

Pupil Premium Strategy Statement: Shears Green Infant School 2016/17

1. Summary information					
School	Shears Green Infant School				
Academic Year	2016/17	Total PP budget	£61,300	Date of most recent PP Review	n/a
Total number of pupils	360	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2017

2. Current attainment		
Year 2 Cohort July 2016	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the Expected Standard or above in reading, writing and maths	60.8%	60.3%
% making at least expected progress in reading *	53%	77%
% making at least expected progress in writing *	58%	68.8%
% making at least expected progress in maths *	68%	75.7%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour for Learning
B.	Attainment of PP at the end of KS1 is below that of non PP children
C.	More Able identified Pupil Premium pupils do not achieve greater depth by the end of KS1
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>).	

D	Attendance rates for pupils eligible for PP was 92.32 % last year (below the target for all children of 96%). This reduces their school hours and leads to them being absent from quality first teaching. The rate of unauthorised absence for pupils eligible for PP is 0.76% compared with 0.4% for other pupils at Shears Green.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be fully engaged with an improvement in Behaviour for Learning.	Progress of these children is accelerated.
B.	All pupils eligible for PP who achieved GLD at the end of Foundation Stage to be at least Expected by the end of KS1. Pupils eligible for PP make as much progress as non-PP pupils across EYFS and KS1.	The gap between Pupil Premium Pupils and non Pupil Premium National will be closing.
C.	All pupils eligible for PP who achieved GLD (Exceeding) at the end of Foundation Stage to be at working at a Greater Depth by the end of KS1.	The gap between Pupil Premium Pupils and non Pupil Premium National will be closing.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of absences of PP attendance from 6.91% to 3%.

5. Planned expenditure					
Academic year	2016/17				
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.					
i. Quality of teaching for all					
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?
A Children will be fully engaged with an improvement in Behaviour for Learning.	Support on different strategies to support Behaviour for Learning. Outside agencies with support with Behaviour for Learning.	All staff will have a wide range of strategies to use to support pupils as part of Quality First Teaching.	Monitoring timetable. Pupil Voice. Pupil Progress	JG	Termly
B. All pupils eligible for PP who achieved GLD at the end of Foundation Stage to be at least Expected by the end of KS1. Pupils eligible for PP make as much progress as non-PP pupils across EYFS and KS1.	Early identification from rigorous baseline assessments. Continuous monitoring alongside pupil progress meetings.	Early identification will ensure children's progress does not fall as far behind their peers. Monitoring ensures teaching staff are fully aware of their pupil attainment and progress and are able to identify specific needs and gaps in learning.	Monitoring timetable. Pupil Voice. Pupil Progress	SLT	Termly
C. All pupils eligible for PP who achieved GLD (Exceeding) at the end	Training for all staff to ensure their understanding of children working at	A greater understanding will equate to solid teaching and extending of more able children ensuring reasoning and independent problem	Monitoring timetable. Pupil Voice. Pupil Progress	SLT	Termly

ii. Targeted support					
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?
A Children will be fully engaged with an improvement in Behaviour for Learning.	<p>Nurture facilities to support children with SEMH.</p> <p>Additional support for pupils with higher levels of SEMH.</p> <p>A variety of therapy methods will be available to support children with SEMH Breakfast Club and Morning milk will be provided.</p>	<p>Pupils will be able to access a safe and secure place where they are able to discuss their SEMH.</p> <p>Pupils will be able to be taught social skills individually on in small groups in a small classroom setting.</p> <p>Pupils who need more support will make accelerated progress with additional support alongside Quality First Teaching.</p> <p>Children will be able to express their worries in confidence with trained members of staff.</p> <p>Children will have a good start to the day.</p>	<p>Monitoring timetable.</p> <p>Pupil Voice.</p> <p>Pupil Progress</p>	JG	Termly
B. All pupils eligible for PP who achieved GLD at the end of Foundation Stage to be at least Expected by the end of KS1. Pupils eligible for PP	<p>Continuous monitoring alongside pupil progress meetings.</p> <p>Intervention groups to support accelerated progress.</p>	<p>Interventions in core subjects alongside support in fine and gross motor skills will show accelerated progress.</p>	<p>Monitoring timetable.</p> <p>Pupil Voice.</p> <p>Pupil Progress</p>	SLT	Termly
C. All pupils eligible for PP who achieved GLD (Exceeding) at the end of Foundation Stage to be at working at a Greater Depth by the end of KS1.	<p>Intervention groups to support accelerated progress.</p>	<p>Interventions in core subjects alongside Quality First teaching with a focus on greater depth will enable the children to achieve 2 Exceeding.</p>	<p>Monitoring timetable.</p> <p>Pupil Voice.</p> <p>Pupil Progress</p>	SLT	Termly

