

## Rowanfield Infant School Pupil Premium Strategy Action Plan 2018.19

School:	Academic Year:	Date of plan:
Rowanfield Infant School	2018-2019	October 2018
Total Number of children:	% of children eligible for the pupil premium:	Date of Reviews:
246	26%	January 2019

School Context:	NOR	% PP	SEN%	% PP & SEN	% EAL
	246	26%	28%	38%	23%

School:	Academic Year:	Date of plan:
Rowanfield Infant School	2018-2019	October 2018
Total Number of children:	% of children eligible for the pupil premium:	Date of Reviews:
246	26%	January 2019
<b>Pupil Premium Funding for 2018-2019: £82,948</b>		

### Current Standards at End of Key Stage 1:

End of Key Stage outcomes:	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	32% (** TBC)	43% (**TBC)
% making expected progress in reading	46% (60%)	53% (78%)
% making expected progress in writing	32% (53%)	47% (73%)
% making expected progress in numeracy	46% (61%)	67% (79%)

**Action Plan Aspect: (Pastoral/academic)**

**Barrier(s): Parental Engagement**

Action: (whole school/which target group/individual)	Intended outcome:	Why we have chosen this?	How will this be monitored?	Evaluation:
<ul style="list-style-type: none"> <li>Pupil premium champions to develop relationships with parents.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop relationships with school so that parents have an understanding of their children's educational needs.</li> <li>To increase the number of parents attending school events which are connected with their children's learning, such as parent sessions.</li> </ul>	<p>At Rowanfield we recognise that both parents and teachers play an important role in children's learning, development and wellbeing and that children do better when there are connections between the different spaces they work in.</p> <p>(EYFS Ofsted document related to the EYFS review rationale).</p>	<ul style="list-style-type: none"> <li>Parental attendance to meetings</li> <li>Parental engagement with homework activities</li> <li>Drop in parent sessions x 3 per year By letter invitation for the hard to reach parents and face to face through pupil premium champions.</li> </ul>	
<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>To improve the attendance of pupil premium children in order to diminish the difference and achieve the target of...</li> </ul>	<p>There is a significant attendance gap between PP and non-PP children, in 2017-2018 this gap was 1.26%. There were 1544 more authorised absences than those non pupil premium pupils.</p>	<ul style="list-style-type: none"> <li>Attendance and improvement meetings</li> <li>Data analysis</li> </ul>	
<ul style="list-style-type: none"> <li>Personalised after school club</li> </ul>	<ul style="list-style-type: none"> <li>Build confidence levels of both pupils and parents with the application of basic skills.</li> </ul>	<p>This was a particularly successful strategy last year at Rowanfield Junior School. Parental feedback was positive with increased levels of confidence. Parents at parent meetings have asked for support with homework and understanding the curriculum.</p>	<ul style="list-style-type: none"> <li>End of year outcomes</li> <li>Pupil application of skills</li> <li>Increased participation of homework activities.</li> </ul>	
			<b>Cost:</b>	

**Action Plan Aspect: (Pastoral/academic)**

**Barrier(s): Pupil Engagement: Low aspirations and reduced resilience**

<b>Action: (whole school/which target group/individual)</b>	<b>Intended outcome:</b>	<b>Why we have chosen this?</b>	<b>How will this be monitored?</b>	<b>Evaluation:</b>
Pupil conferencing and questionnaires	Pupil premium champion to investigate potential barriers in learning so that adequate support can be planned and delivered early enough to make a difference.	Our data shows that the attainment gap increases as the children get older. We need to engage the pupils in learning early on to minimise this trend.	<ul style="list-style-type: none"> <li>• Questionnaires x 2 yearly.</li> <li>• Identification of personal need and how this need can be met. Strategies and interventions identified to support this.</li> </ul>	
Precision teaching and in class support, including the pre-teach strategy.	Personalised assessment grids of previous programme of study show progress being made and gaps reducing.	The EEF research has shown that immediate quality feedback has high impact for low cost with pupils making up to 8 months further progress over a 12 month period.	<ul style="list-style-type: none"> <li>• Assessment period outcomes</li> <li>• Pupil progress meetings x 6</li> <li>• Planning outcomes x 3</li> <li>• Assessment led teaching</li> </ul>	
	Precision teaching and in class targeted support enables children to make accelerated progress.			
Develop self-esteem, independence and aspirations	For pupils to engage fully with their own learning.	Groups of pupils demonstrate poor learning attitudes and a lack of resilience to challenging tasks choosing to not engage with learning.	<ul style="list-style-type: none"> <li>• Pupil premium champion records</li> <li>• BEST team interventions</li> <li>• Additionality days</li> <li>• Big idea curriculum</li> <li>• Wow starters</li> </ul>	
			<b>Cost:</b>	

