

Pupil Premium Strategy Statement

HOLTON LE CLAY INFANT SCHOOL

Academic Year 2018-2019



1. Summary information					
School	Holton le Clay Infant School		925 2162		
Financial Year	2018-19	Pupil Premium received (Aug 2018)	£17160 FSM PP £ 600 SC PP	Date created and published	September 2018
Total number of pupils as at Census dates	102 (Oct 18)	Number of pupils eligible for Pupil Premium	10 including FSM - 8. Ever6 - 2 Service Child – 2 (Jan 2018)	Internal Reviews take place Last internal review Next internal review due	Reviewed 6 weekly September 2018 November 2018

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Learning behaviours discussed during Pupil Progress Meetings and evidenced by improved work in books
B.	Social and Emotional well-being and self-esteem to discussed at pupil progress meetings and evidenced with greater engagement in the school community.
C.	Attendance of PP lower than non PP children. To be reviewed termly. Evidenced by increased % on attendance analysis.
D.	Number of PP children at GD. Reviewed during pupil progress. Evidenced by EXP to GDS conversions and EYFS EXC increase
E.	Language skills of PP children

F.	Handwriting and spelling within the PP group
G	FSM application (significantly reducing number of eligible pupils in EYFS 2018-2019)

2. Desired outcomes	
	<i>Desired outcomes, How they will be measured and Success Criteria</i>
A.	To improve learning behaviours discussed during Pupil Progress Meetings and evidenced by improved work in books
B.	To increase Social and Emotional well-being and self-esteem to discussed at pupil progress meetings and evidenced with greater engagement in the school community.
C.	To improve attendance of PP lower than non PP children. To be reviewed termly. Evidenced by increased % on attendance analysis.
D.	To increase the number of PP children at GD. Reviewed during pupil progress. Evidenced by EXP to GDS conversions and EYFS EXC increase
E.	To improve the language skills of PP children
F.	To improve the handwriting and spelling within the PP group
G.	To increase FSM application (significantly reduced number of eligible pupils in EYFS 2018-2019)

3. Planned expenditure					
Academic year		2018/2019			
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 and measure the impact?	Staff lead	When will you review implementation?
To improve the learning behaviours	<ul style="list-style-type: none"> • Increase self esteem • Reward for sustained/improved work • TA support to encourage success 	A significant number of pupil premium children need to improve learning behaviours before significant learning can take place. Evidence in books is a key to end of year assessment, some PP children are not engaged in lessons or in producing evidence for assessments.	<ul style="list-style-type: none"> • This is to be measured by key PP children improving the amount of work they are engaged in and the evidence they produce in their books. 	Deputy Head SENCO Lead practitioners	July 2019
To improve learning behaviours the self-esteem of PP children.	Jolly Bee Counselling Lego Therapy Social stories Time to Talk Sport Mentoring Cover for Lead Practitioner for EHA meetings. After school club attendance.	The self-esteem of some PP children is low. If the self-belief and esteem of these children is raised they are more likely to succeed within the school environment.	<ul style="list-style-type: none"> • Improvement in behaviour and more positive engagement with peers will improve quality of evidence in books. 	Deputy Head SENCO Lead Practitioners	July 2019

