

# Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

## Pupil premium strategy statement 2017/18

1. Summary information					
<b>School</b>	Kirk Sandall Infants				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£44, 180	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	323	<b>Number of pupils eligible for PP</b>	38	<b>Date for next internal review of this strategy</b>	ASAP
<p>At Kirk Sandall Infants, the pupil premium provides funding for pupils</p> <ul style="list-style-type: none"> <li>• Who have been in receipt of free school (FSM) at any point in the last 6 years (£1320 per child)</li> <li>• For children whose parents are currently serving in the armed forces (£300 per child)</li> <li>• Who are receipt of Early Years Pupil Premium funding (£300 per child)</li> <li>• Who have been in care of the local authority (£1900 per child)</li> </ul> <p>We aim</p> <ul style="list-style-type: none"> <li>• To provide high quality teaching and learning and support in all aspects of learning and to make learning fun, giving our children the confidence to succeed</li> <li>• To have high expectations for achievement of our children enabling them to have positive attitudes towards their work, developing enquiring minds and become life-long learners</li> <li>• To provide equal opportunities for all</li> </ul> <p>Every one of our children is unique with their own individual histories and therefore require a personalised learning journey to ensure they make the necessary outstanding progress. This is a breakdown of how the school uses its Pupil Premium funding from its school budget. The school is held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged pupils cover by Pupil Premium funding. Kirk Sandall Infant School is committed to providing effective resources and ensuring vital support is in place for our pupils to improve their academic outcomes. The document details the proposed spend of Pupil Premium for 2017/18 and is in line with the recommendations in the Pupil Premium Strategy.</p> <p><b>The three overriding objectives which shape the spend are:</b></p> <p><b>Attainment</b> To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged pupils across all areas of the curriculum</p> <p><b>Engagement and Aspiration</b> To improve curriculum engagement and aspiration for disadvantaged pupils and ensure they attend school regularly</p> <p><b>Early Years</b> To improve the outcomes for disadvantaged pupils in the Early Years</p>					

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

<b>2. Attainment for end of Key Stage 1 2017</b>			
	<b>School (Disadv)</b>	<b>LA</b>	<b>National (Other)</b>
Proportion of pupils in Y2 eligible for PP	90 (10) 11%		
% achieving the expected standard in Reading	81.1% (66.67%)		76% (78%)
% achieving the expected standard in Writing	68.9% (66.67%)		68% (71%)
% achieving the expected standard in Maths	75.6% (50.0%)		75% (78%)
% achieving the expected standard in SPAG	N/A		N/A
% achieving the expected standard in R,W, M			

<b>Progress for end of Key Stage 1 2017</b>			
	<b>School</b>	<b>LA</b>	<b>National</b>
KS1 Reading compared with EYFS (progress measures)			
KS1 Writing compared with EYFS (progress measures)			
KS1 Mathematics compared with EYFS (progress measures)			

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A</b>	Oral language skills & language development in Reception & KS1 are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
<b>B</b>	Attendance Issues inc GRT pupils
<b>C</b>	Emotional issues for a proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress and that of their peers.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>D</b>	Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<b>Attainment</b> To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged pupils across all areas of the curriculum	Barriers to learning are identified and strategies are in place to successfully reduce them PP pupils attain as high or in excess of non PP pupils PP pupil progress is at least in line with non PP' High quality feedback has measurable impact on outcomes for PP
<b>B</b>	<b>Engagement and Aspiration</b> To improve curriculum engagement and aspiration for disadvantaged pupils and ensure they attend school regularly	This will be through: nurturing activities in class, adventure learning out of class, free breakfast and after school clubs, targeted provision from inclusion manager
<b>C</b>	<b>Early Years</b> To improve the outcomes for disadvantaged pupils in the Early Years	To develop the language skills of children through development of the curriculum and staff training Refurbishment of Reception classrooms

