

Pupil Premium Strategy Statement: Academic Year 2018-2019

1. Summary Information					
School	Croft Community Infant School				
Academic Year	2018-2019	Total PP Budget	£71,920	Date of most recent PP review	11/2018
Total number of pupils	177	Number of pupils eligible for PP	57	Date for next internal review of this strategy	07/2019

2. Current Attainment at end of KS1 (JULY 2018) TAKEN FROM ANALYSING SCHOOL PERFORMANCE UNVALIDATED DATA OCTOBER 2018									
% Achieving Expected +	All pupils – School (<i>National figures</i>)			Pupils eligible for PP - School (<i>National figures</i>)			Pupils not eligible for PP - School (<i>National figures</i>)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% Achieving Expected +	78 (75)	68 (70)	78 (76)	69 (79)	44 (74)	56 (80)	81 (79)	77 (74)	86 (80)
% Achieving Greater Depth	42 (26)	19 (16)	29 (22)	25 (29)	0 (18)	6 (25)	49 (29)	26 (18)	37 (25)
% Achieving Working Towards	22 (17)	34 (26)	22 (18)	31 (15)	56 (20)	44 (15)	19 (15)	23 (20)	14 (15)

Barriers to learning	<ul style="list-style-type: none"> • Parental engagement • Self esteem and confidence • Social, emotional and behavioural • Attendance including persistent absenteeism and lateness • SEN/Complex additional needs • SEN/Speech and language • Poor fine and gross motor skills
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Action	Intended Impact	Evidence	Resourcing/Cost for the year
Dedicated non class based pupil premium co-ordinator to oversee the provision for Pupil Premium pupils, support individuals and groups of pupils, participate in pupil progress review meetings and analyse tracking and data for pupils eligible for FSM as follows: <ul style="list-style-type: none"> • 4 x weekly 20 minute phonics lesson for a group of 14 Y2 pupils who will be retaking the phonics screening 	Additional provision for pupil premium pupils so that they make accelerated progress to meet the phonics screening standard by the end of Year 2.	Internal and external data Pre and post intervention evidence Work scrutiny	20 minute 4 x weekly phonics lesson for Y2 £1749.80 20 minute 4 x weekly additional phonic intervention for 3 SEN pupils

<p>check in 2019 (7 of the group are eligible for Pupil Premium)</p> <ul style="list-style-type: none"> • 4 x weekly 20 minute additional phonics intervention for 3 pupils eligible for pupil premium • 4 x weekly sessions supporting learning across all year groups, • Tracking, monitoring, analysis of data attending pupil progress review meetings and supporting and advising on group/individual plans 	<p>To accelerate progress and diminish differences</p>		<p>eligible for pupil premium £1749.80 Supporting learning £2332.72 Monitoring and advising on progress of pupils eligible for pupil premium £11,009.50 TOTAL: £16,841.82</p>
<p>Provide Nurture group to pupils with social, emotional needs and low self esteem</p>	<p>Children’s self esteem and confidence increases. Improved socialisation skills, team work and co-operation.</p>	<p>Review of initial assessment to track progress (Boxall profiles) Pupil progress meetings with specific focus on impact on outcomes following programme. Observations Work scrutiny Assessment data</p>	<p>3 x 2 hour sessions per week 2 TA £5668.08 Resources £200 Total: £5,868.08</p>
<p>Provide additional 1:1 support for 1 pupil eligible for pupil premium with significant SEN needs for 9.5 hours. (top up GRIP funding of £9042 pending outcome of EHCP needs assessment)</p>	<p>Child will be encouraged to communicate using Makaton Child will understand and follow a simple one or two word instruction. Child will engage with a given activity for longer periods of time. Child will work co-operatively with another child for short periods of time.</p>	<p>Observations Photographs</p>	<p>1 x TA supporting above SEN funding allocation Total £4,599.14</p>
<p>Provide additional 1:1 support linked to IEP for 1 pupil eligible for pupil premium with SEN needs (top up GRIP funding of £4,500 +</p>	<p>Child will be secure with numbers to 10. Child will be secure in phonic knowledge to at least Phase 4.</p>	<p>Observations Photographs Evidence on whiteboard / book</p>	<p>1 x TA supporting SEN funding allocation</p>

