

Pupil Premium Action Plan 2016-17

In 2016-17 St Martin's Infant School received £26,920 for Pupil Premium. Our plans for how this will be spent are outlined below.

Intervention	Description	Targeted Pupils	Cost	Impact
Developing writing skills through use of Clicker 7	Clicker 7 training for whole staff. Identified children receive support to develop skills in writing .	All years	£1,295	An excellent resource which is being used by staff to support the development of writing skills. We have seen reluctant writers become enthusiastic and the quality of their written work has shown a marked improvement.
Talk Boost	Small groups of children receive support to develop their language and communication skills . Purchase of resources.	Years 1 & 2	£2,985	Those who benefitted from this intervention demonstrated an increase in their use of language in a 1:1 situation and in the classroom. There was also a marked improvement in their reading and writing.
Family Fisher Trust (FFT) with a teacher	FFT training for identified staff plus purchase of resources. Identified children receive 1:1 support to develop their English skills .	Year 1 & 2	£5,385	The children who received support for the development of reading and writing made good progress over the year (see below)
Targeted 1:1 and small group work for phonics with a teacher	Small groups of children receive targeted support for short, regular sessions over a period of time for phonics.	Year 2	£3,991	This was a very effective, time-bonded intervention that was specifically targeted at areas of misconception. As a result all the children met or exceeded their age-related expectations.
Targeted small group work	Small groups of children receive targeted support for short, regular sessions over a period of time. This includes language and English skills .	Early Years	£3,455	This effective, time-bonded intervention was specifically targeted at areas of misconception. As a result all the children met or exceeded their age-related expectations.
Play sessions	To develop the social and emotional skills for children through play and to enable them to communicate more effectively with each other and in their writing .	Early Years & Year 1	£3,415	This was used in both Early Years and Year 1 with great success. There was an improvement in their ability to communicate and play with each other and this had a positive effect on their work and progress in the classroom.

Additional TA support and resources	<p>To ensure children stay focused and on task to enable progress across the curriculum.</p> <p>For intervention programmes including: SNAP on Maths, Phonics support, Guided Reading, Developing Written Language, Time for Talk.</p> <p>Identified children receive 1:1 support to develop skills in reading, spelling and maths.</p>	All year groups depending on need and targeted intervention	£1,969	The interventions in EY and KS1 were very effective and the children who received support for the development of basic skills have made excellent progress over the year. This suggests that the interventions put in place are targeted appropriately to help narrow the gap in attainment.
Support from Family Support Worker	The Family Support Worker has been working with targeted families to improve attendance at school and provide support and advice to parents	All year groups depending on need and targeted intervention	£3,502	The Family Support Worker has worked with a number of our families to support emotional and social development and well-being. The result was the closer working of home and school which enabled the children to be more focused in the classroom and progress to be made in school.
Emotional Literacy Support Assistant (ELSA)	To train identified staff so that they can support specific children in the development of their emotional literacy (recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement) so they are able to focus on their learning more effectively.	Years 1 & 2	£2,950	Support provided by our Emotional Literacy Support Assistant has been effective. Teachers have commented that they have seen a marked improvement in the child's ability to focus on their learning in the classroom and make progress academically. This will definitely be continued in the next academic year.
Trained Volunteers from Epsom College (6 th form students)	To develop social, emotional and language skills and more specific support to close the gap in attainment for vulnerable groups (e.g. ensure children stay focused and on task to enable progress across the curriculum.)	All year groups depending on need	None	Access to this free resource from within the community was welcomed. The volunteers were good role models and worked successfully alongside the children. We will look to develop this next year in order to continue closing the gap in attainment for vulnerable pupils.
School trips and clubs	Enable children to attend educational day trips and clubs to ensure full coverage of the National Curriculum and provide additional extra-curricular activities , so they can enjoy the same experience and opportunities as other classmates.	All year groups depending on need	£300	All children eligible for Pupil Premium were funded for educational day trips during the 2016-17 academic year. This enriched and supported the curriculum work in school as well as offering an opportunity for them to visit new places and broaden their experience.
TOTAL			£29,247	

At the end of the academic year 26 children were eligible for the Pupil Premium Grant.

- 8% had an Individual Action Plan
- 8% speak English as an additional language and were supported by a specialist teacher

Progress

During the academic year 2016-17 all eligible children for Pupil Premium Grant (PPG) made good or better progress in Reading, Writing and Maths from their starting point at the beginning of the year. This suggests that the interventions put in place are targeted appropriately to help narrow the gap in attainment for vulnerable groups.

Attainment

At the end of Year Two:

- 90% of the children who were eligible for Pupil Premium Grant met or exceeded age-related expectations in reading and maths.
- 100% of the children who were eligible for Pupil Premium Grant met or exceeded age-related expectations in writing.

At the end of Year One:

- 100% of children eligible for Pupil Premium Grant reached their end of year age-related expectations in reading.
- 63% of children eligible for Pupil Premium Grant reached their end of year age-related expectations in writing and maths.
- 88% of children eligible for Pupil Premium Grant achieved the phonics check at the end of Year One.

At the end of Early Years:

- Four out of the eight children eligible for Pupil Premium Grant achieved a Good Level of Development (GLD).
(In 2015 the national % for children eligible for Pupil Premium reaching GLD was 52%)
- Five out of the eight children eligible for the Pupil Premium Grant achieved the Early Learning Goals for Literacy
- Seven out of the eight children eligible for the Pupil Premium Grant achieved the Early Learning Goals for Maths

Attendance

Over the 2016-17 academic year the average attendance for the 26 pupils eligible for Pupil Premium Grant was 93% (this is an increase of 1.5% from the previous academic year).

Next steps

Whilst the level of progress is excellent and the gap is closing for reading, writing and maths, suggesting effective interventions, we will continue to develop the interventions we offer next year. In particular, Early Years have worked closely with Year One teachers to plan appropriate interventions to plug any gaps and our Pupil Premium tracking sheets highlight areas of strength, next steps for each child and the interventions that the school undertakes in partnership with parents to ensure good or better progress across all areas of the curriculum.

The work of our Emotional Literacy Support Assistant has been very successful and the impact of this intervention has been seen in the classroom as well as on the playground. Over the coming year we want to continue developing the work with individuals and groups of children, as well as continuing to facilitate Quiet Club every day at lunchtime for those children who find this time particularly challenging. In addition we will ensure that ELSA interventions are highlighted on each child's tracking sheet.

Attendance will continue to be monitored and families supported by providing extra-curricular activities and home-school links as need is identified.