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
<b>Attainment</b>					
To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged pupils across all areas of the curriculum					
<b>Desired outcome</b>	<b>Chosen action / approach (costs)</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 implement action?</b>
The school to request a bespoke pupil premium review so its expenditure can be spent effectively with clear impact measures	Pupil Premium review (£2000)	Evidence based	External Verification of Pupil Premium spend	NB/SLT	ASAP
The school to attend demonstrating the impact: Effective Use of Pupil Premium Funding in the EYFS & KS1	Early Excellence Course 1/12/2017 £175	An understanding of evidence based strategies for effective use of the funding Case Study examples of how Pupil Premium funding has had measurable impact Practical tools help evaluate current use of spending	Course attendance Impact Report	NB	1/12/17
To ensure that a SLT member monitors the performance of the PP pupils and	Barriers to learning are identified and strategies are in place	There is a much greater need to support children in receipt of pupil premium and to monitor their progress regularly to not only support	Tracking and monitoring data of FSM cohort via data collection, student feedback, lesson observations and work scrutinies	NB/SLT	1/9/17

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

supports the development of high quality teaching and learning	to successfully reduce them PP pupils attain at high or in excess of non PP pupils PP pupil progress is at least in line with non PP  (£2000)	their progress and attainment but to ensure that any barriers for learning are identified and overcome.			
To provide 1:1 support and small group support for PP pupils currently working below age-related expectations in writing	A reduction in the attainment gap of PP and non PP pupils in all years especially Years 1 and 2 from September 2017-July 2018 in writing Accelerated progress performance of PP at KS1  (£4200) 3.5 teacher hours a week	Sutton Trust research states that that small group teaching time gives 4 months gain.	Termly analysis of writing progress for PP pupils	NB/NM/CR	September 2017
To provide structured phonics intervention for PP pupils in KS1	Performance of PP in phonics in phonics screening check matches that of peers  (£4200) 3.5 teacher hours a week	Sutton Trust research states that that small group teaching time gives 4 months gain.	Half termly analysis of phonics progress Pupils moved in groups accordingly	NB/NM/NH	September 2017
Feedback policy and assessment procedures revised	High quality feedback has measurable impact on outcomes for PP pupils	Sutton Trust cites that effective feedback has a very high impact and pupils make gains of 9 months on their peers	Quality feedback policy embedded and monitored Governors involved in the monitoring assessment	NB/SLT/ all teachers	September 2017

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

	(time release for coaching and mentoring plus MER activities)		Feedback procedures secured and consistently used.		
To provide support and intervention groups for PP pupils currently below their peers in Maths	A reduction in the attainment gap of PP and non PP pupils in all years especially Years 1 and 2 from September 2017- July 2018 in Maths  (£4,200) 3.5 teacher hours a week	Sutton Trust research states that that small group teaching time gives 4 months gain.	Termly analysis of progress in Maths	NB/NM/KS	September 2017
Total budgeted cost					£ 16,775

### Engagement and Aspiration

To improve curriculum engagement and aspiration for disadvantaged pupils and ensure they attend school regularly

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?
To identify barriers to learning and find ways to overcome them	This will be through: nurturing activities in class, adventure learning out of class, free breakfast and after school clubs, targeted provision from inclusion manager	The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations Studies of adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as	Progress of pupils provided with support to be monitored to ensure value for money Monitoring punctuality Monitoring attendance	NB/NM, MW	September 2017

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

	(£3,000 – each class to be given £50 each half term to enhance provision/experiences)	self-confidence. On average pupils who participate in adventure learning interventions appear to make approximately three additional months			
To invest in curricula packages, materials and training to support teachers at Kirk Sandall Infants delivering an exciting, innovative curriculum which meets the needs of all children	Purchase of Cornerstones Curriculum Training of staff  (£3000)	All pupils to receive high quality delivery of the wider curriculum.	Half Termly Monitoring of curriculum plans Subject leader reports Learning Powers evident	NB/CB/ subject leads	September 2017
Total budgeted cost					£ 6,000
<b>Early Years</b>					
To improve the outcomes for disadvantaged pupils in the Early Years					
<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>
To develop the language skills of children through development of the curriculum and staff training	Refurbishment of Classes 1, 2 and 3  (£20,000)	To raise the performance of all pupils but especially the attainment gap between PP and non PP reduce To improve the performance of boys in Early Years  Early Education Research cites	Case Study	NB/RKJ	January 2018

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

		By extending these experiences a broader horizon opens up for these children and families, which can provide greater opportunities for children to learn and develop.			
Total budgeted cost					£20,000
<b>Academic</b>		<b>£16,775</b>			<b>£42,775</b>
<b>Engagement and Aspiration</b>		<b>£6,000</b>			
<b>Early Years</b>		<b>£20,000</b>			

