

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Victoria CE Infant and Nursery School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£13,840	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	143	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	50	67
<b>% making progress in reading</b>	100	77
<b>% making progress in writing</b>	75	81
<b>% making progress in maths</b>	100	80

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low ability in core areas of learning
<b>C.</b>	Social and emotional difficulties
<b>D.</b>	Barriers to accessing extra-curricular clubs/rich learning experiences
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance/persistent lateness
<b>F.</b>	Lack of parental engagement with support offered

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children access differentiated learning activities and make at least good progress	At least good progress in core subjects Progress of PPG children is at least equal to that of non-PPG group
<b>B.</b>	Relationships with other children are good, behaviour is positive, children are more emotionally robust	PPG children have strong friendships and actively participate in the learning
<b>C.</b>	Attendance/punctuality improves in PPG group	PPG children's attendance is in line with that of non-PPG group Persistent lateness is reduced by at least 10%

<b>D.</b>	Parents of PPG group attend consultation meetings, access information sessions for parents and engage with other services as appropriate e.g. FSW	PPG parents understand the impact their own engagement can have on children's progress School is able to support identified needs among PPG families
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## 5. Planned expenditure

<b>Academic year</b>	<b>2018-19</b>
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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 implementation?
Improved progress in reading	TLA support in English	Quality of T&L in English is improved across the school thanks to advice from HfL advisor.	Planning meetings have identified target areas for TLA support that will specifically aid progress of PPG children e.g. making the most of HfL planning; implementing whole class guided reading.	SLT	End of each term
Gap is closed between PPG progress and non-PPG	Training for selected TAs – e.g. closing the gap in English for children in KS1	Two TAs in KS1 work with 7/8 PPG children and will benefit from high quality session delivered locally by HfL.	Careful monitoring of TA classroom support. Detailed discussions at PPMs where TAs will continue to be invited.	SLT	On-going through PPMs/staff and TA meetings
More able PPG children reach GDS in English and Maths	TLA support in English, Maths and EYFS	TLA support leads to improved quality of teaching across the school and consistent implementation of chosen teaching strategies	Carefully planned use of TLA time, target support towards less experienced staff, follow up with monitoring and discussion of impact at PPMs.	SLT	End of each term
<b>Total budgeted cost</b>					£3500

### 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?
Lower attaining children receive carefully planned interventions in core areas of learning	1:1 or small group support from 'floating' TA.  CPD for TA if needed.	Short, targeted and regularly reviewed interventions delivered by competent TA are known to accelerate progress.	Monitoring, PPM discussions, regular review and evaluation by CTs/SLT.	SLT	On-going through intervention paperwork.

Children with social and emotional needs are supported to become more resilient	TC counsellor runs nurture group for selected children	TA with specialist training likely to have positive impact on emotional well-being and resilience of vulnerable children	As above	SLT/SENCo	On-going
<b>Total budgeted cost</b>					£7000 (TA salary)
<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>
Improved attendance	<ul style="list-style-type: none"> <li>Induction paperwork and verbal information given at start of year includes evidence of impact of poor attendance on attainment/progress.</li> <li>Targeted conversations with identified families.</li> <li>SFW drop-in session held at Victoria</li> </ul>	<p>All of these are aimed at increasing parental engagement and awareness of the impact of poor attendance. Research shows that increased parental awareness leads to increased attainment.</p> <p>If SFW drop-in held at Victoria instead of Ashlyns, it is hoped that more parents will come forward for appointments and PPG families can be targeted.</p>	Regular monitoring of attendance data.	CC/JS	Half termly
Increased participation in extra-curricular opportunities and greater access to rich learning activities	<p>Fund PPG children's membership of clubs and participation in school visits.</p> <p>Pay for visitors to come into school on themed days</p>	<p>Children's self-esteem improves thanks to participation in clubs such as Playfeet, French, Choir and various sports. Access to rich learning activities such as those offered by school visits or external visitors coming into school enhances children's experience of school and leads to more memorable experiential learning.</p>	Ensure parents are aware of the funding possibilities. Targeted conversations with PPG families and information included in school visit letters.	CC/SJ	On-going
<b>Total budgeted cost</b>					£2000

