

# Pupil premium strategy statement

1. Summary information					
School	Catherine Infant School				
Academic Year	2016-17	Total PP budget	£88,440	Date of most recent PP Review	n/a
Total number of pupils	387	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD (in 2016)	59%	66%
% achieving Year 1 Phonics Screening Check (in 2016)	79%	83%
% achieving expected standard in KS1 Reading	79%	78%
% achieving expected standard in KS1 Writing	48%	70%
% achieving expected standard in KS1 Mathematics	70%	77%
% achieving greater depth in KS1 Reading	27%	27%
% achieving greater depth in KS1 Writing	12%	16%
% achieving greater depth in KS1 Mathematics	21%	20%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Children enter school with very low baseline (Operational V Chronological): Current Year 2 (F1- 2013) - 1 Year 5 months behind. Current Year 1 (F1 -2014) – 2 years 3 months behind. Current Reception (F1-2015) - 1 Year 6 months behind.
B.	In writing, a greater number of pupils eligible for pupil premium are not achieving age related expectations compare to national
C.	EAL is 65% higher than the national average. The number of language spoken at our school is 28.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance rates for pupils eligible for PP are below the target for all children of 96%. Families in the community regularly take their children to India during certain periods of the year. This reduces their school hours and causes them to fall behind on average.	
<b>E.</b>	Parental involvement in their child's learning at home is limited due to poor understanding of the English language	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.	Pupils eligible for PP in Years 1 and 2 make rapid progress by the end of the year so that the number of pupils meeting age related expectations (ARE) is in line with non-PP children.
<b>B.</b>	A greater % of PP children achieving the expected standard in the Phonics Screening Test in 2017	83% PP in 2017
<b>C.</b>	A greater % of GLD for PP children in 2017, in line with non PP children	75% GLD overall in 2017
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance is consistently 96% in line with whole school attendance objectives.
<b>E.</b>	Increase parental involvement in their child's learning by improving their own literacy skills.	Improved quality of parental support with their child's learning.

## 5. Planned expenditure

Academic year

2016/17

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?
<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>B. A greater % of PP children achieving the expected standard in the Phonics Screening Test in 2017</p> <p>C. A greater % of GLD for PP children in 2017, in line with non PP children</p>	<p>Whole school Read Write Inc Approach to Reading</p>	<p>The Read Write Inc approach is a quality first teaching approach to reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</a></p>  <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>Whole School Read Write Inc training (Autumn Teacher Days)</p> <p>Lesson observations</p> <p>RWI Development days (termly):</p> <ul style="list-style-type: none"> <li>- Quality assurance</li> <li>- Coaching</li> <li>- Modelled lessons</li> </ul> <p>RWI Assessments scheduled every term</p> <p>RWI Assessment trackers completed by class teachers</p> <p>Audit and purchase of new RWI resources</p>	<p>MM – Deputy Heateacher/ SENCo</p> <p>SP – Writing Leader</p>	<p>Reviewed half-termly.</p>

<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>C. A greater % of GLD for PP children in 2017, in line with non PP children</p>	<p>TA led booster groups in class</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. TAs support individual pupils or small groups, which on average show moderate positive benefits. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. There is also evidence that working with TAs can lead to improvements in pupils' attitudes.</p>	<p>TA Timetables Pupil Progress meetings Lesson observations TA Learning walks TA Appraisals</p>	<p>JH-Headteacher  MM – Deputy Heateacher/ SEnCo</p>	<p>Termly</p>
<b>Total budgeted cost</b>					18,189
<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>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>B. A greater % of PP children achieving the expected standard in the Phonics Screening Test in 2017</p> <p>C. A greater % of GLD for PP children in 2017, in line with non PP children</p>	<p>BRWP Intervention led by every class TA 1:1 Reading conferences led by a qualified teacher RWI Booster Intervention First Class @ Number Intervention Fun Time Language Groups</p>	<p>Pupils require targeted support to catch up with their peers. These programmes have been proven to be effective with not only our school but within other schools nationally. All the interventions are research based (What works for children and young people with literacy difficulties? By Greg Brooks).</p>	<p>Whole school provision map Individual timetables for every intervention in the school Pre &amp; post assessments Intervention feedback forms for SENCo and class teachers</p>	<p>MM – Deputy Headteacher/ SEnCo</p>	<p>Half-termly</p>
<b>Total budgeted cost</b>					£55,179

<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 implementation?</b>
D. Increased attendance rates for pupils eligible for PP.	Part time attendance officer to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. Supporting the attainment of disadvantaged pupils – Briefing for school leader (DFE 2015) identifies addressing attendance as a key step.	Daily monitoring of absences and punctuality across the school Prompt response to absences Meeting with parents of children with persistent absences Close work with the school Education and Welfare Officer Working closely with Headteacher to respond to term time holiday requests	JH – Headteacher	Termly attendance reports
E. Increase parental involvement in their child's learning by improving their own literacy skills.	Parent Groups	Increase parental involvement in their child's learning by improving their own literacy skills gives parents' confidence to support their child's learning at home. This enables the school to provide strong social and emotional support not just to the children but also to the parents.	Weekly parent workshops to address needs of families Families targeted throughout the year HR to liaise with class teachers	HR – Level 4 Teaching assistant	Termly
<b>Total budgeted cost</b>					<b>15,072</b>