

Pupil Premium Strategy Statement

2017/2018



1. Summary information					
School	Alderman Pounder Infant & Nursery School				
Academic Year	2017/2018	Total PP budget	£55, 590	Date of most recent PP Review	September 2017
Total number of pupils	249	Number of pupils eligible for PP	62	Date for next PP Strategy Review	As required

2. Current attainment (Y2 results from July 2017)			
		<i>Alderman Pounder (based on 17 FSM)</i>	<i>All Pupils (national average) RAISE online Autumn 2017</i>
% achieving ARE in reading	Disadvantaged	47%	72%
	EVER6 FSM	43%	
	Children looked after	50%	
% achieving ARE in maths	Disadvantaged	65%	75%
	EVER6 FSM	64%	
	Children looked after	50%	
% achieving ARE in writing	Disadvantaged	35%	71%
	EVER6 FSM	43%	
	Children looked after	0	
% achieving ARE in science		82%	88%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of parental engagement is having a detrimental effect on the academic progress of particular children, a number of these being eligible for PP.
B.	Outdated technologies for teaching, learning and assessment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance of FSM children is still significantly lower than non-FSM. Attendance rates for pupils eligible for FSM last year averaged 93.79% compared to non-pupil premium at 97.10%. The school target for all children is 97%. Persistent absence (90%) for FSM: 12.82% Persistent absence (90%) for non-FSM: 2.81%

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved engagement of, and contact with, parents.	We will have at least 90% of parents linked to ClassDojo by the end of the academic year. Most parents will be engaging with ClassDojo. Feedback will indicate improved relationships with parents, especially some of our 'hard to reach' parents. We will have delivered curriculum information evenings Literacy/ Maths/ online Life/ Speech and Language, with specific invites for FSM families
B.	Improved quality of digital technologies in school to better engage staff and children in teaching and learning, and enable clear and purposeful electronic assessment information.	Discrete Y2 classes will have fit-for-purpose digital technology by end of the academic year. Designated staff will be trained in the use of the new technologies, and will be leading rest of staff forward. Scholar pack will be installed and being used effectively by office and teaching staff. Staff will be trained in the use of scholar pack, specifically for monitoring attendance and assessment. PP children will be accessing current digital resources (Education City, APPs etc) in school and at home.
C.	Improve attendance rates for pupils eligible for FSM.	There will be a reduction in the percentage of persistent absence (90%) for FSM children from 12.82% to below 7.5% Overall FSM attendance will have improved from 93.79% to 97%, in line with non-FSM pupils.

5. Planned expenditure					
Academic year		2017/2018			
The three headings below demonstrate how Alderman Pounder are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. SLT will meet termly, following Pupil Progress meetings, to decide on the needs of PP children for the subsequent term. Budget will be allocated accordingly.					
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?
A. Improved engagement of, and contact with, parents.	Parent Champion will attend training in specific areas (ELSA: Emotional Literacy Support Assistant/Attachment Disorder etc) to better equip her to support children and parents.	<p>EEF Teaching & Learning Toolkit Social & Emotional Learning (+4) <i>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</i></p> <p>School recognises an increasing need and demand for social and emotional support, both for children and parents. We are looking at more effective ways to support our families and use the existing expertise within school.</p>	<p>Quality training, provided by outside providers.</p> <p>Feedback from staff to HT.</p> <p>Key lessons learned will be disseminated across whole school.</p>	Parent Champion Head Teacher	Summer 2018
B. Improved quality of digital technologies in school to better engage staff and children in teaching and learning.	Training for all staff in use of scholar pack for assessment.	<p>EEF Teaching & Learning Toolkit Digital Technology (+4) <i>Research shows that digital technology can have a moderate impact on learning gains, though there is considerable variation. Different technology has the potential to enable changes in teaching and learning interactions.</i></p> <p>IT within school is dated and much is no longer fit-for-purpose. New hardware and software will allow staff to plan and deliver lesson more effectively and monitor progress and attainment electronically. This allows for closer monitoring of vulnerable groups.</p>	Training will be provided by outside providers, alongside some in-house training by SLT.	Head Teacher	Summer 2018

