

Pupil premium strategy statement (primary)

1. Summary information					
School	Victoria CE Infant and Nursery School				
Academic Year	2017-18	Total PP budget	£9,420	Date of most recent PP Review	Jan 2017
Total number of pupils	173	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Apr 2018

2. Current attainment in KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress in reading	75	87
% making progress in writing	75	72
% making progress in maths	75	86

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.	Social and emotional	
B.	Learning behaviours	
C.	Phonic knowledge	
D.	Access to rich learning experiences	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Poor attendance/persistent lateness	
F.	Help needed for parents in supporting home learning tasks	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children develop greater self-confidence	Strong relationships Resilience Emotional stability
B.	Children have a positive attitude to learning and make at least good progress	At least good progress Good self-knowledge in terms of how they learn best Strong level of engagement in the learning process

C.	PP children make at least good progress in reading/writing – gap between them and non-PPG children reduces	At least good progress in reading/writing Phonics screening test results for PPG children Gap between PPG/non-PPG reduces
D.	Children access a range of extra-curricular clubs and school visits	Sense of belonging Rich and varied experiences Increased curiosity about the world
E.	Attendance of identified PP children improves	Attendance percentage for identified children rises to at least 95%
F.	Parents of PPG children aware of their role in supporting their child's progress	Home learning tasks completed Reading regularly at home

5. Planned expenditure

Academic year	2017-18
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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	Cost
QFT in core subjects with appropriate pitch and differentiation according to the needs of the children	CPD for teachers e.g. writing INSET, use of working walls, maths for less able pupils	Teachers new to the school or returning to teaching – some have training needs. Support from TLAs identified some whole school strategies/approaches – need to ensure consistency among all CTs	Regular monitoring activities – learning walks, feedback to CTs, book scrutinies, planning scrutinies.	CC	£600 (Training)
TAs equipped to support focus groups and individuals within lesson	SPLD Base introductory training for new TAs Phonics/Spelling training for TAs	Three new TAs with little prior experience, all working with PP children. 'Floating' TA needs greater understanding of teaching phonics in Foundation Stage/KS1.	Learning walks, Pupil Progress, TA meetings.	LB	£210 (SPLD Base training for 3 TAs) £150 (HfL training)
Total budgeted cost					£960

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	Cost
Better phonic understanding for PP children	Phonics intervention led by CT/TAs	CT feedback during Pupil Progress meetings – gaps in phonic knowledge identified. Some training may be needed esp. for new TAs	Pupil Progress meeting discussions, data analysis, Y1 phonics screening test.	LB	£200 (training)
Stronger progress and attainment in reading for PP children	1:1 support from TAs at least 3x weekly (FFT training for 2 TAs)	FFT style interventions are highly effective for children working just below ARE. Strategies may also be applied to other groups.	AFL, summative assessment activities, use of ILSPs.	LB	£100 (FFT training)

TA employed as 'floater' to support needs in different year groups	Small group work – targeted support in core subjects	Pupil Progress meetings have identified PP children with gaps particularly in writing. Targeted support is needed to reduce these.	AFL, summative assessment activities, ILSPs.	LB	£5,300 (Part-time TA salary)
PP children have access to greater range of texts/English resources	Provide additional resources to support reading	Resources to support early reading are limited. All children, including PP, will benefit from access to a wider range of quality texts.	Pupil voice, Pupil Progress meetings, reading assessments.	LB	£1,000
Total budgeted cost					£6,600
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	Cost
Access to school trips	PP used to pay for trips	PP children to be able to access rich learning experiences in the same way as non-PP children.	Liaison with CT to ensure PP trips are paid for.	CC	£100 (approx. cost of 6 trips)
Improved attendance	Support parents – access school family worker	Parents need help in setting up routines, managing children's emotions, understanding impact of poor attendance.	Discussions with parents, use of AM7 to monitor attendance.	CC	None
Extra-curricular clubs	PP children take part in clubs	Clubs identified for PP children who are not low attainers but who have low self-esteem/social skills.	On-going discussions with CTs on children's level of participation, social interactions with peers and self-esteem.	VG/RC	£600 (Approx. cost of French, Yoga, Choir and Playfeet)
Total budgeted cost					£700