



# Pupil Premium Strategy 2017-2018

## 1. Summary Information

<b>School</b>	Mead Road Infant School	<b>Projected PP Sept 2018/19</b>	PP £2,640	<b>Date of last strategy review</b>	November 2016
<b>Academic Year</b>	2017 / 2018	<b>Total PP budget Sept 2017/18</b>	PP £4,540	<b>Date of next strategy review</b>	November 2018
<b>Total Pupils</b>	86	<b>Total PP budget Sept 2016/17</b>	PP £9,240		

## 2. Key Objectives

<b>Curriculum</b>	Develop further the range of intervention strategies and enrichment in use at Mead Road to ensure the academic attainment and raise aspirations of pupils from disadvantaged backgrounds, further diminishing the differences in academic performance between PP and non PP pupils nationally.
<b>Teaching and Learning</b>	Further improve teaching and learning across the school and for targeted children.
<b>Wider Outcomes</b>	Provide a range of opportunities for pupils, no matter what their background to access learning opportunities outside the classroom.
<b>Attendance</b>	Implement strategies addressing the attendance of any pupil falling below target and address any gap between PP non PP pupils.
<b>Attitude to Learning</b>	Implement strategies to improve PP pupils' attitude to learning and aspirations.

### 3. Barriers to Attainment for Current Pupils Eligible for PP

#### **In-School Barriers (issues to be addressed in school)**

- a. low attendance rates, often affected by a lack of home routine
- b. behaviour for learning: all chn will respond well to positive behaviour strategies and reward systems
- c. **SEN** (maths: basic skills booster for pupils working below the expected standard at EYFSP and KS1)
- d. **SEN** (English reading and writing: reading interventions including phonics, hooks and talk for writing to stimulate ideas, clear targets based on NC requirements, handwriting practice and developing stamina)

#### **External Barriers (issues which also require action outside school)**

- a. social / emotional barriers surrounding stability of family life (including poor home learning environment)
- b. self confidence in academic ability
- c. social interactions with peers and ability to form meaningful relationships
- d. lack of access to real life experiences and activities experienced by many other pupils e.g. museums, galleries, the farm, beach etc

### 4. Desired Outcomes for PP Children (Including How They Will Be Measured)

- a. children to make expected or better in reading
- b. children to make expected or better in maths
- c. children to make expected or better in writing
- d. children to be able to form and maintain positive peer relationships in readiness for transfer to KS2
- e. attendance will be high regardless of socio-economic background
- f. all pupils will have opportunities to engage in rich learning experiences
- g. families will be supported to improve home learning opportunities

## 5. Planned Expenditure 2017 / 2018

Desired Outcome	Action / Approach	Success Criteria	Monitoring	Staff Lead
In Class Support (TA) aiming for no gap between progress of disadvantaged children compared to other (EYFSP, Phonics Screen, KS1) and off extension and challenge to enable all children to reach their potential.	Children to benefit from targeted 1:1 support / small group intervention where needed.	No gap between disadvantaged and other in 2018 outcomes	Termly	HC / teachers / trained TAs
Increased value of Circle Time within the curriculum to build capacity and emotional wellbeing (behaviour for learning)	Children to be exposed to learning how to learn, building resilience and developing strategies for coping	All children participate fully in learning, can talk about what they know and are aware of what they need to do to improve. Children engage with challenge and strive for success.	Termly	HC / teachers
Breakfast club and after school clubs funded so as to be affordable for all families and improve attendance / punctuality	Offer clubs free of charge	Uptake and late records	Termly	HM / DK
Support workshops for parents to help support their children with reading, phonics and maths	Hold workshops and follow ups during the year	Progress data	Termly	HC
Pastoral support for pupils and families which helps develop resilience and enable them to articulate and manage their needs and emotions	Admin support (form filling etc – access to benefits and manage school related requests for information); School Nurse support through SLA; SENCo support via Trust including liaison with parents	Attendance records Progress data	Termly	HC