SSSEN), together with integration into small group for daily phonics, maths and English skills. Group includes 3 additional pupils eligible for pupil premium.	Child will be able to write simple sentences using phonically regular words and basic punctuation. Child will develop skills and use of iPad augmentative communication system. Child's transition to junior school will be enhanced and extensive from Easter 2019.	Pupil progress review meeting Progress towards targets on IEP	Total £4,599.14
Provide additional 1:1 support for 1 pupil eligible for pupil premium with SEN and social/emotional needs, linked to individual plan, to include daily meet and greet, additional small group interventions and group support within class.	Child will be able to write simple sentences using phonically regular words and basic punctuation. Child will be secure in phonic knowledge to at least Phase 4. Child will be able to count and write numbers to at least 30 Child will further develop skills of working together with other children co-operatively Child's transition to junior school will be enhanced and extensive from Easter 2019.	Observations Photographs Evidence on whiteboard / book Pupil progress review meeting Progress towards targets on IEP Boxall profile	1 x TA 4 am and 1 pm per week Total £9682.40
Provide additional 1:1 support for 1 pupil with social, emotional and behavioural difficulties (top up GRIP funding of £1,500). To support child on a 1:1 basis and within a small group which includes additional pupils eligible for pupil premium, to develop self esteem and social skills as well as enabling pupil to make expected progress in writing and maths.	Child will be able to use phonic knowledge to be able to spell the decodable and common tricky words. Child will be able to write longer and increasingly complex sentences using a range of age appropriate grammar and punctuation. Child will achieve the expected level by the end of Year 2. Child's transition to junior school will be enhanced and extensive from Easter 2019.	Observations Photographs Evidence on whiteboard / book Pupil progress review meeting Progress towards targets on IEP Boxall profile	1 x TA supporting hours above SEN funding allocation – 3 x am; 1 x pm Total £4,674.00
Provide 1:1 meet and greet and emotional support for 1 pupil eligible for pupil premium to ensure good morning routines.	Child will have a calmer start to the morning and will be aware of the plans for the day Child will be able to remain in classroom and complete simple tasks	Observations Photographs Evidence on whiteboard / book Pupil progress review meeting Progress towards targets on IEP	4 x 15 min SENCo Meet & Greet Total £1,749
To support pupil with challenging behaviour on a 1:1 basis, including to encourage	Child will be able to remain in the classroom for increasing periods of time.	Observations Photographs	5 x am sessions with TA

integration into the classroom environment using a structured timetable which includes physical activities, targeted literacy and numeracy tasks and a choices box, initially for 5 mornings per week.	Child will be able to work co-operatively with at least one other child in the class.	Pupil progress review meetings Progress towards targets on IEP	Total £2,209
Provide additional 1:1 support for 1 pupil eligible for pupil premium To support pupils within a small group up to 1:6 to socialise within class and develop basic skills. Group includes 5 pupils.	Child will, with support, be able to access all activities. Child will develop social skills. 5 pupils will be able to listen to each other and respond in a meaningful conversation.	Observations Photographs Pupil progress review meeting Outcomes from IEP	1 x TA supporting hours above SEN funding allocation on 1:1 and small group basis Total £5,008.70
Intervention groups for reading, writing and maths across all classes.	Improved outcomes for all pupils enabling a higher percentage of pupils to achieve age related expectations and a good level of development from their starting point. Children make accelerated progress and are able to access the curriculum with greater confidence	Half termly pupil progress meetings Termly assessments and tracking data Work scrutiny Pupil outcomes End of year data Observations Target setting discussions with pupils	Literacy and numeracy booster groups for Reception, Year 1 and Year 2 12 sessions pw TA led £2904.72 7 sessions pw Teacher led £4,374.50 Total £7279.22
Training and delivery of the Talk Boost programme by SENCO and 2 Teaching Assistants	Improved subject knowledge for all staff leading to improved outcomes in reading and writing through better developed language skills. Increased confidence of children leading to accelerated progress.	Pre and post intervention assessment Half termly pupil progress meetings	Training £650 3 x 30 min sessions x 2 10 weeks with 2 TAs £1019.20 Total £1,669.20
Additional provision for children who are academically more able to achieve greater depth in reading	Children reach their full potential and exceed their end of year expectations	Termly assessment data Pupil progress meetings Discussion with pupils	Reading enrichment 4 x weekly- All year groups