**Action Plan Aspect: (Pastoral/academic)**

**Barrier(s): Children are unable to communicate at the expected standard due to a minimal bank of skills and knowledge**

<b>Action: (whole school/which target group/individual)</b>	<b>Intended outcome:</b>	<b>Why we have chosen this?</b>	<b>How will this be monitored?</b>	<b>Evaluation:</b>
Pupil premium champions to develop the children's language and vocabulary skills through a focus on improving reading.	<p>Children are better equipped to access, explore and unpick texts because they have a greater understanding the language.</p> <p>Children demonstrate a 'love of language' which is evident through their challenging vocabulary choices.</p>	Children who are unable to access reading materials are also unable to reason in order to develop understanding.	<ul style="list-style-type: none"> <li>• Assessment period outcomes</li> <li>• Pupil progress meetings x 6</li> <li>• Planning outcomes x 3</li> <li>• Assessment led teaching</li> </ul>	
Develop the children's application of spelling	Accurate application of spellings, spelling patterns and rules.	Data analysis and assessment of written outcomes shows that children are able to spell HFW and CEW when tested, however, these do not translate into independent writing.	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Spelling tests</li> <li>• Planning for opportunities to edit</li> <li>• Pupil premium champion assessments</li> </ul>	
Raise standards in writing	Vulnerable groups are working at the expected standard or within the identified programme of study according to SEND need.	End of year outcomes (2017/2018) were significantly below national average.	<ul style="list-style-type: none"> <li>• Assessment period outcomes</li> <li>• Pupil progress meetings x 6</li> <li>• Planning outcomes x 3</li> </ul>	
<b>Language enrichment</b>	Enrichment opportunities are planned for which allow children to experience and understand a wider range of language and vocabulary.	Pupils often have a limited number of experiences to draw upon to widen their vocabulary and language understanding.	<ul style="list-style-type: none"> <li>• Trips</li> <li>• Visitors</li> <li>• Wow starters</li> </ul>	
	Targeted talkboost interventions and the whole class Primary Talk strategy has improved children's oral communication skills and	Many of our pupils enter school with well below the expected standard of language and communication skills. Last year the Oracy project had positive	<ul style="list-style-type: none"> <li>• Oracy assessments</li> <li>• Assessment period outcomes</li> </ul>	

	developed their vocabulary significantly.	outcomes for our pupils and this was demonstrated not only through the Oracy assessments but also through main data outcomes.		
				Cost:

### Review of 2017.18

Actions:	Intended Impact:	Impact: Did you meet success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned – what are you taking forward to this year:	Cost:												
<p>Children will ‘diminish the difference’ between themselves and non-pupil premium children:</p> <p>(i) Children able to communicate with others for a variety of purposes, such as: -            *To make their needs known            *To express how they feel            * To socialise with others            *Improved behaviour in and out of the classroom</p> <p>(ii) Increased number of pupils achieving ARE in Reading, Writing and Maths.            This will be measured through:            • Elklan assessments            • PiRa and PuMa testing            • Teacher assessment of writing            • Teacher and pupil</p>	<p>(i) Children able to communicate with others for a variety of purposes</p> <p>(ii) Increase the number of pupils achieving the expected standard in Reading, Writing and Maths</p>	<p>The second round of TalkBoost has been completed for targeted children in EYFS, the focus for this block was on vocabulary (understanding). The impact of this strategy and the listening and attention strand from the previous block has been profound and can be seen in the baseline to end of year assessment comparison below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Listening and Attention</th> <th>Understanding</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">10%</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td></td> <td style="text-align: center;">98%</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">91%</td> </tr> </tbody> </table> <p>Primary Talk is an established strategy across all EYFS classrooms and drives the curriculum for all pupils.</p> <ul style="list-style-type: none"> <li>• This term, year 1 have introduced Primary Talk in all 3 classes.</li> <li>• Talk Boost intervention for the year 1 children has focused on the Listening and Attention strand.</li> </ul> <p>Teachers have noted that this intervention has impacted on both the concentration of the target children, but can also be seen in the progress the children have made in their learning. The Phonics Screening results are a measure of this. The cohort target was 63% of children to pass the test in June. The school’s actual data is 68% of pupils passed. The additional 5% of pupils who passed beyond the target group were all part of the Talk Boost intervention programme.</p>		Listening and Attention	Understanding	Speaking		10%	1%	1%		98%	97%	91%	<p>Children’s poor vocabulary and understanding of language means they are unable to articulate their ideas verbally or and in their writing.</p> <p>Pre-teach strategy to be introduced and Talk Boost and Primary Talk to continue to develop across the school as these strategies have had a positive impact.</p> <p>T4W training to be focused on language development and</p>	<b>TBC</b>
	Listening and Attention	Understanding	Speaking													
	10%	1%	1%													
	98%	97%	91%													