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 and measure the impact?	Staff lead	When will you review implementation?
To increase the number of children achieving greater depth	<ul style="list-style-type: none"> • Purple Mash supporting software • TA support to allow GDS work to take place with PP children. • TA support/resources in EYFS to raise % of children reaching EXC as a baseline. 	<ul style="list-style-type: none"> • A number of PP children baselined as expected. These children with support could be moved to GDS as none were identified as EXC while in EYFS. 	<ul style="list-style-type: none"> • 50% PP children to move to GDS by the end of the year if identified as EXP in EYFS (Focus on Year 1 cohort) • Number of GDS PP in EYFS to increase in year 2018-2019 prime area and RWM 	EYFS teacher	July 2019
To improve the language skills of PP children.	<ul style="list-style-type: none"> • Priority readers with LA PP children • Support with TAs to target verbal language • First call language support for LA • Wellcomm 	<ul style="list-style-type: none"> • LA PP children perform poorly in writing and struggle to express themselves clearly in a structured coherent manner. 	<ul style="list-style-type: none"> • Improved sentence structure evidenced in writing. • Improved communication and understanding of language • Wellcomm to base line • Wellcomm assesment to demonstrate progress 	Teachers TAs	
To improve the handwriting and spelling of children of PP children.	<ul style="list-style-type: none"> • Nesy spelling • Spelling intervention using the above. • Handwriting and letter formation intervention. 	<ul style="list-style-type: none"> • LA PP and some MA children perform poorly in writing due to spelling an letter formation skills. 	<ul style="list-style-type: none"> • Nesy spelling and spelling tests to track progress of PP children. 	Teacher TAs	July 2019

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 and measure the impact?	Staff lead	When will you review implementation?
To improve the attendance and lateness of PP children	<ul style="list-style-type: none"> • Attendance certificates • Attendance rewards • Termly treats and rewards for good attendance • Using EWO for persistent late/attendance issues. • Support for individual families with particular needs. • Parent/School events to raise the profile of school/education 	<ul style="list-style-type: none"> • PP children who are absent or late are not engaging in the learning and supported intervention that is taking place in school. This will be a significant barrier to accelerated progress. 	Evidenced by % increase in attendance to 96% for PP children and 96%+ for individual PP children.	Deputy Headteacher SLT	July 2019
To increase the number of children eligible for PP	<ul style="list-style-type: none"> • Letter to parents explaining PP • Support with application process • % towards trips and clubs for PP children. 	With new online application process EYFS cohort % is now 0. This means children eligible for PP are not receiving the financial support.		SLT	
Total budgeted cost					£0

4. Review of expenditure				
Previous Academic Year		2017/2018 (September 2017 to August 2018)		Pupil Premium and Service Child
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
A. To maximise the attainment outcomes of the high attaining pupils	<ul style="list-style-type: none"> Co-ordinators to attend external training for: EYFS and KS1 Moderation Leadership and Management 	<p>The impact was sufficient for targeting GDS pupils in Year 2. However more attention should have been placed on ensuring the match of GDS reading to GDS reading for 1 pupil. Accelerated progress for this pupil in mathematics though showed success of the strategy and one pupil gaining GDS in all areas from an expected baseline shows good outcomes.</p>	<p>This year the focus needs to be on closing the gap in all areas for low attaining children and supporting these children in their social and emotional needs.</p>	£136
	<ul style="list-style-type: none"> Educational Visits 			£0
	<ul style="list-style-type: none"> Purple Mash Software 			£454
	<ul style="list-style-type: none"> High Quality Feedback 			£0
	<ul style="list-style-type: none"> TA2's to release Teachers to teach high attaining pupils 			£0
	<ul style="list-style-type: none"> Tutor to develop maths for high attaining pupils 			£0

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
D. Emerging writers at least make expected at the end of year 1	<ul style="list-style-type: none"> Educational Visits New books Staff training on high quality feedback. Nessy Spelling 	The strategy was not successful due to spelling barriers within Year 2 and Handwriting and spelling within Year 1.	More consistency needed with Nessy spelling in 2018-2019 and Year 2 PP children to receive additional handwriting and spelling support. As well as the emotional and social needs that will lead to improved learning behaviours.	£0 £0 £0 £0
E. Emerging mathematicians make at least 'expected' at the end of year 2	<ul style="list-style-type: none"> Purple Mash software Staff training on high quality feedback. 	<p>Learning behaviours are really important 1 pupil who was expected in EYFS is not expected presently because of the evidence that is not being gathered.</p> <p>The children in Year 2 coped well with arithmetic but struggled to apply it in the reasoning paper.</p>	Focus will need to take place to gather evidence from 1 pupil. Confidence in applying their skills will need to take place with intervention so that PP achieve better in the reasoning paper.	As above £0
Total budgeted cost £590				
vi. 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
B. Fluency and speed of reading, to reach expected standards at the end of KS1	<ul style="list-style-type: none"> Intervention support Rewards for reading 	The impact was mostly successful however children leaving and joining has made % for present year 2 lower so targeted support to improve fluency in Y2 will be needed and to move expected to GDS in Year 1.	The strategy was successful by the end of year but significant intervention and impact will be needed to enhance present Year 2 fluency for the end of the year. More support needed for the present Year 1 children to enhance their fluency and bring some of them into GDS standard for the end of Year 1.	£20070 £274

