

Alexandra Infants' School Pupil Premium Strategy 2017 – 2018

1. Summary information					
Academic Year	2017 - 2018	Total PP budget	£68,640 (£3308 EYPP – last payment £954)	Date of PP review	17 th January 2017
Total number of pupils	Nov 18 - 205 (excluding nursery - 38)	Number of pupils eligible for PP	49 (excluding 7 EYPP) 30%	Date for next internal review of this strategy	Nov 2017 Jan 2018

2. Current attainment		
(Data based on November 17 assessment point.)	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (in school)</i>
% achieving ARE(Age-Related Expectations) or above in reading, writing & maths (or equivalent)	21 (43%)	49 (46%)
% making at least strong (good) progress in reading	43 (88%)	99 (63%)
% making substantial progress in reading	10 (20%)	13 (8%)
% making at least strong (good) progress in writing	46 (94%)	101 (65%)
% making substantial progress in writing	8 (16%)	16 (10%)
% making at least strong (good) progress in maths	41 (84%)	102 (65%)
% making substantial progress in maths	8 (16%)	16 (10)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP	
B.	Communication and language skills on entry to school are lower for pupils who are eligible for PP, many also have EAL.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Attendance rates for pupils eligible for PP are 94.16% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.	
D.	Parents of pupils eligible for PP need guidance and support in parenting	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Most of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science)	<ul style="list-style-type: none"> At least 80% pupils eligible for PP make accelerated progress during their time in school (for any pupil entering school below or well-below ARE).

		<ul style="list-style-type: none"> Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points
B.	Most children eligible for PP are prepared and ready to learn.	<ul style="list-style-type: none"> All PP children identified in need of catch-up interventions make accelerated progress enabling them to make progress in core subjects. FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.
C.	All pupils eligible for PP have attendance in line with National attendance and are not affected by lateness.	<ul style="list-style-type: none"> All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness) Lateness of pupils reduced as a result of interventions put in place, e.g. breakfast club place, Early Help, early morning booster session.
D.	All parents of pupils eligible for PP receive requested guidance and support with parenting and ensuring the well-being of their child.	<ul style="list-style-type: none"> Parents in need of parenting support through targeted support e.g. Family Links/EH plan. Pupils eligible for PP receive necessary support and become more self-supporting, without external interventions.

5. Planned expenditure

Academic Year | **2017 – 2018**

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i) Quality first 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?
A. Most of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science.)	Provide targeted support (small group or individual) through learning support practitioners to enable pupils to master basic skills. Staff CPD to improve QFT with a focus on mastery of basic skills	EEF T and L toolkit that mastery learning and feedback are effective in accelerating progress.	Clear analysis of pupil needs through assessment and progress meeting analysis. PP lead to attend all meetings.	Assessment lead/PP lead.	Assessment points (4 across the year.)

	<p>and effective feedback to pupils.</p> <p>Ensure triangulation of evidence ensures pupils are provided with at least good teaching.</p> <p>Ensure feedback effectively provides pupils with essential support to improve. (Diminishing the difference marking.)</p>	<p>EEF T and L toolkit evidence that effective feedback to pupils accelerates pupil learning.</p>	<p>CPD for all staff to share expectations and best practice in mastery and feedback. Identification of good practice. Embedded in school improvement plan.</p> <p>Learning walks, targeted lesson observations and regular book scrutinies ensure continuous progress.</p>	<p>AHT/Eng and Maths leads.</p> <p>SLT</p>	<p>Full Governors/HT reports</p> <p>Performance Management reviews</p>
<p>A. Most children eligible for PP are prepared and ready to learn.</p>	<p>Precise identification of individual needs.</p> <p>Purchase of evidence based interventions and programmes to accelerate progress.</p> <p>Train any new staff in identification of speech issues and effective ways of addressing pupil's needs in this area.</p> <p>Train staff to embed effective teaching of speaking and listening skills across the curriculum so that all pupils can take the ESB (English Speaking Board) qualification - FS;</p>	<p>Evidence based research has a proven record of effectiveness</p> <p>Work and research carried out by Stoke Speaks out initiative.</p>	<p>Progress meeting with Assessment lead, PP Lead, SENCO and class teachers.</p> <p>Observation and monitoring of interventions</p> <p>Collaborative work with the School readiness team.</p> <p>Pupils will be entered for qualifications. (ESB) School to be part of LA steering group to share good practice.</p>	<p>Assessment lead and SENCO</p> <p>English leader (supported by Communication Champion.) H of S.</p>	<p>Progress analysis (4 points during the year)</p> <p>Performance Management reviews</p> <p>Head Teacher report to Governors.</p>

	(focus on feedback to pupils)				
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?
A. Most children eligible for PP are prepared and ready to learn.	<p>Early morning study group – Y2/breakfast club is available to support pupils who find it difficult to settle.</p> <p>Support transition into school for those entering mid-year, through home visits, LSA/1:1 support, HSLW supporting the family.</p>		<p>Monitor progress of pupils receiving free breakfast club place in core subjects.</p> <p>New children are supported well and settle quickly due to the support they are provided.</p>	<p>PP lead/HSLW</p> <p>HSLW/Class teacher and SENCO where necessary</p>	<p>Progress meetings ½ termly analysis.</p> <p>Review after ½ term in school by HSLW and class teacher.</p>
D. Increased attendance rates.	<p>HSLW monitors pupils and follow up absences of pupils below 80%. (Below 95% in identified cases.)</p> <p>First day contact provision.</p> <p>Discussions with EWO.</p> <p>Attendance lead and senior leader to take charge of this over the Federation.</p> <p>Face to face meetings with parents when</p>	<p>Poor attendance allows less opportunities for pupil to make desired progress and therefore fulfil their potential.</p>	<p>Discussions between HSLW, Head of School and EWO. Letters about attendance to parents / guardians.</p> <p>Weekly monitoring of attendance – group analysis. School secretary log on SIMS reason for non-attendance. Weekly text message to all parents. Weekly celebration assembly and half termly rewards.</p> <p>Target 10 group with half termly reward for those achieving 100%.</p>	<p>Pupil Premium Coordinator/HSLW/ Attendance lead</p>	<p>Attendance Link Governor meetings with HSLW and Head of School.</p> <p>Attendance file review.</p>

	attendance decreasing to overcome barriers. Early help to be open where needed.				
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?
A. Most children eligible for PP are prepared and ready to learn.	Provide parents with opportunities to help them support their own children through family learning/workshop activities. Support with any equipment/additional learning enrichment clubs/trips.		Attendance of Family learning sessions/workshops and the impact on pupil progress. Increase in home support as evidence in homework books returned and reading planner. Children able to access range of learning activities.	HSLW/Class teachers	Update to Governors in HT report termly.
D. Increased attendance rates	HSLW monitors pupils and follow up absences below 95%. First day contact provision. Face to face meetings with parents when attendance decreasing to overcome barriers. (Early Help open where needed.)	Poor attendance allows less opportunities for pupil to make desired progress and therefore fulfil their potential.	Discussions between HSLW, Head of School and EWO. Letters about attendance to parents/guardians. Weekly monitoring of attendance – analysis of groups. School secretary log on SIMS reason for non-attendance. Weekly text message to all parents. Weekly celebration assembly and half termly rewards. Target 10 initiative.	Pupil Premium Coordinator/ Attendance lead and HSLW.	Attendance Link Governor meetings with HSLW and Head of School. Attendance file review.
Total budgeted cost					