

## Pupil Premium Strategy Statement: Shears Green Infant School 2017/18

1. Summary information					
<b>School</b>	Shears Green Infant School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£60,560	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	359	<b>Number of pupils eligible for PP</b>	31 (9%)	<b>Date for next internal review of this strategy</b>	Dec 2017 April 2018 July 2018

2. Current attainment		
Year 2 Cohort July 2017	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the Expected Standard or above in reading, writing and maths</b>		
<b>% making at least expected progress in reading *</b>	57%	78% (2015/16)
<b>% making at least expected progress in writing *</b>	48%	70% (2015/16)
<b>% making at least expected progress in maths *</b>	71%	87% (2015/16)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Behaviour for Learning- social skills, emotional development,
<b>B.</b>	SEND – processing, speech and understanding, ADHD, socialisation skills.

<b>C</b>	Higher attainers - curriculum changes for GD achievement have been raised nationally.
<b>D</b>	Attendance rates for pupils eligible for PP was 92.33 % last year (below the target for all children of 97%). This reduces their school hours and leads to them being absent from quality first teaching and intervention support. The rate of unauthorised absence for pupils eligible for PP is 0.76% compared with 0.4% for other pupils at Shears Green.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ).	
<b>E</b>	Engaging parent/carers to ensure their understanding of the need for good attendance at school. (e.g. holidays in term time) Parental support for learning and behaviour expectations Attendance for PP children 2016/17: 92.67% - compared to PP Nationally 5.2% (2015/16)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will know the social skills needed to interact positively with peers and adult and be measured in a reduction of inappropriate choices being made on a daily basis.. Children will show age expected emotional development in line with the Leuvens Scale.	Children will show ARE in attainment and progress
<b>B.</b>	Children will engage in speech and language programmes tailor made to meet their needs. Through training of staff for a consistent approach to social interactions children will engage with social stories to embed appropriate behaviour in daily practice.	From the 6 week data analysis there will be clear progression from start to end of intervention programmes around processing, speech and language. A reduction in isolated working for individuals to enhance peer and adult learning interactions : children will make accelerated progress to be in line with peers seen through termly data analysis.
<b>C.</b>	Staff training and pupil engagement in the Grow project – enhancing reading and writing attainment at GD. Maths setting / intervention to meet the needs of individuals to promote accelerated learning.	Children will make accelerated progress to be in line or above their peers – seen through termly data analysis.
<b>D.</b>	Increased attendance rates for pupils eligible for PP to receive quality first teaching and intervention as needed.	Children will make accelerated progress to be in line or above their peers – seen through termly data analysis.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of absences of PP attendance from 7.33% to 4%.

## 5. Planned expenditure

**Academic year**      **2017/2018**      **Financial Year**

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?
<p><b>A</b> Improved Social Skills for targeted children</p> <p>Improved emotional and well-being for targeted children</p>	<p>Staff to be trained on use of Social Skill activities to use within the classroom.</p> <p>Trained TA's to support with Social Skills interventions.</p> <p>Staff to use Leuven's Scales to plan and support well-being and involvement for PP children.</p>	<p>We want to invest in our PP children to support them in the understanding of expected behaviour and social skills.</p> <p>We want to ensure that our PP children have a higher self esteem and are fully involved in their learning.</p>	<p>Use of SDD days and staff meeting to deliver training and share ideas.</p> <p>Peer observation (Lesson Study triads) to provide feedback and time for reflection to embed learning.</p>	IM	Bi-termly
<p><b>B</b> Improve Speech and Language skills for targeted children</p> <p>Improve early identification for children with Speech and Language difficulties.</p>	<p>Use of Speech and Language Therapist visit to school fortnightly.</p> <p>Use of trained Speech and Language TA to deliver and assess children identified as having a Speech or Language difficulty.</p>	<p>We want to invest in identifying and supporting our PP children in developing their language skills.</p> <p>Sutton Trust and EEF show that a high quality feedback supports attainment and this will ne a suitable approach that can be implemented to support rapid progress and long term attainment of PP children.</p>	<p>Use of SDD days and staff meeting to deliver training .</p> <p>Peer observation (Lesson Study triads) to provide feedback and time for reflection to embed learning.</p>	IM	Bi-termly
<p><b>C</b> Improve progress for higher attainment PP children in Reading and Writing</p>	<p>CPD through the GROW and Resilience projects to stretch and involve children in reaching Greater Depth.</p>	<p>High Ability children who are eligible for PP funding are making less progress than other higher attaining children.</p> <p>We want to ensure that PP children can achieve Greater Depth as well as meeting the expected standards.</p>	<p>Y2 Year Group Lead to support the school through working with the GROW project</p>	KW JS	Bi-termly