C. Improve attendance rates for pupils eligible for FSM.	Training for all staff in use of scholar pack for attendance monitoring.	Attendance has a significant impact on attainment and achievement. Children need to be in school to learn! The new programme, Scholar pack, will allow staff to closely monitor attendance for their class and vulnerable groups within it. They will also be able to monitor patterns over time as well.	Initial training being provided by scholar pack. Additional training by SLT to rest of staff team. Feedback will be sought by SLT to assess competency and ease of use. Data on attendance will be discussed at pupil progress meetings with the Head Teacher.	Head Teacher	Summer 2018
Total budgeted cost					£2,985

5. Planned expenditure					
Academic year		2017/2018			
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	When will you review implementation?
A. Improved engagement of, and contact with, parents.	Courses for parents and/or parents/children, through Sure Start, to support parents in aspects of child development and behaviours.	EEF Early Years Toolkit Parental Engagement (+4) <i>Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress, especially in early years.</i> As a school we are increasingly made aware of the struggles of parents, especially new parents. We have been getting an increasing numbers of requests for help and advice. We want to better support our parents to be able to support their children, especially as we have extended our nursery hours and are getting increasing number of younger children on role.	The courses will be run by trained outside providers, using school as a venue. Content of the courses will be negotiated with our Head Teacher determined by baseline analysis	Head Teacher	at the end of each individual course

<p>B. Improved quality of digital technologies in school to better engage staff and children in teaching and learning.</p>	<p>Continue with subscription to Education City, an online site, with games and activities to support literacy and maths.</p> <p>Continue to research and provide quality educational APPs on an increasing number of iPads.</p>	<p>EEF Teaching & Learning Toolkit Digital Technology (+4) <i>Research shows that digital technology can have a moderate impact on learning gains, though there is considerable variation. Different technology has the potential to enable changes in teaching and learning interactions.</i></p> <p>We are living in a digital world! Online resources can have a powerful role to play in teaching and learning and often provide 'access' to learning and exploration that would not otherwise be possible. We have also found that some of our children with challenging behaviours will access learning this way when normal classroom practices fail.</p> <p>We are also conscious that some of our PP children have limited or no access to some of these resources outside of school and want to give them equality of opportunity.</p>	<p>Use of Education City will be monitored by class teachers and PP Lead.</p> <p>APPs will be bought on recommendation from our UtW Leads within school , following research and consultation. APPs will be install by our IT technician to ensure appropriate safety measures are also in place.</p>	<p>Class Teachers PP Lead</p> <p>IT Technician</p>	<p>Termly</p> <p>as needed</p>
Total budgeted cost					£875

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?
Specific needs met through interventions.	There will be numerous interventions put in across school as specific needs are identified. For the most part these will be led by our team of skilled TAs.	<p>EEF Teaching & Learning Toolkit Teaching Assistants (+1) <i>Evidence suggests that TAs can have a positive impact on academic achievement. Where TAs support individual pupils or small groups on average this shows moderate positive benefits.</i></p> <p>EEF Teaching & Learning Toolkit Individualised Instruction (+3) <i>Individualised instruction has a positive effect, on average, for learners.</i></p> <p>EEF Teaching & Learning Toolkit Small group Tuition (+3) <i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>We have a highly skilled and experienced team of TAs who lead on interventions. We have seen in previous years the benefits for certain children of having this targeted support to achieve day-to-day curriculum objectives.</p>	Interventions will be monitored by Head Teacher and PP Lead.	Class Teachers	Termly
Total budgeted cost				£38, 569.43	

