

Sholing Infant School

Pupil Premium Strategy 2018-19

Summary Information												
School	Sholing Infant School											
Academic year	2018-19	Total PP budget 2018-19 (£50 700)			Estimated spend 2018-19 £52 250			Date of external PP review		Summer 2019		
Total number of pupils		270	Number of pupils eligible for PP 39 (35+inc 4 PP+) at September 2018				Date for next internal review strategy: January 2019 (governor review)					
<b>Impact of Pupil Premium funding in terms of outcomes for disadvantaged pupils in 2017-18</b> <b>Total PP budget £73 920 (2017-18)</b>												
% of pupils reaching the expected standard 2018												
Early Years Foundation Stage (EYFS)												
% GLD All 77.8%	PP pupils	88.9	Other pupils	74.2	National all	71.5 (emerging national)	National other (emerging national)	74.2				
Narrowing the gap: Attainment of Disadvantaged pupils compared to other pupils:												
	Baseline			Autumn			Spring			Summer		
% at expected+	D	No D	Gap	D	No D	Gap	D	No D	Gap	D	No D	Gap
Reading	0	10.2	10.2	28.6	55.5	26.9	91	91	0	88.9	80.2	8.7
Writing	0	9.1	9.1	57.1	69	11.9	81.8	88.4	-7	88.9	79.0	9.9
Number	0	18.2	18.2	42.9	66.6	23.7	81.8	93.7	11.9	88.9	90.1	1.2
SSM	0	19.3	19.3	57.1	64.2	7.1	81.8	88.6	7	88.9	86.4	2.5
Key stage 1												
% of pupils reaching the expected level												
	Reading			Writing			Maths					
Disadvantaged(24)	82.4			70.6			76.5					
Other	84.7			75.0			81.9					
National Other	78.9			73.6			79.4					
FSM	100			90			100					
Other	82.3			72.2			78.5					
National other	78.0			72.7			78.7					
Progress												
Expected good progress from end of EYFS to end of KS1 is 6 points												
Progress	D			Other			FSM			Other		

Reading	6.4	6.2	6.7	6.2
Writing	6.2	6.1	6.4	6.0
Maths	6.0	6.1	6.2	6.1

### Barriers to future outcomes (for pupils eligible for PP)

#### In school barriers (issues to be addressed in school)

A	Correlation between SEN and disadvantage in current Y2 cohort
B	Harnessing parental engagement of Pupil Premium parents to support in practising basic skills.
C	The attendance of Pupil Premium pupils is below that of other pupils. In 2017-18 pupils eligible for PP had attendance of 95.28 compared to 96.7 for other pupils.

#### External barriers (issues which require action outside school)

D	Lack of life experiences and opportunities.
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#### Desired outcomes (Desired outcomes and how they will be measured)

Desired Outcomes		Success criteria
A	Disadvantaged pupil (no SEN)s will be achieving at least age related expectations in line with other pupils in all subjects at the end of EYFS and KS1	End of EYFS and KS1 achievement data demonstrates that disadvantaged pupils are achieving at least in line with other pupils and in line with other pupils nationally (where SEN is not an additional barrier)
B	Improve outcomes in phonics in Y1 and 2 Y1 pupils can apply phonic strategies to read a range of real and pseudo words accurately.	Disadvantaged pupils (no SEN) will achieve at least in line with other pupils in the phonic screen. Y1 pupils achieve a cohort pass rate of 90%+  Increased % of pupils achieve the highest percentile score 35-40  90% of Y2 pupils doing the retake achieve the required standard.
C	Parents of disadvantaged pupils are well prepared and resourced to support their children outside of school in line with other parents	Disadvantaged pupils are supported with homework, spelling and reading by parents through the provision of workshops and additional resources, including regular access to PP champions.
D	Increased attendance rates for pupils eligible for Pupil Premium	Gap in absence rates between PP pupils and other pupils.

### Planned expenditure

Academic year 2018-19

#### Quality of teaching for all

Desired outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
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A	Internal and external moderation of all books in reading, writing and maths (working with trust schools) to ensure that aspirations for all are suitably high.	Ensure internal assessment data is accurate in order that PP children can be effectively targeted. How do PP books compare to 'other' books at the same standard in terms of progress, marking and its impact?	HT/DHT to work sample children's books 6 weeks after external moderation for evidence of progress and achievement in targeted areas.	HT DHT	Termly
A	Introduction of Loopy maths to raise standards and increase the % of pupils achieving the highest standard in maths	Maths data at GDS was below national in 2018 % of disadvantaged pupils achieving GDS was lower than other pupils in this school and nationally. Loopy model has proven impact in other HAMWIC schools.	CPD for all staff with HAMWIC will be ongoing all year.	SLT Maths leader	Reviewed termly but Loopy model fully evaluated and monitored in term 1 2018
A	Use communication and language approaches in the EYFS including the use of narrative groups.  Initial NHS speech and language (and vocab) assessment with all pupils  BLAST programme implemented by S and L HLTA in EYFS and Y1  Training attended by S and L HLTA and EYFS PP champion.	Education endowment Foundation-Early years toolkit.	Assessments inform future planning for all pupils, identifying starting points and next steps.  Speech and language HLTA delivers BLAST Impact evidenced through observational evidence as well as progress data – monitored by SLT	SA JC	Autumn term 2018 assessments and BLAST training groups throughout the year.  Spring and Summer BLAST groups taking place.  Impact checked against EYFS end of year outcomes for pupils involved.
B	Implement intensive 1:1 and small group support for Y1 target pupils in phonics to improve	Phonics as the key to reading – proven evidence that Phonics First approach works.	Phonics screen outcomes	MB Y1 leader	Termly phonic screen check ups  Impact checked against phonic screen outcomes in June 2019.
C	Develop greater range of strategies to encourage parental engagement in reading and spelling. participation of pupils in wider school life: <ul style="list-style-type: none"> <li>• Harnessing technology to improve communication.</li> <li>• Parents learning in the classroom with their children rather than through parent meetings.</li> <li>• Making opportunities fun and sociable for parents rather than formal</li> <li>• Children inviting their parents by written</li> </ul>	EET Parental Engagement (EEF project, Texting Parents - which aimed to engage parents using text messages about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school - found a small but significant impact on maths attainment) Based on school's own evidence, parents of pupils eligible for pupil premium are less likely to attend parents evening/parent workshops/assemblies. Parents of pupils eligible for PP are less likely to return linked reading diaries/homework etc. PP pupils less likely to attend extended school opportunities.	Linked reading diaries/homework logs monitored and analysed according to groups.  Monitoring	SLT	Termly activities and termly review