1. Review of expenditure				
Previous Academic Year 2016/17				
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 to know and value who they are and understand how they relate to other people the world.	Jigsaw (£500)	<b>Impact on School</b> Increased time dedicated to PSHE. School ethos and culture. <b>Impact on teachers</b> Confidence Relationship with class Mindfulness <b>Impact on pupils</b> Emotional literacy	The school will review its approach to Jigsaw in line with THRIVE approach.	£500

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

To develop and embed a whole school approach related to attitudes for learning.	Learning Powers (£500)	<p><b>Impact on School</b> External views/evaluations</p> <p><b>Impact on teachers</b> Teachers perceptions of the learning process</p> <p><b>Impact on pupils</b> Pupils perceptions of themselves</p>	The Kirk Sandall Seven learning powers are embedded across the school. These learning powers need now to be embedded beyond the classroom e.g. playground, in the corridors, etc.	£500
To review systems and procedures for monitoring attendance	Breakfast Club (£1,000)	<p><b>Impact on School</b> External views/evaluations</p> <p><b>Impact on teachers</b> Teachers understanding of the importance of promoting good attendance themselves</p> <p><b>Impact on pupils</b> Pupils perceptions of attendance on their learning</p>	<p>The Breakfast club/Calming Hub will continue to support our most vulnerable pupils.</p> <p>Attendance will continue to be monitored by NB and MW</p>	£1000
To review deployment and impact of teaching assistants using the EEF 'Making Best Use of Teaching Assistants' guidance report.	TA Project (£5,000)	<p><b>Impact on School</b> More skilled workforce</p> <p><b>Impact on teachers</b> Teachers understanding of how TAs can complement their role</p> <p><b>Impact on pupils</b> Pupil's learning needs being met</p>	The TAs will continue to be developed. The deputy head will lead on this area to ensure that this element of the work force is working effectively.	£5000
Improve progress of attainment for all disadvantaged children.	High staff ratio: early intervention, timely intervention. (£18,000)	<p><b>Impact on School</b> See PP Impact report (attached)</p>	<p>The high ratio of staff will remain to support our most vulnerable pupils.</p> <p>Each class has 1 full time equivalent TA</p> <p>Each SEN pupil has SEND provision</p> <p>Inclusion Lead/SENCo to have 3 day non-teaching commitment.</p> <p>This to be reviewed December 2018</p>	£18000

## Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

Improved outcomes for higher attaining children who have been identified as disadvantaged	Booster Sessions (£5,000)	<b>Impact on School</b> See PP Impact report (attached)	Pupil Premium review to be organised ASAP	£5000
Improved outcomes for children with SEMH needs.	THRIVE - Nurture approach intervention (£1,000).  Roots of Empathy – F2  Pastoral TA lead – THRIVE groups, calming hub, Lego therapy, theraplay.  Play therapist (£1,000)	<b>Impact on School</b> Increased time dedicated to PSHE. School ethos and culture. <b>Impact on teachers</b> Confidence Relationship with class Mindfulness <b>Impact on pupils</b> Emotional literacy	The THRIVE approach will continue throughout school to become a school improvement priority (SIP 7)	£1000  £1000
Increased knowledge of place value and number in Y2.	1 <sup>st</sup> class@number intervention (£2,000)	<b>Impact on School</b> Raised mathematical attainment Provides detailed evidence of progress and impact <b>Impact on teachers</b> Develops TAs subject knowledge and wider effectiveness <b>Impact on pupils</b> Targeted support PP Increased enjoyment and engagement in Maths	1stclass@number for KS1 will continue	£2000
Increased phonics knowledge in KS1	Phonics booster sessions	<b>Impact on School</b>	Teacher led phonic intervention will continue for our most vulnerable pupils	£1000

# Kirk Sandall Infants: Pupil Premium Strategy 2017-18 (last updated October 2017)

so that disadvantaged children make the same progress as other children.	in KS1 (£1,000)	Increased time dedicated to Phonics Interventions/Booster <b>Impact on teachers</b>  <b>Impact on pupils</b> Targeted support PP		
<b>Total Cost</b>				<b>£35, 000</b>