

Pupil Premium Strategy Statement



1. Summary information					
School	Alderman Pounder Infant & Nursery School				
Academic Year	2016/2017	Total PP budget	£59,936	Date of most recent PP Review	/
Total number of pupils	254	Number of pupils eligible for PP	70	Date for next PP Strategy Review	5 th October 2016

2. Current attainment (Y2 results from July 2016)		
	<i>Pupils eligible for PP (Alderman Pounder,) based on 17 disadvantaged pupils</i>	<i>All Pupils (national average) RAISE online Autumn 2016</i>
% achieving ARE or above in reading	71%	74%
% achieving ARE or above in maths	59%	73%
% achieving ARE or above in writing	53%	65%
% achieving ARE in science	82%	82%
% achieving ARE or above in EGPS (English, Grammar, Punctuation and Spelling)	/	/
% attaining expected standard in phonics resit	82%	91%

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.	There are significant issues with oral language skills across whole school, with many of those worse affected being eligible for PP. This has an impact of achievement and attainment across all curriculum areas.
B.	Under-developed interpersonal skills in a growing number of children, many of whom are eligible for PP, is having an impact on academic achievement and attainment.
C.	Lack of parental engagement is having a detrimental effect on the academic progress of particular children, a number of these being eligible for PP.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP last year averaged 94.73%, compared to non-pupil premium at 96.78%. The school target for all children is 97%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in all classes. Improve confidence & attainment in CLL.	Pupils will be more confident & competent in communicating verbally. Gap between PP & non-PP pupils in CLL will have narrowed.
B.	Improved interpersonal skills, impacting rates of progress.	PSE data will show improvement across all year groups. Pupils eligible for PP make as much progress as 'other' pupils in PSE.
C.	Improved engagement of, and contact with, parents.	Attendance of PP parents at consultation meeting will have improved. Greater participation in parent classes, curriculum evenings and other school events. Improved communication/relationships with PP families.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.73%, to 97% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/2017			
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?
<p>A. Improve oral language skills for pupils eligible for PP in all classes.</p> <p>A. Improve confidence & attainment in CLL.</p>	<p>School environment audit with SpL specialist to identify how learning environment can be enhanced further to support language acquisition.</p> <p>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>	<p>Specialist training is needed to further develop the skills of all staff so that all pupils will benefit. This will improve the quality of provision for all.</p> <p>Staff will be skilled in RAG rating all pupils to identify needs.</p> <p>Specific children, including identified PP children, will then benefit from targeted SpL interventions.</p> <p>Staff will be trained in monitoring impact of interventions.</p>	<p>HT is taking on lead role.</p> <p>Specialist trainer is being brought in.</p> <p>Training available to all staff.</p> <p>HT and PP Lead will monitor interventions put in place on a regular basis.</p> <p>Specialist trainer will provide on-going support throughout the year.</p>	HT	January 2017
Total budgeted cost					£3,280

5. Planned expenditure					
Academic year		2016/2017			
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?
<p>A. Improve oral language skills for pupils eligible for PP in all classes.</p> <p>A. Improve confidence & attainment in CLL.</p>	<p>‘Talking To Learn’ strategy to be introduced across whole school. (joint with other local schools)</p> <p>SpL intervention groups to be set up following training & assessment of all children.</p>	<p>We have an increased number of children with speech and language difficulties.</p> <p>SpL support for schools is on the decline so school needs to put its own measures in place.</p> <p>If staff receive targeted training in SpL they will be better equipped to provide targeted intervention support.</p> <p>Some children need targeted support to catch up. This programme should support specific intervention programmes.</p>	<p>SLT liaising with trainer.</p> <p>SLT organising whole staff training, including TAs.</p> <p>PP Lead will ensure assessments are used to inform intervention groups.</p> <p>SLT will ensure staff will have appropriate preparation and delivery time.</p> <p>PP Lead will monitor impact of interventions.</p>	HT	January 2017

<p>B. 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>Increasing numbers of children are arriving in school with poor interpersonal skills.</p> <p>Children's poor social skills impact their rates of progress.</p>	<p>Early Years Lead & PP Lead will closely monitor all interventions for effectiveness and impact.</p> <p>Children's individual rates of progress will be reported to HT through termly Pupil Progress meetings.</p>	<p>Early Years Lead & PP Lead</p>	<p>January 2017</p>
Total budgeted cost					

5. Planned expenditure					
Academic year		2016/2017			
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?
B. 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>Percentage of parents attending curriculum information evenings is low.</p> <p>An increasing number of children have no evidence of parents engaging with reading at home – nothing in reading diaries.</p> <p>Children whose parents are involved in their learning do better in school.</p> <p>Improved communication between home and school benefits every child.</p>	<p>SLT will receive feedback on a regular basis from curriculum.</p> <p>SLT will receive regular feedback from link governor.</p> <p>PP Lead will monitor 'engagement' events and seek feedback from parents and staff involved.</p> <p>PP Lead will meet regularly with TA Parent Champion.</p>	PP Lead	January 2017