5. Planned expenditure					
Academic year		2017/2018			
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?
A. Improved engagement of, and contact with, parents.	<p>Further develop the role of the Parent Champion.</p> <p>Research the possibility of our Parent Champion having a full time post as this and that of attendance officer.</p> <p>Trial parent coffee mornings.</p> <p>Deliver curriculum information evenings to support parents in particular aspects of learning (literacy, maths & online life).</p> <p>Provide 'Little Talkers' for parents of children in Seedlings (confidence in talking and listening).</p> <p>Link all parents to ClassDojo and provide initial set-up support.</p>	<p>EEF Early Years Toolkit Parental Engagement (+4) <i>An increasing number of parents are seeking help for behaviour issues in the home. Offering this support will further develop relationships with parents.</i></p> <p>Having a full time TA in this role could have massive benefits to relationship building and engagement with parents. Attendance issues could be addressed immediately and follow-up work put in place as needed.</p> <p>Coffee mornings might help 'hard to reach' parents to engage with school in a non-threatening/intimidating environment.</p> <p>Providing curriculum information evenings allows parents to better understand what is being taught in school, how it is being taught and how parents can better support their children in the home.</p> <p>Little Talkers will help to boost confidence, especially for new parents, on development of language and communication in very young children.</p> <p>ClassDojo should help to keep parents better informed about what is happening in class and around school. Our hope is that this will improve general communication with parents and thereby increase engagement, especially if parents 'post'.</p>	<p>Through performance management review offer further training and support to Parent Champion and consider how this role could be developed further. We will monitor parent use of this offer and gather feedback from parents.</p> <p>SLT to oversee implementation of trial coffee mornings, with practical support offered from PTFA.</p> <p>HT and subject leaders to provide training for literacy and maths.</p> <p>NCC Anti-bullying Coordinator to deliver 'online life' evening.</p> <p>HT to coordinate with Little Talkers provider and monitor content. Feedback will be sorted from those attending on quality of provision and usefulness. SLT and ClassDojo mentor to launch ClassDojo with all parents, offering support as needed.</p> <p>All staff will receive on-going training as needed to ensure they are confident with its use and 'conditions for use' have been agreed by all staff.</p> <p>Key staff have been identified to input into 'class stories' and HT will lead in populating 'whole school' story.</p>	<p>HT & PP Lead</p> <p>SLT</p> <p>Subject Leads</p> <p>HT</p> <p>HT</p> <p>ClassDojo mentor</p> <p>SLT & ClassDojo mentor</p>	<p>Termly</p> <p>Termly</p> <p>autumn term</p> <p>spring term</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>

<p>B. Improved quality of digital technologies in school to better engage staff and children in teaching and learning.</p>	<p>To start a programme of improvement and development of IT equipment across school to enhance teaching and learning for all children.</p> <p>Our IT technician will carry out an audit of existing equipment in order for us to plan a considered long-term programme of improvement.</p>	<p>EEF Teaching & Learning Toolkit Digital Technology (+4) <i>Research shows that digital technology can have a moderate impact on learning gains, though there is considerable variation. Different technology has the potential to enable changes in teaching and learning interactions.</i></p> <p>Much of the current equipment in school is outdated and struggling to remain fit for purpose. We are planning to initiate a programme of replacing old technology with new.</p> <p>We will start in Y2 class where we currently we have 21 PP children (29%). (new interactive boards and related software, alongside new laptops and iPads as needed)</p>	<p>Outside agencies to advise on state-of-the-art technologies and needs of the school.</p> <p>Equipment will be bought, ensuring value for money, following advice from the school's IT technician.</p> <p>Feedback will be sought from staff about the effectiveness of the hardware and software.</p> <p>New ideas will be share across whole school.</p>	<p>HT/DHT (IT technician)</p>	<p>End of financial year</p>
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<p>C. Improve attendance rates for pupils eligible for FSM.</p>	<p>Office staff to continue to monitor attendance closely and report concerns immediately to HT & PP lead for follow-up.</p> <p>PP Lead to monitor FSM children specifically.</p> <p>Look into the change of role of a current member of staff to become an attendance officer for our school community.</p>	<p>We cannot improve attainment for children if they are not actually attending school.</p> <p>Persistent absence children come from our hard to reach families.</p> <p>Current strategies are not having enough impact.</p>	<p>PP Lead & HT will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>PP Lead</p>	<p>January 2018</p>
Total budgeted cost					£13,160.57