6. Review of expenditure				
Previous Academic Year		2017-18		
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
QFT in core subjects with appropriate pitch and differentiation according to the needs of the children	CPD for teachers e.g. writing INSET, use of working walls, maths for less able pupils	Whole school INSETs (TAs included) meant greater consistency achieved from all adults. TA meetings at which AH and SENCO delivered targeted CPD and those TA who had been on courses fed back to others further strengthened skills and level of consistency. TAs and CTs new to the school had phonics CPD. All PPG pupils in Y1 reached expected standard in Phonics Screen. Y2 PPG pupil who took PS for 2 <sup>nd</sup> time reached expected standard.	Carefully targeted CPD has strong impact on PPG and non-PPG pupils. We will continue with this approach in 2018-19.	£300
TAs equipped to support focus groups and individuals within lesson	SPLD Base introductory training for new TAs Phonics/Spelling training for TAs	2 TAs had general training at SPLD Base. Their confidence increased and they became more involved in delivery of interventions. Monitoring during spring and summer terms showed this as well as PA reviews. AH trained in 'Precision Teaching' – she trained CTs and KS1 TAs. Impact on selected pupils (PPG and non-PPG) was more rapid progress.	See above. We involved TAs in PPMs in summer term. This has led to greater understanding of the monitoring/tracking process among them and improved their sense of purpose. We will continue with this.	£210 £10
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
Better phonic understanding for PP children	Phonics intervention led by CT/TAs	See above re PPG and non-PPG pupils' attainment in Y1/Y2 screen. Some PPG pupils in EYFS exceeded expected levels thanks to high quality phonics teaching from CTs and TAs.	Continue in 2018-19.	See above

Stronger progress and attainment in reading for PP children	1:1 support from TAs at least 3x weekly (FFT training for 2 TAs)	FFT proved difficult to deliver due to staffing limitations (high level of absence among TAs in autumn term particularly). FFT 'lite' was more successful and skills learned on the training were useful in supporting target children. All PPG children made good progress in reading, even where they may not have met ARE (some are SEN).	We will not attempt to deliver FFT as a rigid programme but will continue to support reading and writing for children working below ARE in this way through short, targeted interventions.	£20
TA employed as 'floater' to support needs in different year groups	Small group work – targeted support in core subjects	HLTA delivered high quality reading, writing and maths interventions with positive impact on progress and attainment for both PPG and non-PPG pupils.	Continue in 2018-19. We now have HLTA and one part time TA 'floating' and supporting selected children/groups.	Approx. £7000
PP children have access to greater range of texts/English resources	Provide additional resources to support reading	New books (more phonic readers), phonics visuals and other resources, subscription to monthly magazine have all enhanced the teaching of phonics and reading and improved reading experiences for pupils. Phonics screen results and levels of attainment at end of KS1 were above national and Herts. EYFS levels of attainment were up in general and in English specifically.	This level of spend is not expected to be necessary in 2018-19 although we will continue to invest in high quality reading books.	£950

### 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
Access to school trips	PP used to pay for trips	All PPG pupils enjoyed free access to educational visits.	Continue	£50
Improved attendance	Support parents – access school family worker	Some improvement in attendance %, for one family in particular although all those approached were resistant to SFW support.	Persevere with offering SFW support and explore more creative ways of encouraging parents to engage with her.	No cost
Extra-curricular clubs	PP children take part in clubs	Most PPG pupils accessed a range of extra-curricular clubs – drama, choir, French, dance etc. Noticeable improvement in self-esteem and confidence in some PPG children.	Continue to fund clubs in 2018-19	£1112
<b>Total cost:</b>				<b>£9652</b>