

Pupil premium strategy statement Central Street Infant School

| 1. Summary information | | | | | |
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| School | Central Street I & N | | | | |
| Academic Year | 2017-18 | Total PP budget | £7180 | Date of most recent PP Review | 09/17 |
| Total number of pupils | 59 | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | 01/18 |

| 2. Current attainment | | |
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| Based on 2017 Outcomes | Pupils eligible for PP (your school) * | Pupils not eligible for PP (emerging national average) |
| % attaining expected or better in Reading KS1 | 2016 10 pupils = 60% | 78.1 |
| % attaining expected or better in Writing KS1 | 2016 10 pupils = 60% | 70.9 |
| % attaining expected or better in Maths – KS1 | 2016 10 pupils = 70% | 77.6 |
| % attaining expected or better in Phonics – Year 1 | 2016 1 pupils = 0% | 83.8 (Local) |
| % attaining GLD in EYFS | 2016 0 pupils = N/A | |
| % making expected or better progress in Reading | 2016 9 pupils = 91.6% | - |
| % making expected or better progress in Writing | 2016 9 pupils = 83.3% | - |
| % making expected or better progress in Maths | 2016 9 pupils = 75.0% | - |

The small number of pupils eligible for pupil premium funding needs to be taken into account.

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers 2017 (issues to be addressed in school, such as poor oral language skills) | |
| A. | Basic skills in English and Maths - handwriting, spelling, number recognition. |
| B. | All children eligible for PP having multiple needs e.g. SEND, Safeguarding, LAC |
| C. | Emotional Wellbeing |

| External barriers 2017 (issues which also require action outside school, such as low attendance rates) | | |
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| A. | Attendance – Improving but continued focus needed. | |
| 4. Desired outcomes (Desired outcomes and how they will be measured) | | Success criteria |
| A. | Children to make at least expected progress in English and Maths, using alternative assessment as required. | 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 effectively well matched to children’s individual needs. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2017 - 18 | | | |
| 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? |
| Maintain high pupil staff ratio through additional adult support within the classroom. £1000 | This will enable effective targeted support but also other additional support for vulnerable children. | 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. | Headteacher monitoring – learning walks, lesson observations, work scrutiny. Vulnerable pupil progress data will be monitored termly by the Headteacher and reported to the Governing Body. | Headteacher | Pupil Progress will be assessed (summative) half termly by teachers and Headteacher. Slow moving pupils will be quickly identified and support will be targeted. |
| Total budgeted cost | | | | | £1000 |

| ii. Targeted support – <i>ALL pupil premium eligible children to receive targeted support to ensure expected or accelerated progress.</i> | | | | | |
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| 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? |
| Makes at least expected progress in Reading, Writing & Maths £4000 | <ul style="list-style-type: none"> • Numicon • Phonics booster • Daily readers 1:1 • HFW/ CEW booster • Handwriting booster • Spelling booster • Pre – teaching • Precision teaching | Effective intervention that motivates and supports children in English and Maths. High quality resources to support learning. | SENCO & Headteacher will monitor the provision mapping and impact on progress and attainment. | SENCO Headteacher | 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. All children eligible for PP will be included in provision mapping. |
| Effectively develop children's confidence, emotional wellbeing and resilience. £2000 | Staff training on attachment Play therapy | PP children in school have a range of needs and of experiences – sometimes traumatic. Effective relationships with adults who understand their needs but | SLT monitoring – learning walks, lesson observations, work scrutiny. | SENCO Headteacher | Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and |
| Total budgeted cost | | | | | £6000 |
| 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? |

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| <p>Attendance is good, well monitored with appropriate timely action is taken to address any absence.</p> <p>£120</p> | <ul style="list-style-type: none"> • ½ termly visits from the EW service | <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. Letters/ warnings will be issued promptly and attendance updates will be included in termly reports to governors. School attendance will improve.</p> | <p>Headteacher</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> |
| <p>Children able to fully participate in the wider life of the school</p> <p>£ 300</p> | <ul style="list-style-type: none"> • Subsidised trips and funded resources/ kit for families | <p>Encourage and support engagement in home school reading/homework. Raise pupil’s self-esteem and engagement in PE. School trips are subsidised to ensure pupils have access to educational visits to enrich their curriculum and remove potential cost barrier. Funding towards Breakfast/ After school clubs can positive impact on children’s attendance and readiness for the school day. 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. Admin to be updated on pupils eligible and planned spends. SLT monitoring – learning walks, lesson observations, work scrutiny. Children will fully participate in the wider life of the school. This will support their emotional wellbeing; develop their confidence, self-esteem and engagement in learning.</p> | <p>Administrator</p> | <p>Annual review of records of trip subsidy and other funded items.</p> |
| Total budgeted cost | | | | | £420 |