## 6. Review of Expenditure 2016 / 2017

### Quality of Teaching for All, Targeted Support and Other Approaches

Desired Outcome	Action / Approach	Impact	Lessons Learned	Cost
To maintain no gap between Disadvantaged and Other pupils at EYFSP, Phonics Screen and KS1	Targeted intervention where needed (1:1 or small group)	<p>Chn on role:</p> <p>1x PP+ (arrived Y2): made good progress with managing feelings and behaviour, social and communication and self-regulation in response to attachment disorder. Achieved WTS in RW&amp;M which was above target. Did not pass phonics screen retake but moved from Phase 2 to Phase 5 emerging.</p> <p>1x E6 (Y2): achieved target and exceeded target in Reading. Due to in class boosters and improved attendance.</p> <p>1x E6 (Y1): made excellent progress in reading and passed phonics screen. Made good progress in writing. Made limited progress in maths – further provision required in Y2)</p>	Careful intervention for PP / E6 and other chn at risk of not passing the phonics screen was vital in improving outcomes for chn. Parental involvement was crucial also.	<ul style="list-style-type: none"> <li>• Class TA hours average £11 ph (partially funded by PP)</li> <li>ALLOCATION: £11x 15hpw = £165 x 34 weeks = £5, 610</li> </ul>
To support LAC to feel safe and able to learn in school	Targeted intervention (1:1)	Child was at risk of exclusion, unable to manage feelings and behaviour mainly due to past traumas and severe attachment disorder. Advice sought from EP, Virtual School and Play Therapist. Individual Support Assistant gave demonstrable support in challenging behaviours, raising self esteem and boosting progress. Child remained on roll.	Targeted input helped predominantly with self-editing skills. All Y2 PP children made progress in this area. Handwriting and SPaG were also targeted through intervention which had an impact. Early tracking revealed gaps against Interim Framework so input could be personalised (planned by CT).	<ul style="list-style-type: none"> <li>• 1:1 ISA salary £14,502 (partially funded by PP)</li> <li>ALLOCATION: 200h @ £11 = £2,200</li> </ul>
Improved social/emotional needs	Play therapy including family support sessions	Provided a safe space for chld to explore feelings and emotional reactions. Coupled with parental support sessions, this was a positive step in integrating the family and supporting the child where they were.	Overall, impact from Play Therapy was not seen in school. Not repeated this year.	<ul style="list-style-type: none"> <li>• Play Therapist day rate £150 (partially funded by PP)</li> <li>ALLOCATION: 1h@£30 Per week (25) = £750</li> </ul>
Improved parental engagement	Parent workshops for phonics, reading and maths. Follow up communication after parent consultations	Parents of all funded children bar 1 attended sessions. Follow up communications to the parent who did not were sent (advice and resources to support home learning). All children made good progress.	One parent who did not attend was subsequently asked for feedback – related that she did not feel comfortable in large groups. Would have possibly benefitted from more frequent parent consultations 1:1?	<ul style="list-style-type: none"> <li>• Absorbed into staffing costs</li> </ul>
Children are not disadvantaged by economic constraints in terms of participation in enrichment activities	Whole School Trip funded, after school clubs, breakfast club* (where requested), access to other enrichment opportunities regardless of Voluntary Contribution	<p>Uptake: 3 children registered for after school clubs. This boosted them in various ways – physical activity, confidence, outlet for own interests (football / dance and drama) and enriched experience of school.</p> <p>2 children registered for breakfast club. One attended 1 day pw regularly to enable parent to work. One attended on Mondays when attendance was noted to be lower.</p>		<p>Trips and enrichment opportunities 3x £100 = £300</p> <p>After School Clubs/ Breakfast Club</p> <ul style="list-style-type: none"> <li>• average £5 per session: After School 3x£5pw x 25 weeks = £375</li> <li>• BClub 2x £5 x 30 weeks = £300</li> </ul>
<b>Total Cost</b>				<b>£9,235</b>