6. Review of expenditure				
PREVIOUS ACADEMIC YEAR		2016/2017		
i. QUALITY OF TEACHING FOR ALL				
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
Improve oral language skills for pupils eligible for PP in all classes.	School environment audit with SpL specialist to identify how learning environment can be enhanced further to support language acquisition.	<p>A specialist training completed an audit of the school environment, focussing on the use of 'language'. From this a formal report was written and shared with SLT. The report was then fed back to all staff and the implementation of the recommendations was timetabled. Staff completed all the recommendations agreed with SLT before the return of the language specialist. Changes were made to all areas. These changes included decluttering certain areas, moving some things to a more child-friendly level, relabelling of resources, making changes to our visual timetables etc.</p> <p>IMPACT These changes have improved the quality of language and support on show to all children. It has made staff more aware of the impact of labels and captions around school, the impact of the use of symbols and a renewed awareness of how children perceive things around school.</p> <p>A further report was produce at the end of the academic year, outlining the improvements and impact.</p>	<p>Keeping areas 'clutter free' has a big impact on the visual stimulus.</p> <p>Use of symbols, alongside pictures or photos, is helpful.</p> <p>Future display boards need to be lower. Long term, some of our current boards would be better lowered.</p> <p>The environment is something that needs to be addressed further, to consider a whole school policy on our learning environment – this is due to be a SIP focus for 2017/2018.</p>	£3, 280
Improve confidence & attainment in CLL.	Whole staff training in SpL to better equip them to deliver both specific interventions and apply principles of good practice for SpL in the classroom in general.	<p>All staff received training from a language specialist, including looking at how language is acquired and developed in young children.</p> <p>IMPACT This training have increased staff knowledge and understanding of how children acquire language, which in turn means that additional support has been put in place to support targeted children, whether PP or not. Change in practices across school will positively impact all children.</p>	Training <i>all staff</i> means that as a team we better equipped to understand language development, which impacts everything and everyone in school. This will also influence other practices in school such as interventions.	

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
Improve oral language skills for pupils eligible for PP in all classes.	'Talking To Learn' strategy to be introduced across whole school. (joint with other local schools)	<p>All staff received training, which feedback tells us was beneficial and appreciated by all. This has helped staff with their understanding of language acquisition and development.</p> <p>IMPACT Training and reports informed whole school practice. This has meant that 'language' is now more carefully thought about in the environment and when working with individuals, small groups or whole class. Staff are much more 'language aware', improving practices and helping children make better progress in language acquisition and understanding.</p>	In the end cross-school training did not happen. Training was bespoke to our school, which was beneficial, but it is felt that it does not need repeating at this time.	
Improve confidence & attainment in CLL	SpL intervention groups to be set up following training & assessment of all children.	<p>Talk Boost was chosen as a specific intervention to put in place. All children were baselined and then those PP children who had the lowest scores were prioritised to take part. Specific staff were chosen to deliver this intervention, across school, and they received bespoke training for the intervention.</p> <p>IMPACT All children made progress through this intervention, as shown through the assessments, however it was felt that the impact did not justify the time taken to deliver.</p>	It was felt that the amount of time taken to deliver this intervention properly did not match the impact it had on individuals.	