<p>C. 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>We can't improve attainment for children if they aren't actually attending school.</p> <p>Discussion within SLT identified addressing attendance as a key step.</p>	<p>Thorough briefing of Commando Joe about existing absence issues.</p> <p>PP Lead, Commando Joe, HT etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>PP Lead</p>	<p>January 2017</p>
Total budgeted cost					£7,500

6. Review of expenditure				
Previous Academic Year		2015/2016		
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 the quality of continuous provision for all children.	<p>Training for all staff, provided by Early Excellence Centre.</p> <p>All staff to attend Education Show to access seminars and new resources.</p>	<p>Major improvements have taken place on both sides of school with regards to the layout of our continuous provision. This was not funded through PP funds but was in direct response to training.</p> <p>Staff now have clear planning documents for continuous provision in place, which now also shows opportunities for enhanced provision as well.</p> <p>Following training, staff have made changes in the way that continuous provision is accessed by all children, improving the quality of play and language development.</p>	<p>Continuous provision is ongoing but the lessons learned from the training will influence future planning.</p> <p>We will continue to further develop the continuous and enhanced provision across the whole school, monitoring the impact on all children.</p>	£5,440.50

6. Review of expenditure				
Previous Academic Year		2015/2016		
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
Provide all service family children emotional and social support.	TA to lead 'Pod Squad'	<p>All children from service families met weekly in small groups where they received support, ensuring their social and emotional wellbeing.</p> <p>School also benefited from whole school activities such as 'Camo Day', where the work of our armed forces was experienced by whole school. Children took part in activities that demonstrated that service people do 'normal' jobs.</p> <p>Strong links with the local barracks have been maintained and we have a representative from the barracks serving on our board of governors.</p>	This approach has proved to be very successful and will continue next year but with Commando Joe leading the group.	£4,541.30

<p>Enriched social interaction over lunchtime.</p>	<p>Increase staff:pupil ratios to improve supervision</p> <p>Provide a nurture group for targeted children</p> <p>Provide support and training for senior MDSAs to disseminate to all MDSAs</p>	<p>MDSAs worked hard to ensure quality play over lunchtimes. FS TAs also supported this.</p> <p>The nurture group made a massive difference for those targeted children who would not have coped in the busier play areas with the rest of their cohort.</p> <p>Training had some impact.</p>	<p>Current staff have worked hard to provide a thought-through programme of activities over lunchtime.</p> <p>Behaviour among certain pupils remained a challenge but responses made to this specific need help to minimise the impact on the majority of children.</p> <p>The nurture group was highly successful and will continue next year for a targeted group of children.</p> <p>Training of MDSAs needs careful consideration, especially in light of changes in staffing.</p>	<p>£6,056.00</p>
<p>Provide certain PP children with practical support and enrichment opportunities.</p>	<p>Support some PP families with the cost of school uniform, school trips, milk, after school clubs and other enrichment activities.</p> <p>Support some PP families by providing them with a learning hamper of educational, curriculum linked resources to use at home to support learning.</p>	<p>Having targeted some PP families with this financial support we saw an increase in the number taking part in after school clubs.</p> <p>The Learning Hampers were very positively received and we had some great feedback from parents and carers.</p>	<p>We will continue to support some of our PP families with the cost of items of uniform, cost of trips, cost of clubs etc.</p> <p>We are considering providing the learning hampers for certain new PP children but possibly at a reduced cost per hamper.</p>	<p>£7,662.21</p>

<p>The gap will be narrowed between PP and non-PP children in specific areas as identified through TA.</p>	<p>Targeted intervention groups across the whole school in identified areas of need.</p> <p>Staff assessed all children and then provided appropriate interventions.</p> <p>Specific interventions carried out by SEN TA.</p> <p>KS1 TA put in as key worker to support specific PP child with challenging behaviour.</p>	<p>Most interventions were successful in raising attainment and impacted other areas of child development. (self-esteem, confidence etc.)</p> <p>Key worker in KS1 ensured that the PP child made progress and minimised the impact on the learning of others. The PP child also made significant progress in managing his own emotions, better preparing him for a planned move.</p>	<p>Interventions need closer monitoring in the future to ensure value for money.</p> <p>Closer monitoring will also hold staff more accountable for the impact a specific intervention has on individual children.</p>	<p>£45,107.00</p>
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6.Review of expenditure				
Previous Academic Year		2015/2016		
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
Minimise the impact of challenging behaviours on the learning of all pupils.	All staff received training in managing challenging behaviour. MAPA training for SLT and key workers. Structural changes needed to be made in response to the needs of a specific PP child.	Staff felt better equipped to deal with the challenging behaviours that certain children displayed. This had been disrupted to learning. Targeted children received specific support.	School will continue to MAPA train key workers.	£2,816.00

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

