



Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

PRIMARY

Crich Church of England Infant School's Pupil Premium Profile 2016-2017

Head teacher:	Miss Julie Kirk
PPR:	Date of most recent review July 2016
Date:	February 2017

1. Summary information					
School	Crich Church of England Infant school				
Academic Year	2016/2017	Total PP budget	£7180	Date of most recent PP Review	July 2016
Total number of pupils	49	Number of pupils eligible for PP	5	Date for next PP Strategy Review	May 2017

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing and maths at KS1	Reading-15% Mathematics-15% Writing-15%	Reading-84% Mathematics-84% Writing- 84%
% making at least expected levels of progress from Baseline	Reading Writing Mathematics-5%	Reading-42% Mathematics-42% Writing -42%
% making better than expected levels of progress from the Baseline	Reading-15% Mathematics-16% Writing-16%	Reading-42% Mathematics-42% Writing-42%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	The percentage of pupil premium pupils who are emerging at the end of Reception is higher than for other pupils in reading, writing, number, shape space and measure and listening and attention.
B.	Life experiences to support writing- lack of vocabulary and first hand experiences to impact on pupils writing at higher level and use of vocabulary to enhance writing style.

External barriers

C.	Parental engagement is an issue with some of our PP families. School has engaged with the Children`s centre and Multi agency team to begin to address some of these issues.
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4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	<p>Desired outcome - Improve the quality of teaching</p> <p>Chosen action - Peer to peer working - staff development time</p> <p>What is the evidence and rationale for this choice? - 100% teaching is good or better. Teachers are looking for new methods, teaching techniques and tips to make the difference for individuals</p> <p>How will you ensure it is implemented? - Feedback from termly data discussion time.</p> <p>Staff lead - Miss Kirk</p> <p>When will you review implementation? - April 2017</p>	<p>PP children will make progress in line with school expectations.</p> <p>100% of teaching is good</p> <p>Total budget cost- in house</p>
B.	<p>Desired outcome - Narrow the gap in attainment for Pupil Premium children including all vulnerable groups at the end of the Foundation stage and key stage one.</p> <p>Chosen action - Reading increase the level of support and provision for children in identified groups by the teacher and/or teaching assistant.</p> <p>What is the evidence and rationale for this choice?- Reading outcomes are in line with national expectations.</p> <p>How will you ensure this is implemented? - Coordination of reading support x three times a week for targeted children.</p> <p>Reduced group sizes. All children are in small class groups- Oak- 19,Spalings- 13,Acorns- 16</p> <p>Staff lead - Miss Kirk</p> <p>When will you review implementation? - April 2017</p>	<p>Reading outcomes are in line with National expectations.</p> <p>Pupil premium children achieve expected attainment and achieve progress that is in line with school expectations.</p> <p>Total budget cost-Teaching assistant 3 mornings and 3 afternoons.</p>

<p>C.</p>	<p>Desired outcomes - Narrow the gap in attainment for Pupil Premium children including all vulnerable groups at the end of Foundation stage and Key Stage 1.</p> <p>Chosen action/approach - Mathematics increase levels of support and provision for children in identified groups by teacher and /or teaching assistant.</p> <p>What is the evidence and rational for this choice? - Mathematics outcomes are in line with National expectations.</p> <p>How will you ensure this is implemented? - Reduced group sizes. All the children are in small class groups- Oak- 19 Saplings-13, Acorn- 16</p> <p>Staff lead - Miss Kirk</p> <p>When will you review implementation? - April 2017</p>	<p>Mathematics outcomes are in line with National expectations. Pupil premium children achieve expected attainment and achieve progress that is in line with school expectations.</p> <p>Total budget cost - Teaching assistant 3 mornings and 3 afternoons.</p>
<p>D.</p>	<p>Desired outcomes - Narrow the gap in attainment for pupil premium children including all vulnerable groups at the end of Foundation stage and key stage 1.</p> <p>Chosen action/approach - Writing increase levels of support and provision for children in identified groups by teacher or teaching assistant. Ensure children in receipt of pupil premium meet the required pass score in the phonics screening test.</p> <p>What is the evidence and rationale for this choice? - Writing outcomes are in line with national expectations.</p> <p>How will you ensure this is implemented? - Reduced class sizes. All the children are in small class groups-Oak -19,Saplings-13,Acorns-16</p> <p>Staff lead-Miss Kirk</p> <p>When will you review implementation? - April 2017</p> <p>Planned expenditure for academic year 2016/2017-£6838</p>	<p>Writing outcomes are in line with National expectations. Pupil premium children achieve expected attainment and achieve progress that is in line with school expectations.</p> <p>Children in receipt of pupil premium phonics test pass the phonics screening test.</p> <p>Total budget cost- Teaching assistant 3mornings and 3 afternoons.</p>

i. 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?
Increase support for pupils from Educational psychology service.	Purchase Educational Psychology support service from LA	Expert advice in supporting individual children improves the skills of all teachers and the quality of provision for all learners	Report from SENCO support and evaluation data	Miss Kirk	May 2017
To ensure the attendance of pupils in receipt of pupil premium is good or better.	Clerk to track attendance in school and report to HT	We have improved awareness amongst parents/carers of the importance of good attendance but need to keep this a high profile.	Attendance reports show improvements	Miss Kirk	Termly throughout the year.
Remove barriers to participation	Staff to identify what these are for each child	We know every child is different	Termly meetings	Miss Kirk	
Curricular enrichment	Live theatre trip/Lea Green residential trip			Miss Kirk	
Total budgeted cost					£325

5. Review of expenditure

Previous Academic Year

2015/2016

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
<p>To narrow the gap in attainment for PP children including all vulnerable groups</p> <p>Reading: increase levels of support and provision in identified groups-by teacher or teaching assistant</p> <p>Mathematics: increase levels of support and provision for children in identified groups- by teacher or teaching assistant.</p> <p>Writing: increase levels of support and provision for children in identified groups by teacher or teaching assistant</p>	<p>Additional teaching assistant to reduce group size.</p> <p>Additional teaching assistant to reduce group size.</p> <p>Additional teaching assistant to reduce group size.</p>	<p>1 volunteer reader trained</p> <p>Whilst the pupil premium allowed the eligible children to make progress in all areas it did not achieve the outcome of allowing PP children to achieve expected attainment.</p>	<p>External influences have impacted dramatically on the interventions school has put in place.</p> <p>Multi agency team/Family centre involvement with some of our PP children. This has compounded the requirement of the school to keep clear records.</p> <p>Attendance rates of PP children have improved.</p> <p>Total budget cost- £3876</p> <p>The school needs to review its approach to interventions for the next academic year.</p>	

ii. Targeted support				
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
Improve the progress of Pupil Premium eligible children and targeted groups.	Improve the quality of teaching through peer to peer working and seeking outside advice from the Educational	PP equal to or better than ALL children in Prime areas	Reading, writing, mathematics attainment gap between ALL and PP eligible children is narrowing	
Improve the progress of an identified group of children in the moving and handling strand. (75% emerging at baseline)	Daily Physical literacy sessions	PP children equal to all children in Prime areas.	Physical literacy sessions have helped to narrow the gap and enable a greater proportion of children to be year 1 ready.(School sports funding)	£4600
iii. Other approaches				
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
Ensure children in receipt of PP meet the required pass score in Phonics screening test.		Phonics 90% pass rate.	Phonic outcomes improved and gap between ALL pupils and PP has narrowed	

Ensure the attendance of pupils in receipt of pupil premium is good or better.	Clerk to track attendance		PP attendance is good.	
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