C. Phonics progress, to reach expected standards at the end of Year	<ul style="list-style-type: none"> Intervention support New books -Phonics bug 	<p>The strategy was partly successful. 2 pupils did not pass the phonics screening and on reflection further work on learning behaviours and social and emotional needs may have meant 1 of these would have passed given this support and the intensive phonic intervention needed.</p>	<p>PP children who did not pass will receive intensive support in social and emotional needs and extra support in school so that they pass in Year 2. The present Year 1 PP children will receive extended support so that 100% pass.</p>	<p>See above</p>
E. Match Early Years outcome to KS1 attainment in Maths	<ul style="list-style-type: none"> Tutor to develop maths for high attaining pupils Jan to March 18 	<p>Learning behaviours are really important 1 pupil who was expected in EYFS is not expected presently because of the evidence that is not being gathered.</p> <p>The children in Year 2 coped well with arithmetic but struggled to apply it in the reasoning paper.</p>	<p>Focus will need to take place to gather evidence from 1 pupil. Confidence in applying their skills will need to take place with intervention so that PP achieve better in the reasoning paper.</p>	<p>£0</p>
Total budgeted cost £20344				
vii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs
F. Reduce number of late registrations and/or absences	<ul style="list-style-type: none"> Sticker reward system/Dojo points Follow up quickly on absences. First day response provision. 	<p>Work on absences and lates continued through the year. At the end of the year % for PP children still remained low due to initial lates and absences through the year. However starting on a fresh year 2018 -2019, significant impact has taken place with PP children who were persistent absence in Year 1 and had no medical issues.</p> <p>EYFS EVER FSM 89% now 89% Year1 EVER FSM 86% now 91 % Year 2 EVER FSM 95%</p>	<p>We expect % attendance to continue to rise, however impact is stifled due to significant barriers and medical issues with individual PP children.</p>	<p>£0</p>
G. Marked effect on number and phonic recognition	<ul style="list-style-type: none"> Precision Teaching 	<p>PP funding used in EYFS was effective. 20% was not effective but again significant complicating factors were involved.</p>	<p>Identification of potential EYFS PP children will be needed so that new cohort EYFS children can be targeted by the strategy.</p>	<p>£0</p>

<p>To improve learning behaviours and the self-esteem of PP children</p>	<ul style="list-style-type: none"> • Jolly Bee Counselling • Time to Talk • Sport Mentoring • Cover for Lead Practitioner for EHA meetings. • After school club attendance. 	<p>The self-esteem of some PP children is low.</p> <p>If the self-belief and esteem of these children is raised they are more likely to succeed within the school environment.</p>	<p>Pupil Premium children who were not engaged in the classroom are now able to access classroom teaching. Children who were finding school difficult are now happy to come to school and accessing learning. Children who had difficulties with self-esteem and had difficulties at home were supported and agencies were accessed appropriately.</p>	<p>£860</p>
<p>Total budgeted cost £860</p>				
<p>5. Additional detail</p>				
<p>The school evaluated the impact on each eligible pupil at the end of the summer term 2018. Evaluation focussed on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.</p> <ul style="list-style-type: none"> • Progress of PP children in Year 1 have been the most mixed. There are many additional factors affecting the progress rate of children in this cohort. The next PP plan will need to focus on offering social and emotional support for children so that they can better access the intervention on offer. Coupled to this will be continuing to support improved attendance so that PP children are learning during 100% of the school week. 				