conferencing		<ul style="list-style-type: none"> <li>• Although there continues to be a gap between the achievement of pupil premium and non-pupil premium pupils their progress is in line with other pupils.</li> <li>• Performance Management Cycles, systems and processes have ensured that class teachers are relentless in their approach to raising attainment</li> <li>• Vulnerable groups can be tracked through planning and progress is clear in their books.</li> <li>• Assessment led teaching has ensured knowledge and skills gaps are plugged and there is a solid foundation to learning.</li> </ul>	the written outcome.	
Children demonstrate motivation, determination and resilience to succeed in their work. This will be measured by tracking effort grades throughout the year, as well as pupil conferencing.	Children demonstrate motivation, determination and resilience to succeed in their work.	<p>The emotional wellbeing outcomes for vulnerable groups has improved greatly.</p> <ul style="list-style-type: none"> <li>• School behaviour data is improving for vulnerable groups.</li> <li>• Children are able to demonstrate motivation, determination and resilience to succeed in their work.</li> <li>• Less children are requiring the use of the BEST team during learning opportunities in-class.</li> </ul>	<p>Attendance continues to be a key focus, where attendance meetings have been successful, attendance has improved.</p> <p>BEST Room data shows a positive impact on behaviour and emotions, but more PP children need to be targeted for interventions and support.</p> <p>Children continue to demonstrate poor levels of resilience and low aspirations.</p> <p>Pupil premium champion support resulted in</p>	

			improvements in children's wellbeing and presentation, this was evident from pupil conferencing.	
<ul style="list-style-type: none"> <li>• Open Door' culture, with parents regularly invited in to share their child's learning and achievements.</li> <li>• Parent workshops.</li> <li>• Work with PTA Whole school attendance data prominent in entrance area (display board)</li> <li>• Motivational incentives to reduce lateness.</li> <li>• Teachers to ensure 100% attendance to parent's evening by sending text reminders and approaching them in the morning.</li> </ul>	Parental Engagement	<p>Attendance Improvement Meetings have mainly focused on PP children with an aim of increasing and improving attendance to the school's target of 95%.</p> <ul style="list-style-type: none"> <li>• In year 1, phonics homework packs were sent home to all the target children. The teachers remarked that this was the main reason for those children managing to pass the phonics screening check. Parental engagement has improved from previous years and nearly all the children regularly completed this additional homework.</li> <li>• Attendance at recent school events has been extremely high, with the Festival on the Field and Year 2 Leaver's performances being the best attended events of the school calendar.</li> <li>• Parents also showed their support of the school by attending the year group 'meet the new teacher' evening. All year groups saw an increase in numbers from previous years.</li> <li>• learn, explore and create, through imaginative experiences such as role play or storytelling and also the natural world.</li> </ul>	<p>Whole school events have high attendance, parents are encouraged to participate in the school community.</p> <p>Pupil premium champions have been success in offering parents, non-threatening, tailored support to meet the needs of their children.</p> <p>Parents evenings have been better attended, this is partly due to teachers pursuing parents that do not attend in the first instance.</p> <p><i>This target is to continue into 2018-2019</i></p>	<b>TBC</b>
<ul style="list-style-type: none"> <li>• Big Idea' curriculum</li> <li>• Wow starters</li> </ul>	Children experience a broad range of	<ul style="list-style-type: none"> <li>• The Big Idea curriculum ensures that current world issues are understood at an age appropriate level.</li> </ul>	Children have responded	<b>TBC</b>

<ul style="list-style-type: none"> <li>• Whole school enrichment days</li> <li>• At least 4 x educational visits or visits</li> </ul>	<p>enrichment activities alongside targeted intervention teaching</p>	<ul style="list-style-type: none"> <li>• Revision of the daily teaching timetable supports children in developing core skills in English and Maths to prepare them for the future.</li> <li>• The school's strategic plan has had a focus of writing and developing opportunities for the children to Practice, Apply and Create within the programme of study they are working.</li> <li>• School trips, additionality days, visitors and enrichment have given the children an extra layer of concrete experiences on which to build their writing.</li> <li>• Forest school sessions weekly, and more frequently for Pupil premium children, have helped to bring the writing to life for all pupils. This has been an opportunity for them to role play and act out the stories to make them come to life. It has also been a way to develop vocabulary and communication among the targeted children.</li> </ul>	<p>positively to the revised timetable allowing more time for children to embed core English and mathematics skill. Children have responded positively and communicated greater success with the foundation aspects of the curriculum also, this echoed by teachers.</p> <p>Big Idea showcases have supported children with purpose and real life experiences to draw upon.</p> <p>Children have demonstrated greater motivation in class due to pupil premium champions and advocacy.</p> <p>Opportunities to develop language in real life contexts to be further developed.</p>	
---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

--	--	--	--	--