

## Pupil Premium Strategy Statement: Academic Year 2017-2018

1. Summary Information					
School	Croft Community Infant School				
Academic Year	2017-2018	Total PP Budget	£64,680	Date of most recent PP review	10/2017
Total number of pupils	172	Number of pupils eligible for PP	51	Date for next internal review of this strategy	03/2018

2. Current Attainment at end of KS1 (JULY 2017) TAKEN FROM ANALYSING SCHOOL PERFORMANCE UNVALIDATED DATA OCTOBER 2017									
% 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 +	77 (76)	79 (68)	79 (75)	62 (79)	69 (72)	54 (79)	82 (79)	82 (72)	86 (79)
% Achieving Greater Depth	30 (25)	23 (16)	30 (21)	23 (28)	15 (18)	31 (23)	32 (28)	25 (18)	30 (23)
% Achieving Working Towards	19 (17)	18 (24)	18 (19)	31 (15)	23 (22)	38 (16)	16 (15)	16 (22)	11 (16)

Action	Intended Impact	Evidence	Resourcing/Cost for the year
Dedicated non class based SENCO to oversee the provision for Pupil Premium pupils	Additional provision for pupil premium pupils continue to narrow the gaps in reading, writing and maths across all year groups. There is no significant difference between % of pupil premium and non pupil premium pupils achieving a good level of development from their starting points.	Half termly review of interventions/enrichments in place Dedicated tracking for pupil premium pupils Scrutiny of work Observations Pupil progress meetings	4 x am supporting learning £10,640 Tracking, monitoring, advising on Group/individual plans £12,000 <b>Total: £22,640</b>
Provide Nurture group to pupils with emotional needs and low self esteem	Children's self esteem and confidence increases. Improved socialisation skills, team work and co-operation.	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	3 x 2 hour sessions per week 2 TA £5485 Resources £200 <b>Total: £5,685</b>

<p>Provide 1:1 support for 1 pupil eligible for pupil premium with significant needs for 9.5 hours. (top up GRIP funding of £9042 pending EHCP needs assessment)</p>	<p>Child will be encouraged to make choices using PECS.  Child will be able to use one or two words to communicate.  Child will understand and follow a simple one or two word instruction.  Child will engage with a given activity</p>	<p>Observations  Photographs</p>	<p>1 x TA supporting above SEN funding allocation  <b>Total £4,462.34</b></p>
<p>Provide 1:1 support linked to IEP for 1 pupil eligible for pupil premium with SEN needs (top up GRIP funding of £3,000 + SSEN), together with integration into small group for daily phonics, maths and English skills. Group includes 3 additional pupils eligible for pupil premium.</p>	<p>Child will be able to write name independently  Child will be able to write a simple phrase  Child will be able to count to 10  Child's speech and communication will improve.</p>	<p>Observations  Photographs  Evidence on whiteboard / book  Pupil progress review meeting  Outcomes from IEP</p>	<p>1 x TA supporting SEN funding allocation  <b>Total £4,462.34</b></p>
<p>Provide 1:1 support for 1 pupil linked to individual plan eligible for pupil premium with SEN and social/emotional needs (top up GRIP funding of £2,000), together with integration into 1:2 group to develop social skills (other pupil also eligible for pupil premium)</p>	<p>Child will be able to remain in classroom environment for longer periods  Child will be able to write his name and simple words unaided  Child will be able to count and write numbers to 10  Child will develop skills of working together with other children co-operatively</p>	<p>Observations  Photographs  Evidence on whiteboard / book  Pupil progress review meeting  Outcomes from IEP  Boxall profile</p>	<p>1 x TA supporting above SEN funding allocation 3 am per week  <b>Total £5,200</b></p>
<p>Provide 1:1 support for 1 pupil with SEND (top up TAPS funding of £1120 for 2 terms), every morning and one afternoon. To support integration into small group 1:6 including 3 additional pupils eligible for pupil premium to develop pupil's self esteem and social skills.</p>	<p>Self esteem and confidence is developed through key worker  Child will be able to complete 3 activities from choices given  Child will remain in classroom with peers for longer periods  Outcomes for Literacy and maths will improve  Child will develop social and emotional skills enabling greater co-operation and working together within a group situation.</p>	<p>Observations  Photographs  Evidence on whiteboard / book  Pupil progress review meeting  Outcomes from IEP  Boxall profile</p>	<p>1 x TA supporting hours above SEN funding allocation – 3 x am; 1 x pm  <b>Total £5,200</b></p>
<p>Provide 1:1 meet and greet and emotional support for 1 pupil eligible for pupil premium.</p>	<p>Child will have a calmer start to the morning and will be aware of the plans for the day</p>	<p>Observations  Photographs  Evidence on whiteboard / book</p>	<p>4 x 15 min SENCo Meet &amp; Greet  £1,440</p>