<p>Improve interpersonal skills, impacting rates of progress.</p>	<p>Targeted interventions for all children to be put in place, tracked and closely monitored.</p> <p>Targeted groups of PP children to attend session with Commando Joe.</p> <p>Additional resources will be acquired as needed.</p>	<p>All children were tracked and monitored.</p> <p>Numerous interventions were put in place and monitored regularly.</p> <p>Progress of all children involved was recorded and shared with SLT.</p> <p>Commando Joe had a positive impact on his targeted groups, though the assessments that should have come from the organisation were not passed on. Impact was not as 'measurable' as we would have hoped.</p> <p>IMPACT</p> <p>In house interventions are usually well delivered by experienced practitioners and children make good progress, as can be evidenced through assessments in intervention folders.</p> <p>Impact of Commando Joe's groups was less 'measurable' but it was felt that the 'boys' who were chosen to be part of a specific intervention group with him benefitted from their time with him. Having a positive male role model was important for this group of boys.</p>	<p>All interventions across school are now following a similar format in recording and assessment. This allows for easier monitoring.</p> <p>Interventions now need to be assessed against research (EEF) to ensure value for money and maximum impact.</p> <p>We will not be continuing with Commando Joe as it was felt that the impact did not justify the cost. Other interventions that have been delivered by staff previously have had greater impact. It was however felt that it had been worthwhile trialling this.</p>	
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6. Review of expenditure				
Previous Academic Year		2016/2017		
iii. OTHER APPROACHES				
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
Improve engagement of, and contact with, parents.	<p>Appoint TA to become Parent Champion.</p> <p>Have a designated governor within the curriculum group to focus on parents' views.</p> <p>Find more creative ways to engage parents and encourage them to attend events provided by school.</p> <p>Put tracking in place to record levels of parental engagement in school activities.</p>	<p>A TA was appointed for this role and started to meet with parents to support them with behaviour issues in the home.</p> <p>The curriculum group was felt to be less effective than originally hoped. It was ceased and alternatives have been considered.</p> <p>ClassDojo was trialled in a year two class, a new form of behaviour management as well as a new form of communication with parents.</p> <p>Tracking was put in place to map out parental engagement (of all parents), with a view to encouraging greater participation by parents of PP children.</p> <p>IMPACT Dojo in particular had a very positive impact on the class who trialled it. Feedback from parents was overwhelmingly positive. They felt they were better informed about what was happening in class and across school and felt much more involved in their child's learning journey. They also had an increased awareness of how their child was behaving in school. This in turn improved relationships between home and school as they were able to work more closely for the good of the child.</p>	<p>The role of the TA has been beneficial but it is in its infancy. This needs to be further developed to maximise impact.</p> <p>Significant changes are being considered for academic year 2018/2019. Measures are being put in place to ensure that these changes are clearly thought through and well prepared. In the meantime, this role will continue as it has proven to be of benefit for some parents.</p> <p>Dojo will be pushed out across the whole school, except nursery, from September 2017. This has proven to be a very popular form of communication with parents and a good behaviour strategy for tackling low impact behaviour issues, promoting positive behaviour and supporting our school values.</p>	£7,500

<p>Increase attendance rates for pupils eligible for PP.</p>	<p>Office staff to monitor attendance closely and report concerns immediately to HT & PP lead for follow-up.</p> <p>PP Lead to monitor PP children specifically.</p> <p>Termly letters to all parents highlighting attendance rates.</p> <p>Commando Joe to challenge lateness, one day a week.</p>	<p>Attendance was monitored more closely.</p> <p>A new visual system was put in place in the entrance and regularly referred to, with children, across the school.</p> <p>The HT followed up on issues of attendance and lateness with parents.</p> <p>Office staff ensure that the figures are shared with staff on a weekly basis.</p> <p>IMPACT</p> <p>There has been a shift in culture across the whole school, with attendance regularly talked about with all staff and children.</p> <p>Attendance figures are now published weekly on the website, as well as being emailed to staff.</p> <p>Attendance is also now an agenda item for all key stage meetings and weekly SLT meetings.</p>	<p>In 2017/2018 school will be adopting scholar pack and will be looking in to how the attendance data can be used from this to better inform staff of issues sooner.</p>	
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iv. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.