	Children are independent learners who can extend their problem solving skills across the curriculum.		Total: £1,498.80
Subsidise funding for curriculum enrichment activities (also includes a limited amount of school uniform)	All children have the opportunity to access school trips, after school clubs and other enrichment activities. All children wear school uniform.	Feedback from pupils Work scrutiny Observations Pupil progress review meetings	£1600 visits Total: £1,600
Delivery of Forest School session on a weekly basis to develop social skills, self esteem and confidence.	Children will develop greater self esteem and confidence Children will be able to work collaboratively within a group, taking turns and sharing Children will be able to follow rules and instructions. Children gain rich experiences of the outdoor environment.	Boxall profiles Observations Photographs	1 weekly am session led by Teacher Total £2,184
Physical literacy support twice weekly for a group of Year 2 pupils to improve gross and fine motor skills.	Accelerated and improved outcomes for reading. Improved fine motor skills	Observations Transfer of skills into classroom Pupil progress review meetings.	Programme part funded through Sports funding Total £0
Provide pastoral support to ensure pupils attend school regularly.	Improved attendance for disadvantaged pupils particularly those persistent absentees.	Individual attendance herringbone data – daily, weekly, termly	10 hours per week from April 2019 Total £2,486
2018-2019 Total spent			£71,948.50

3. Review of impact of Pupil Premium provision for 2017-2018

For the academic year 2017-2018, pupil premium funding of £64,680 was used as follows:

- SENCO as Pupil Premium Lead to deliver learning support for both pupils, staff and parents.
- To continue to embed and resource the Nurture group
- To run a 1:1 Drawing and Talking programme for pupils with social and emotional needs
- To provide 1:1 and small group support for the following:-

Reception

- Additional phonics teaching
- Reading booster
- Maths booster
- Higher ability reading enrichment / comprehension

Year 1

- Higher ability reading comprehension group
- Additional guided reading
- Booster maths group
- Maths intervention “Becoming 1st Class at Number”
- Nurture
- Writing support group
- Additional phonics teaching

Year 2

- 1:1 and guided reading support
- Phonics and literacy support group
- Higher ability reading comprehension
- Small group Maths support
- Higher ability maths enrichment
- Forest schools
- Nurture

What was the impact of the Pupil Premium funding for 2017-2018

- End of year outcomes for EYFS show that 9/14 (64%) pupils eligible for pupil premium achieved a good level of development. 3/5 pupils who did not achieve GLD were at the expected level for the majority of early learning goals, but all three were emerging in the prime areas of literacy and maths. 2/5 pupils were emerging for all early learning goals. These children did not achieve due to additional needs.
- The three pupils who were in the higher ability reading comprehension group achieve the Early learning goal at an exceeding level.
- In Year 1, 21 pupils were eligible for pupil premium funding. 15/21 (71%) pupils passed the phonics screening check in June 2018. Moving into Year 2, those pupils who will be retaking the phonics screening check in June 2019 are working together and receiving a daily phonics session led by the SENCO and supported by 2 Teaching Assistants in order to further develop their required skills. Of the 5 pupils who did not pass, 5 have additional

SEN needs or have English as an additional language. Pupils will be assessed in phonics every half term to monitor progress towards end of year outcomes.

- In reading, of the 21 pupils in Year 1 eligible for pupil premium, 14/21 (67%) pupil achieved at the expected level or better by the end of the year, 9 (43%) pupils made better than expected progress.
- In maths, 15/21 (71%) made expected progress or better with 14% making better than expected progress.
- Nurture has been successful for those pupils accessing this support and this will continue moving in to Year 2.

- In the Year 2 cohort of 2017-2018, 16 pupils were eligible for pupil premium. One of those pupils also had English as an additional language. For reading writing and maths of the 16 pupils eligible, from their individual starting points, 14/16 (88%) made expected progress or better; in writing 11/16 (69%) pupils made expected progress or better; in maths 13/16 (81%) pupils made expected progress or better. All pupils accessed reading and maths intervention or enrichment groups.
- 5 pupils eligible for pupil premium re-took the phonics screening check. 3/5 (60%) pupils passed.
- Targeted teaching in maths enabled 3 pupils eligible for pupil premium secure expected by the end of the year.
- Nurture has been successful for those pupils accessing this support. Four sessions of transition nurture was established for a small number of pupils who were transferring to the local junior school.

Next Steps

For the 2018-2019 academic year, to enable school to diminish the difference further, we have commissioned a pupil premium review with an external consultant which will begin in September 2018.

Improving outcomes for disadvantaged pupils is a key priority within the school improvement plan for 2018-19.