

Pupil premium strategy statement Central Street Infant School

1. Summary information					
School	Central Street I & N				
Academic Year	2018 -19	Total PP budget	£18440	Date of most recent PP Review	10/18
Total number of pupils	64	Number of pupils eligible for PP	13	Date for next internal review of this strategy	01/18

2. Current attainment		
Based on 2018 Outcomes	Pupils eligible for PP (your school) *	Pupils not eligible for PP (national average)
% attaining expected or better in Reading KS1	50% (2 pupils)	80%
% attaining expected or better in Writing KS1	50% (2 pupils)	74%
% attaining expected or better in Maths – KS1	50% (2 pupils)	80%
% attaining expected or better in Phonics – Year 1	100% (4 pupils)	85%
% attaining GLD in EYFS	33% (3 pupils)	73%
% making expected or better progress in Reading	9/13 pupils = 69%	-
% making expected or better progress in Writing	9/13 pupils = 69%	-
% making expected or better progress in Maths	9/13 pupils = 69%	-
<i>The small number of pupils eligible for pupil premium funding needs to be taken into account.</i>		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers 2018 (issues to be addressed in school, such as poor oral language skills)	
A.	Basic skills in English and Maths - handwriting, spelling, number recognition.
B.	Many children eligible for PP having multiple needs e.g. SEND, Safeguarding, LAC/CLA
C.	Emotional wellbeing including impact of attachment and trauma

External barriers 2018 (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance – Improving but continued focus needed.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	
A.	Children to make at least expected progress in English and Maths, using alternative assessment as required.
	Children’s progress will be carefully tracked to ensure that children’s achievement is good or better. Assessment will inform provision and targeted support will be effectively well matched to children’s individual needs.

5. Planned expenditure					
Academic year		2018 - 19			
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?
Maintain high pupil staff ratio through additional adult support within the classroom. £7000	This will enable effective targeted support but also other additional support for vulnerable children.	High adult pupil ratios enable children to be well supported during lessons by TA’s and by the class teacher. Behaviour is better managed and pastoral needs of children are more effectively met.	Headteacher monitoring – learning walks, lesson observations, work scrutiny. Vulnerable pupil progress data will be monitored termly by the Headteacher and reported to the Governing Body.	Headteacher	Pupil Progress will be assessed (summative) half termly by teachers and Headteacher. Slow moving pupils will be quickly identified and support will be targeted.
Total budgeted cost					£7000

ii. Targeted support – ***ALL pupil premium eligible children to receive targeted support to ensure expected or accelerated progress.***

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?
Makes at least expected progress in Reading, Writing & Maths	<ul style="list-style-type: none"> • Numicon • Phonics booster • Daily readers 1:1 • HFW/ CEW booster • Handwriting booster • Spelling booster • Pre – teaching • Precision teaching 	Effective intervention that motivates and supports children in English and Maths. High quality resources to support learning.	SENCO & Headteacher will monitor the provision mapping and impact on progress and attainment.	SENCO Headteacher	Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted. All children eligible for PP will be included in provision mapping.
Effectively develop children's confidence, emotional wellbeing and resilience.	<p>Staff training on attachment</p> <p>Play therapy</p>	<p>PP children in school have a range of needs and of experiences – sometimes traumatic. Effective relationships with adults who understand their needs but also know strategies to support them is essential.</p> <p>Nurturing and supporting their emotional wellbeing is essential to their future educational achievement.</p>	SLT monitoring – learning walks, lesson observations, work scrutiny.	SENCO Headteacher	<p>Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted.</p> <p>Pupil premium spending/ pupil progress will be monitored termly by the Governing body.</p>