D. Increased attendance rates for pupils eligible for PP.	The Family Liaison Officer and Head Teacher will support families with family and home difficulties. Attendance / Finance Manager monitors pupils and follow up quickly on absences. First day response provision.	Support with issues arising at home will enable parents to ensure children's attendance is higher. Parents are fully aware of attendance expectations and the follow up actions if attendance is low.	Attendance 'sweeps' every three weeks. Regular communication between Flo and Head teacher and Inclusion Manager.	HK	
Total budgeted cost Interventions (Provision Map) Liaison with Family Liaison Officer (FLO)					£3 517 £2 500
iii. 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?
D. Increased attendance rates for pupils eligible for PP.	Weekly attendance class certificates. Termly attendance badges. Yearly attendance awards.	Children will feel safe and happy in school.	Attendance 'sweeps' every three weeks. Pupil Voice Monitoring of progress/attainment. Questionnaires	HK	Termly
D. Increased attendance rates for pupils eligible for PP.	Breakfast club and after school clubs are offered for wrap around care. Breakfast Club and Morning milk will be provided. Educational visits ensure children are able to access a wider range of experience.	Ensures children have a good nutritious start to the day. Children are able to access a wider range of experiences. Children will have a good start to the day.	Pupil Voice Attendance 'sweeps' every three weeks. Pupil Progress	HK	Termly
Total budgeted cost Breakfast Club: £3000					£6 651

Cool Milk: £900 Clubs: £751 (Guitar, Violin, Football, 1:1 swimming, Irish Dancing) Visits to enhance curriculum / outside visitors into school £2000	
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6. Review of expenditure	
Previous Academic Year	2015-16
Focus for Pupil Premium Expenditure: <ul style="list-style-type: none"> • General Class Teaching Assistants to enable all KS1 classes to be supported by a teaching assistant full time. £35,243.79 • Additional in class small group and individual support for English, Maths, Topic and behaviour. £40,471.64 • BRP (Boosting Reading Potential) £ 1,140 • Teaching Assistant led interventions (BEAM, Clever Hands, Writing, Maths, Phonics) £ 434.95 	
Speech and Language <ul style="list-style-type: none"> • All pupils receiving Speech and Language interventions achieved expected in both reading and writing. £ 623.84 	
Nurture Room Intervention £ 570.00 Playtime and Lunchtime Nurture £ 1,425.00 Talk and Draw Therapy £ 1,730.77	

<p>Play Therapy</p> <ul style="list-style-type: none"> Well-being improved resulting in a large reduction in exclusions 	
<p>School Visits out of school</p> <p>Breakfast Club</p> <p>Milk</p> <p>Clubs</p> <ul style="list-style-type: none"> Wider opportunities provided to enable children to access activities that may not be available to them outside school. 	<p>£ 384.00</p> <p>£ 185.00</p> <p>£ 1,115.40</p> <p>885.98</p>
<p>Family Liaison Officer</p> <ul style="list-style-type: none"> Parents were supported with finance, housing, relationships and any other personal difficulties as needed. 	<p>£ 2,534.64</p>
<p>Total</p>	<p>£86,790</p>
<p>Monitoring</p>	
<p>To ensure value:</p> <ul style="list-style-type: none"> We audit provision and resources funded by PPG We track the progress of Pupil Premium Pupils and compared them against all pupils. Staff are held to account for all pupil's progress with a focus on closing the gap between Pupil Premium Children and all other pupils. The following results in attainments were achieved: Year 2 	

- Reading 52.6% achieved KS1 interim framework
- Writing 57.9% achieved KS1 interim framework interim framework
- Maths 68.4% achieved KS1 interim framework

Year 1

- Reading 76.5% on track to achieve KS1 interim framework
- Writing 58.8% on track to achieve KS1 interim framework
- Maths 35.3% on track to achieve KS1 interim framework

Year R

- Reading 77.8% achieved GLD in this area
- Writing 77.8% achieved GLD in this area
- Maths 88.9% achieved GLD in this area

(Number)

In addition intervention programmes have:

- Improved attendance levels and decreased lateness
- Improved and developed self-esteem

7. Additional detail