and systems put in place. The EWO is provision regular support to monitor and action absence – at times issuing penalty notices.	EWO service will continue in the next academic year.	£120
<b>Total:</b>				£15336

**7. Additional detail**

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