Pupil progress and provision for vulnerable children will continue to be closely monitored	Additional SLT/SENCO time For data analysis and monitoring for Vulnerable groups and provision	Children's progress will continue to be closely monitored with the SENCO having a more active role in the identification and monitoring of vulnerable pupils and provision for these pupils across the school.	SENCO & Headteacher will monitor the provision mapping and impact on progress and attainment.	SENCO Headteacher	Pupil Progress will be assessed (summative) half termly by teachers and analysed by SLT. Slow moving pupils will be quickly identified and support will be targeted. All children eligible for PP will be included in provision mapping.
Staff will have access to a range of sensory resources/equipment and strategies to support children with attachment and learning needs.	Purchased specialist sensory resources e.g. therapaband, yoga balls, therapy putty, weighted cushion/blankets.	Staff will access sensory resources to support children's emotional needs. These will vary according to individual need. The development of sensory equipment is aimed at getting children 'settled' to learn.	SLT monitoring of outcomes, behaviour incidents/concerns, learning walks, ILDPs.	SENCO Headteacher	Children's individual needs will be reviewed through ILDP reviews, pupil progress meetings, behaviour plans.
Review whole school approach to behaviour with a particular focus on vulnerable children, attachment and use of the golden rules	Golden rules books and posters	Golden rules/promises will be used consistently across the school. They will underpin the behaviour policy across the schools and will be visible, referenced often and the children will be familiar with them.	Resources will be displayed around school. The behaviour policy will be reviewed. Behaviour will be monitored during learning walks and lesson observations.	SENCO Headteacher	Children's individual needs will be reviewed through ILDP reviews, pupil progress meetings, behaviour plans.
Total budgeted cost					£11040
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?

Attendance is good, well monitored with appropriate timely action is taken to address any absence.	<ul style="list-style-type: none"> • ½ termly visits from the EW service 	EWO visits have had a positive impact on the monitoring of attendance and management of absence.	Attendance will regularly and consistently be monitored. Letters/ warnings will be issued promptly and attendance updates will be included in termly reports to governors. School attendance will improve.	Headteacher	<p>Half termly meetings with EWO will highlight any attendance concerns.</p> <p>Attendance will be reported to governors in termly HT report.</p>
Children able to fully participate in the wider life of the school	<ul style="list-style-type: none"> • Subsidised trips and funded resources/ kit for families 	<p>Encourage and support engagement in home school reading/homework.</p> <p>Raise pupil’s self-esteem and engagement in PE. School trips are subsidised to ensure pupils have access to educational visits to enrich their curriculum and remove potential cost barrier. Funding towards Breakfast/ After school clubs can positive impact on children’s attendance and readiness for the school day.</p> <p>Provides support for family /time out for individual pupil improving their well-being.</p>	<p>Families will be informed about their eligibility for bags/kits/trips/clubs.</p> <p>Admin to be updated on pupils eligible and planned spends.</p> <p>SLT monitoring – learning walks, lesson observations, work scrutiny.</p> <p>Children will fully participate in the wider life of the school.</p> <p>This will support their emotional wellbeing; develop their confidence, self-esteem and engagement in learning.</p>	Administrator	Annual review of records of trip subsidy and other funded items.
Total budgeted cost					£400