<p>To support pupil within a phonic group, ration 1:7 (which includes 4 pupils eligible for pupil premium)</p>	<p>Child will be able to remain in classroom and complete simple tasks  Child will be able to accept and follow instructions  Child will have a key person to provide support throughout the day.</p>	<p>Pupil progress review meeting  Outcomes from IEP</p>	<p>4 x 20 min SENCo phonics group  £1,920  1 x 15 min TA meet &amp; greet  £579   <b>TOTAL: £3939.00</b></p>
<p>Provide 1:1 support for 1 pupil eligible for pupil premium with SEND (top up EHCP Band 4)  To support pupil within a small group up to 1:4 to socialise within class and develop basic skills as outlined in IEP. Group includes an additional pupil eligible for pupil premium.</p>	<p>Child will, with support, be able to access all activities.   Child will develop social skills.</p>	<p>Observations  Photographs  Pupil progress review meeting  Outcomes from IEP</p>	<p>1 x TA supporting hours above SEN funding allocation on 1:1 and small group basis  <b>Total £4,462.34</b></p>
<p>Intervention groups for reading, writing and maths across all classes.</p>	<p>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</p>	<p>Half termly pupil progress meetings  Termly assessments and tracking data  Work scrutiny  Pupil outcomes  End of year data  Observations  Target setting discussions with pupils</p>	<p><b>Literacy and numeracy booster groups for Reception, Year 1 and Year 2</b>  12 sessions pw  TA led  £1,737  7 sessions pw  Teacher led  £4,368  <b>Total £6,105</b></p>
<p>Training and delivery of intervention to support pupils with Social and emotional needs on a 1:1 weekly basis for a period of 10 weeks.</p>	<p>Children with social and emotional needs will develop skills to express their feelings and so develop confidence and self esteem through the drawing and talking programme.</p>	<p>Observations  Review of Individual Education Plans  Pupil progress meetings  Feedback from staff and parents</p>	<p>£560   <b>Total: £560</b></p>

Additional provision for children who are academically more able to achieve greater depth in reading and maths	Children reach their full potential and exceed their end of year expectations Children are independent learners who can extend their problem solving skills across the curriculum.	Termly assessment data Pupil progress meetings Discussion with pupils	Reading enrichment 4 x weekly- All year groups Maths Greater Depth group 4 x weekly Y2 <b>Total: £1,158</b>
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.	Feedback from pupils Work scrutiny Observations Pupil progress review meetings	£1500 visits  <b>Total: £1,500</b>
Physical literacy support weekly for a 10 week programme for 4 children in KS1 with trainee teacher.	Accelerated and improved outcomes for reading. Improved fine motor skills	Feedback from student Observations Pupil progress review meetings.	No funding required – part of university degree course
<b>2017-2018 Total spent</b>			<b>£65,374.02</b>

### 3. Review of impact of Pupil Premium provision for 2016-2017

For the academic year 2016-2017, pupil premium funding of £65,850 was used as follows:

- To develop the role of non class based SENCo's role as pupil premium champion
- To embed and resource Nurture and Forest Schools
- To implement and resource positive play
- To provide 1:1 and small group support for the following:-

#### Reception

- ECaT and ECaM provision
- 1:1 / small group support for reading, phonics, writing, maths, fine motor and enrichment
- Positive play

#### Year 1

- Guided and individual reading
- Writing group

- Phonics booster group
- Forest schools
- Nurture
- Positive play

## **Year 2**

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

## **What was the impact of the Pupil Premium funding for 2016-2017**

- End of year outcomes for EYFS show that 11/19 (57.8%) pupils eligible for pupil premium achieved a good level of development. Of the 9 pupils who did not achieve a good level of development 4 of those had significant SEN or behavioural needs. This demonstrates that for the majority of pupils the intervention groups were successful. All 4 of these pupils are now in receipt of GRIP or TAPS funding to enable additional 1:1 support.
- Two pupils in Reception accessed positive play 2-3 times per week for most of the year to support the development of social skills. Termly reports showed that whilst some progress was made, these children would still require support from positive play as they moved into Year 1. Unfortunately the Teaching Assistant trained to deliver positive play left the school in September. However, both pupils have settled well into Year 1. Social skills are improving and the children are able to have greater access to the full curriculum.
- 7 children completed ECaM. 5/7 children achieved GLD. 1/7 achieved ELG exceeding
- 9 pupils were on the ECaT programme. In reading and writing, 2 pupils achieved ELG expected. 7/9 were ELG emerging. 2/9 were EAL and 2/9 were SEND. For those who were ELG emerging in Reading and Writing, 6 improved their speaking skills and achieved the early learning goal.
- In Year 1, 16 pupils were eligible for pupil premium funding. 11/16 pupils passed the phonics screening check in June 2017. Moving into Year 2, those pupils who will be retaking the phonics screening check in June 2018 are working together and receiving a daily phonics session led by 2 adults in order to further develop their required skills. Of the 5 pupils who did not pass, 4 have additional SEN needs. Pupils will be assessed in phonics every half term to monitor progress towards end of year outcomes.
- In the Year 2 cohort of 2016-2017, 12 pupils were eligible for pupil premium. One of those pupils also had English as an additional language. For reading, writing and maths, all but one of the 12 pupils made at least expected progress from the end of Reception, achieving age related

expectations. 3 of those pupils made better than expected progress, achieving at greater depth. One of those three pupils had EAL. All 12 pupils were part of intervention or enrichment/challenge groups for reading and maths.

- 5 pupils eligible for pupil premium re-took the phonics screening check. All but one of these pupils passed.
- Targeted teaching in maths from the SENCO enabled 4 pupils eligible for pupil premium achieve greater depth.
- All Year 2 pupils eligible for pupil premium accessed Forest Schools on a weekly basis for one term. This developed their resilience, teamwork and independent thinking and learning, enabling them to transfer these skills into the classroom.