| 6. Review of expenditure | |
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| Previous Academic Year | |

| i. Quality of teaching for all | | | | |
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| 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 |
| Makes at least expected progress in Reading, Writing & Maths £1250 | Marking policy Target Tracker External consultant support – KS1 Classroom resources | Outcomes in 2017 have risen, including outcomes for children eligible for PP. Half termly monitoring has been effective in identifying pupils and targeting support more effectively. Year 1 phonics screening - Outcomes are in line with emerging national figures at 81.3% End of KS1 - Outcomes for Reading (77.2%) are in line with emerging national figures for expected levels. Outcomes in Writing (77.2%) & Maths (81.8%) are slightly above emerging national figures. Outcomes for greater depth are in line with emerging national figures for Writing (13.6%) & Maths (22.7%). | External support was very valuable and enabled us to make a significant shift within KS1. Maths Hub support was particularly useful. New staff in 2017/18 will need some training. Consolidation following the support is now needed. Half termly assessment in KS1 will continue and provision mapping for children eligible for PP will continue. School received funding towards the external support so planned funding was used on teacher release and resources including: <ul style="list-style-type: none"> • Power of reading • Maths resources • Handwriting books | |
| Effectively develop confidence, emotional wellbeing and resilience. £200 | Staff training on attachment | Whole school training on attachment did not take place. The Headteacher and SECNO attended training and sourced training for 2017/18. | Further work needed on attachment – whole school. CDP has been arranged for 2017. | |
| Strengthen transition for new children joining cohort, particularly in KS1. | ½ day release for class teachers - 1:1 work, liaising with prior settings and meeting with | Teachers did not require release but the Deputy Head worked with the administrators to develop a procedure for children new to the school. | Transition for pupils is good – children settle well. The sharing/ chasing of information from previous sessions needs to continue to be monitored. | |

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| Maintain high pupil staff ratio through additional adult support within the classroom £3410 | All classes will have full time TA's. This will enable effective targeted support but also other additional support for vulnerable children. | 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 using support staff more effectively. Some TA work was commended by external monitoring. TA's were used to provide a wide range of targeted support. Improved outcomes reflect the impact of their work. | Continue to maintain good levels of TA support within a restricted budget. | |
| 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 |

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|--|---|--|--|---------------------|
| <p>Makes at least expected progress in Reading, Writing & Maths</p> <p>£5000</p> | <ul style="list-style-type: none"> • Max's Maths • Numicon • Phonics booster • Daily readers 1:1 • HFW/ CEW booster • Handwriting booster • Spelling booster • Pre – teaching • Precision teaching | <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>All pupil premium children received targeted support.</p> | <p>All pupil premium entitled children must continue to receive targeted support in 2016/17.</p> | <p>£5120</p> |
| <p>Children will be confident and resilient, particularly in KS1.</p> <p>£2880</p> | <ul style="list-style-type: none"> • Play therapy - 12 sessions minimal with play therapist | <p>Vulnerable children have continued to be well supported by play therapy, particularly in relation to attachment or trauma.</p> | <p>SENCO & Headteacher to continue to monitor the overall impact of play therapy through discussion with teachers, families, other professionals and children where appropriate.</p> | <p>£2150</p> |
| <p>iii. Other approaches</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>Children able to fully participate in the wider life of the school</p> <p>£1750</p> | <p>PE Kits & Book bags</p> <p>Subsidised school trips</p> <p>Subsidised breakfast/ after school clubs</p> | <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>Families need to be informed and reminded about what is available for them.</p> | <p>£300</p> |
| <p>Attendance is good, well monitored with appropriate timely action is taken to address any absence.</p> <p>£120</p> | <ul style="list-style-type: none"> • ½ termly visits from the EW service | <p>EWO visits have continued to be 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.</p> <p>Attendance has improved: (1/9/16 – 30/6/17) Whole school 95.6%, SEND 94.1%, FSM 96.3%, Pupil Premium 96.2% , Boys 95.3% Girls 96.6%</p> | <p>EWO service will continue in the next academic year.</p> | <p>£120</p> |
| Total: | | | | <p>£</p> |

7. Additional detail

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