## **7. Additional Detail**

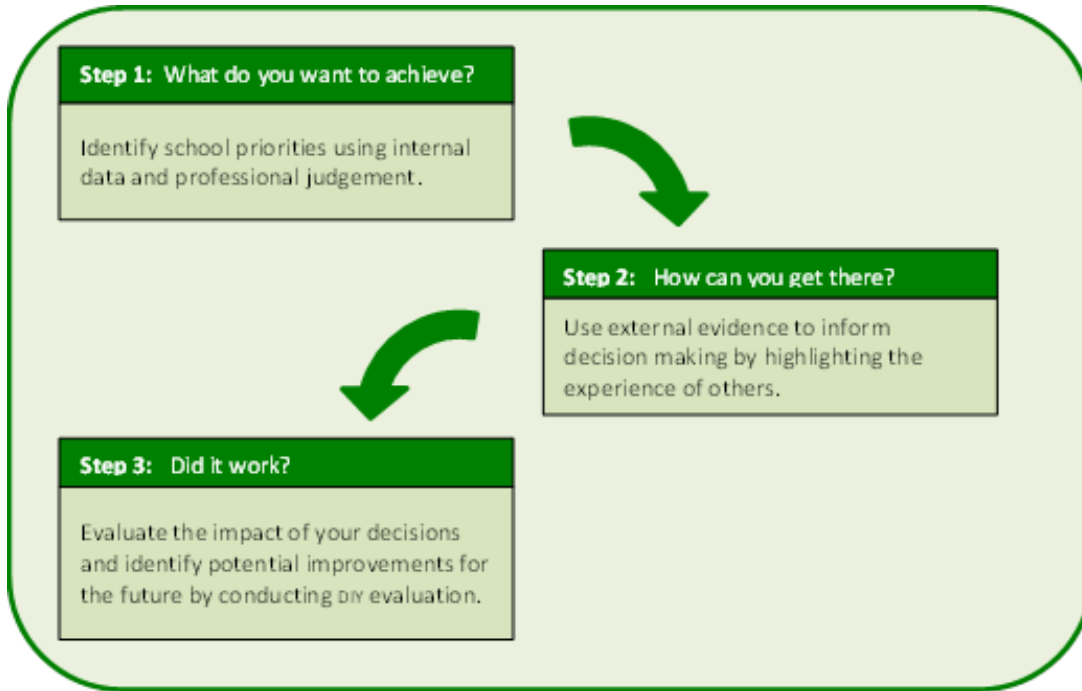
**Feedback from transfer schools (Red Hill and Middle Park Primary) suggests successful transitions by both Y2 pupils.**

**Current Y2 child (E6) making good progress, on track to meet expected in Reading and at least WTS in writing and maths, with further booster work planned.**

Appendix 1:

**Pupil Premium Grant Cycle**

1. Funding allocation received.
2. Priorities identified.
3. Assessment Data (School and National) used to inform provision.
4. Intervention Programmes established.
5. On-going monitoring of provision.
6. Evaluation of impact of interventions on progress.



Regular analysis of internal and end of key stage data identifies areas where pupils eligible for the funding are vulnerable compared to national and non-pupil premium funded pupils. The Education Endowment Fund Toolkit and Sutton Trust Website provides advice and data to help evaluate intervention programmes to ensure pupil progress is sustained.

Pupil Progress meetings are held termly to discuss the progress and attainment of all pupils, as well as measuring the impact of interventions for targeted pupils. All interventions are continually evaluated to ensure that the provision is having the maximum impact on progress and attainment.

The overall analysis of progress and achievement is completed at the end of the academic year and reported to governors in the Autumn Term, with regular updates to the Learning & Achievement Committee who monitor school improvement.

Appendix 2:

**How do we monitor the progress of our Pupil Premium children?**

- Data is collected half termly and analysed to check for progress of all children. PP children are analysed as a group and then as individuals. In school and cross school moderations quality assure teacher judgements. If there is a lack of progress, teachers will work with subject leader / Senco / Head of School to put in interventions for targeted support. Any interventions will be closely monitored for their effectiveness.
- Pupil progress meetings are held regularly and plans are put in place to support those not making sufficient progress, whatever ability. During these meetings, Pupil Premium children are monitored carefully. Targets will be set for further progress.
- The books of Pupil Premium children are monitored carefully as part of the Quality Assurance cycle. Feedback is shared with teachers.
- Pupil Premium children are a focus during learning walks and classroom observations to ensure they are engaged in their learning, and that planned activities are closely matched to their ability.