<b>D</b> Increased attendance rates for pupils eligible for PP.	CPD for all staff on data analysis to identify PP children who are underachieving.	We want to invest in supporting out PP children to be excited about their learning and have an input into their own learning.	Through termly monitoring timetable Termly data analysis	HK	Termly
<b>E</b> Increased attendance rates for pupils eligible for PP.	Rigorous monitoring of attendance and support Attendance Rewards	We want to support the parent/carers of our PP children to understand the importance of attending school. Children are proud of their achievements	3 Weekly Attendance Sweeps between HT and Att Officer. First Day response to absences. Termly Attendance Celebrations	HK	Termly
TA training SALT Attendance Awards GROW project Resilience Project	£320 in house + £1, 200.00 external £1,140.00 £400 £1,000.00 (cover) £0				£5,060.00

<b>ii. Targeted Support</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><b>A</b> Children will know the social skills needed to interact positively with peers and adult and be measured in a reduction of inappropriate choices being made on a daily basis.. Children will show age expected emotional development in line with the Leuvens Scale.</p>	<p>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.</p>	<p>The approaches listed build up the confidence and independence of individuals to enable them to be accountable for their own behaviour and therefore approach to learning.</p>	<p>Daily timetable in place and monitored by IM</p> <p>Class teacher planning and IM interaction leading to needs being met and transition back into class. Training of TA and included in monitoring cycle. Class teacher setting objectives.</p> <p>Trained AHT in place to deliver therapy. IM planned training based on needs of children then monitored practice.</p> <p>IM and HT monitoring of delivery with next steps actioned.</p> <p>Parental engagement with specialist support process to ensure accuracy of provision.</p>	<p>JG</p> <p>JG</p> <p>JG</p> <p>CH</p> <p>JG HK</p>	<p>Daily</p> <p>Weekly</p> <p>Termly</p> <p>Termly</p> <p>Weekly</p>
<p><b>B</b> Children will engage in speech and language programmes tailor made to meet their needs. Through training of staff for a consistent approach to social</p>	<p>SALT programmes provided by Kent NHS SALT or in house London SALT will be followed within the class setting and or by specialist S&amp;L TA.</p>	<p>Children will show an improvement in their speech and or language depending on their needs. This will enable them to access the curriculum at a greater depth with an emphasis on accelerated progress in phonics</p>	<p>Through targeted timetabled support and monitored by London SALT sand IM</p>	<p>JG</p>	<p>Termly</p>

<b>C</b> Staff training and pupil engagement in the Grow project – enhancing reading and writing attainment at GD.	Grow project led by Y2 Year Group lead. Staff Meeting and Staff Development training delivered by Project lead and Outside Training. Project team monitoring progress and feeding back to staff.	Staff will be confident in the approach of teaching children at greater depth which will show a positive attitude and engagement of reading and writing by the children	Through termly data analysis  Through monitoring timetable	SLT Year Group leads SLT Project leads	Termly
<b>D</b> Increased attendance rates for pupils eligible for PP to receive quality first teaching and intervention as needed.	Support in identifying underperforming children through data analysis and Pupil Progress Meetings / Provision Mapping.  Project work	We will provide extra support through Quality First Teaching / extra in class support and small group interventions.  Through project in school (Diminishing the Difference, GROW, Resilience and Transition) children will be more excited to come to school.	Through termly monitoring timetable Termly data analysis	IM SLT	Weekly Termly
<b>E</b> Increased attendance rates for pupils eligible for PP.	HT and Attendance Officer monitors attendance and follow up on absences. First day response provision.	Attainment cannot progress if they are missing teaching time.	3 Weekly Attendance Sweeps between HT and Att Officer. Letters sent to those with attendance below 90%	HK JL	3 weekly Daily
SALT Interventions		£1,200.00			£46,631.00
Small Group Interventions		£6,400.00 (TA's) £3,740.00(booster teachers) £4200.00 (AHT's)			
In class support by TA's		£33,874.00			
<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 implement</b>