6. Review of expenditure				
Previous Academic Year				
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
Maintain high pupil staff ratio through additional adult support within the classroom.	<ul style="list-style-type: none"> Enable effective targeted support and also other additional support (pastoral) for vulnerable children. 	<p>EYFS</p> <ul style="list-style-type: none"> EYFSP outcomes have remained at 75% and are in line National (71.5%) Of the 4 boys, 1 pupil was EHC, 1 pupil was EAL with periods of time in Spain. 1 pupil joined the cohort in November from a child-minder setting. <p>Phonics</p> <ul style="list-style-type: none"> When ASD pupils are omitted, outcomes remain the same as 2017 (81.3%) in line with National (82.7%) 3 of the 5 PP pupils were 'Wa' Of the 3 children who did not pass phonics, 1 was SEN & PP, 1 was EHC & PP and the other was new to school in the Spring term. He is PP and now on SEND register. <p>End of KS1</p> <ul style="list-style-type: none"> RWM combined has decreased (50%) and is below National (65.4%) Of the 8 children who did not attain RWM combined, 2 boys were SEN, 2 boys were SEN & PP, 1 boy was EHC, 1 boy was PP, 1 girl was PP. Outcomes below National for Reading Exp+ (66.7%, nat. 75.5%) and for GD (16.7%, nat. 25.7%) Outcomes were below National for Writing Exp+ (50%, nat. 70%) but inline for GD (11.1%, nat. 15.9%) Outcomes were below National for Maths Exp+ (61.1%, nat 76.2%) but inline for GD (16.7%, national 21.8%) 3 pupils were new to Y2 all below expected on entry. 2 of the 3 had not attained GLD and none of the 3 had passed phonics in Year 1. When these 3 pupils are disaggregated from the data outcomes for the core cohort in line with National in all areas. <p>Reading 78.6% exp 20% exc Writing 64.3% exp 13.3% exc Maths 71.4% exp 20% exc RWM combined 64.3%</p> <p>SLT met with the SIP in October to discuss the data. The outcome of this meeting was the SIP recommendation that the school was assessed as Risk Category A. LA Risk Category A – no significant concerns 😊</p>	<p>TA's effectively support learning and are well deployed to support both academic and emotional needs.</p> <p>We will continue to provide as much TA support in the classroom as possible both for general and targeted support, appropriate to the age of the children in school</p>	£7899

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
Makes at least expected progress in Reading, Writing & Maths	<ul style="list-style-type: none"> • Numicon • Phonics booster • Daily readers 1:1 • HFW/ CEW booster • Handwriting booster • Spelling booster • Pre – teaching • Precision teaching 	<p>The percentage of children making expected or better progress from EYFS to KS1 was 82 - 100 %.</p> <p>Staff are able to identify and targeted support with input from the SENCO.</p> <p>Targeted support has been reviewed and limited to the interventions/ strategies which have been most effective.</p> <p>Language development and sensory needs were highlighted in Spring term, through discussion with staff, as an as an ongoing barrier. Word aware training was bought in and resources purchased.</p> <p>Close monitoring of individual children has shown good progress for most pupils.</p>	<p>The small proportion of children in each cohort makes data analysis of PP unreliable.</p> <p>Alternative assessment (PIVATs) has been used for some children whose progress is slower. These children usually also have SEND.</p> <p>SENCO needs to continue to monitor provision mapping to ensure targeted support has impact and is changed where impact is not seen.</p>	<p>£9027</p> <p>£50</p>
Effectively develop children's confidence, emotional wellbeing and resilience.	<ul style="list-style-type: none"> • Staff training on attachment • Play therapy 	<p>Attachment awareness has increased in school and positive relationships support children with emotional needs. Some personalised approaches are enabling children with attachment and trauma to access the curriculum and achieve.</p>	<p>Attachment awareness needs to be revisited regularly and it needs to more directly inform policy and practice – e.g. behaviour policy.</p> <p>More time needs to be given for SENCO to feedback from her training.</p>	<p>£2750</p>

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
Attendance is good, well monitored with appropriate timely action is taken to address any absence.	<ul style="list-style-type: none"> • ½ termly visits from the EW service 	<p>EWO visits have continued to be really useful.</p> <p>The EWO provides regular support to monitor and action absence – at times issuing penalty notices.</p> <p>Attendance (95.7%) was slightly below National (96%) and persistent absence (6.7%) was below National (8.3%).</p>	<p>EWO service will continue in the next academic year.</p> <p>A system (spreadsheet) to monitor attendance work will be implemented.</p>	£120

<p>Children able to fully participate in the wider life of the school</p>	<ul style="list-style-type: none"> Subsidised trips and funded resources/ kit for families 	<p>Providing these opportunities, removing cost barriers continues to be useful for some families. In some cases this may be families that are not known as eligible.</p> <p>School trips especially require significant subsidisation from school. £12 maximum contribution for families means the school needs to continue to subsidise.</p>	<p>Continue to regularly check family eligibility for FSM.</p>	<p>£304</p>
<p>Total:</p>				<p>£20100</p>

7. Additional detail

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