	<p>personal invite rather than school letters.</p> <ul style="list-style-type: none"> <li>• Homework and reading rewards that are valued by parents</li> <li>• Individual face to face meetings with parents to support when homework/reading a concern.</li> <li>• Additional parent progress meetings for parents of disadvantaged pupils, resources given and modelled by RG and MB</li> </ul>				
D	<p>Extend the role of the ELSA to incorporate improving attendance through:</p> <p>ELSA sessions Nurture playtimes and lunchtimes Home visits and attendance reviews Weekly attendance monitoring with HT and phone calls to PAs and other concerns.</p>		<p>Attendance for all pupils</p> <p>Case studies for attendance of vulnerable groups</p>	LH JH	<p>Ongoing</p> <p>Reviewed half termly and attendance report presented to governors</p>
Total budgeted cost quality teaching for all:				£10 580	
Targeted support:					
Desired outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
A B	<p>1:1 tuition in Y1 focusing on developing phonic knowledge for reading and spelling.</p>	<p>EET- Reading comprehension strategies</p> <p>School data on phonic screen including that for PP pupils.</p>	<p>Monitoring of progress data in reading following intervention.</p> <p>Data from half termly phonic screen check ups.</p> <p>Progress reviews following termly reports by PP champions demonstrating individual progress.</p>	MB	<p>Autumn 2018 and monitored half termly in terms of phonics check and termly reading data.</p>
A/C	<p>1:1 tuition in Y2 focusing on developing reading skills at ARE and GDS</p> <p>Small group reading intervention for HA disadvantaged pupils focusing on reading</p>	<p>EET- Reading comprehension strategies</p>	<p>Monitoring of progress data following intervention.</p> <p>Reading/writing data.</p>	MB TS	<p>Autumn 2018 and termly monitoring</p>

	<p>comprehension and vocabulary.</p> <p>Smaller teaching group in English/Maths by DHT (0.4) to accelerate progress of Y2 pupils including disadvantaged pupils at risk of not achieving ARE</p>		<p>Progress reviews following termly reports by PP champions demonstrating individual progress</p>		
A/C	<p>Maths workshops based on effective AFL in terms of progress of disadvantaged pupils in the Loopy teaching sequence.</p> <p>Resources provided to parents to support with maths at home</p>	<p>Feedback in lesson immediate and effective- EET</p> <p>PP pupils may be less confident/resilient in the face of difficulties.</p>	<p>Work scrutiny – impact of feedback on progress in the lesson.</p> <p>Progress data for different groups.</p>	SLT Maths leader	January 2018
C	<p>Parents of PP pupils have individual parent meeting with PP champions termly as well having 'open door' access to champions.</p>	<p>PP champions can discuss children's phonic and reading progress in detail and provide packs to support at home. They can model ideas/strategies. PP champions work on raising the aspirations of the PP parents for their children, in educational terms.</p>	<p>PP champions pro- active in securing engagement-face to face .</p> <p>PP champions report on parental engagement eg do parents use phonic packs and read at home? in their termly report on pupil progress.</p>	SLT to monitor	December 2018 and subsequent meetings in spring and summer
C	<p>Pupils eligible for PP access a range of extra-curricular activities including music and sport as parents less likely to sign up.</p> <p>Parents approached directly as well as via Parent Mail (PP group set up on Parent mail)</p>	<p>School evidence indicates that fewer disadvantaged pupils attend opportunities eg Civic award/after school club</p>	<p>PE/sports access reports to governors will analyse engagement from attendance records.</p>	SA/BB	December 2018 and monitored termly.
C	<p>ELSA designates one day per week to support disadvantaged pupils eligible for PPG+</p> <p>Disadvantaged pupils are a priority in attending nurture play times and lunch times-free pass.</p>	<p>Opportunities for ELSA to give formative assessment on learning.</p> <p>Opportunities for language enrichment.</p>		JH	Ongoing
D	<p>Improve attendance of pupils eligible for PP through work with parents and ELSA. ELSA to do home visits/meetings at school with parents of pupils eligible for PP-investigate reasons and provide support at the earliest point.</p>	<p>Attendance of this group is lower than other groups and was below the national average in 2018.</p>	<p>Absence/attendance reports analysed weekly – SOL attendance.</p>	HT JH	Ongoing
Total budgeted cost for targeted support:				£41 670	
Total budgeted cost:				£52 250	