					<b>ation?</b>
Children will start the day ready for school	PP children will be offered free places at our school run breakfast club. All PP children will receive free milk daily.	Children will be energised to have a positive approach to school	Clear information to parents Parent questionnaires	SLT Office staff	Annually
Children will be able to participate in physical activities	When starting school all children who receive PPF will be provided with a PE kit.	All children need to take part in PE as part of the National Curriculum,	Monitoring of PP children	BM Office Staff	Termly
PP children will take part in extra curricular activities	All PP children's families will be offered financial support to enable their children to attend clubs and school visits	Families who are entitled to PPF are often not able to support their children in attending extra curricular activities	PP children will be identified when applying to attend clubs. The school office will ensure parents are aware they do not need to pay.	IM Office Staff	Termly
Families of PPF children are supported with their children in the home	Family Liaison Office is available and open to discussions around the home	Families who are entitled to PPF often ask for support with their children and home – Early Help Referrals are offered and parent/carers are supported in the application.	Weekly Safeguarding meetings between SLT and FLO	HK	Weekly
Cool Milk	£1,680.00				
Educational Visits and clubs	£1,088.00 + £1,400.00				
Clubs	£217.00				
Breakfast Club	£1,900.00				
Family Liaison Officer	£800.00				
					<b>£8,869.00</b>

6. Review of expenditure	
Previous Academic Year	2016-17
<b>Focus for Pupil Premium Expenditure:</b>	
<ul style="list-style-type: none"> <li>• General Class Teaching Assistants to enable all KS1 classes to be supported by a teaching assistant full time including CPD</li> </ul>	<b>£24 932</b>
<ul style="list-style-type: none"> <li>• 1:1 support in class and through our nurture room</li> </ul>	<b>£12 000</b>
<ul style="list-style-type: none"> <li>• Teaching Assistant led interventions (BEAM, Clever Hands, Writing, Maths, Phonics)</li> </ul>	<b>£3 517</b>
<b>Speech and Language</b>	
<ul style="list-style-type: none"> <li>• All pupils receiving Speech and Language interventions achieved expected in both reading and writing.</li> </ul>	<b>£1 000</b>
<ul style="list-style-type: none"> <li>• SALT</li> </ul>	<b>£1 000</b>
<ul style="list-style-type: none"> <li>• TA support of S &amp; L programmes</li> </ul>	
<b>Nurture Room Intervention and 1:1 support of PP children (not included in Higher Needs Funding)</b>	
<b>Playtime and Lunchtime Nurture</b>	<b>£ 9 632</b>
<b>Talk and Draw Therapy</b>	
<b>Play Therapy</b>	<b>£ 3 000</b>
<ul style="list-style-type: none"> <li>• Well-being improved resulting in a large reduction in exclusions</li> </ul>	

<b>School Visits out of school</b> <b>Breakfast Club</b> <b>Milk</b> <b>Clubs/Visits out</b> <ul style="list-style-type: none"> <li>Wider opportunities provided to enable children to access activities that may not be available to them outside school.</li> </ul>	<b>£ 1 088</b> <b>£ 1 900</b> <b>£ 1 680</b> <b>£ 751</b>
<b>Family Liaison Officer</b> <ul style="list-style-type: none"> <li>Parents were supported with finance, housing, relationships and any other personal difficulties as needed.</li> </ul>	<b>£ 800</b>
<b>Total</b>	<b>61,300.00</b>
<b>Monitoring</b>	
<b>To ensure value:</b> <ul style="list-style-type: none"> <li>We audit provision and resources funded by PPF</li> <li>We track the progress of Pupil Premium Pupils and compared them against all pupils.</li> <li>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.</li> <li>We track PPF costings</li> </ul>	