

# Pupil premium strategy statement (Foxdell Infant School)

1. Summary information					
School	Foxdell Infant School				
Academic Year	2018-19	Total PP budget	£56760+ £5904.32 (carry over)	Date of most recent PP Review	Sept 2017
Total number of pupils	264	Number of pupils eligible for PP	46 (inc. 4 'ever 6')	Date for next internal review of this strategy	July 2019

## 2. Current attainment

	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils <b>not</b> eligible for PP (national)</i>
% achieving expected standard or above in reading, writing and mathematics	41%	49%	69%
% achieving expected standard or above in reading	71%	61%	79%
% achieving expected standard or above in writing	41%	54%	74%
% achieving expected standard or above in mathematics	65%	62%	79%
% achieving expected standard in the statutory phonics screening check (Y1)	61%	71%	85%
% achieving expected standard in the statutory phonics screening check (Y2)	94%	84%	93%
% achieving good level of development in EYFS	78%	56%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor basic skills, including number, communication and language skills
B.	Social and emotional issues preventing some pupil premium children being ready to learn.
C.	50% (10 children) of disadvantaged pupils in year two were working below age-related expectations in reading, writing and mathematics (combined) at the end of year one; 30% (6 children) of disadvantaged pupils in year two were at risk of working below age-related expectation in reading, writing and mathematics (combined) at the end of year one

D.	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupils’ ability to work collaboratively and to accept a degree of challenge in their learning.	
E.	Expectations for children in receipt of pupil premium must be high especially for more able children.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Attendance rates for disadvantaged pupils are currently lower than those for all pupils; this reduces their hours in school and causes the attainment gap to widen between them and their peers	
G.	Some Disadvantaged children do not experience a range of enrichment experiences outside of school because of additional cost attached.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for disadvantaged pupils by the end of the early years foundation stage and for pupils that are new to English	Disadvantaged pupils in the early years foundation stage make rapid and sustained progress by the end of the year At least 80% (+ from last year) of disadvantaged pupils achieve the good level of development
B.	Improve outcomes for current Disadvantaged pupils in year two by the end of key stage one	At least 72% (+1% from last year) of disadvantaged pupils in year two achieve age-related expectations in reading by the end of key stage one At least 50% (+9% from last year) of disadvantaged pupils in year two achieve age-related expectations in writing by the end of key stage one At least 65% (same as last year) of disadvantaged pupils in year two achieve age-related expectations in mathematics by the end of key stage one
C.	Improve outcomes for current Disadvantaged pupils in year one by the end of year one	At least 53% of disadvantaged pupils in year one achieve age-related expectations in reading, writing and mathematics by the end of year one
D.	Financial support for PP children to enable all children to experience enrichment activities	All disadvantaged pupils will receive a carton of milk daily All disadvantaged pupils will receive a free uniform bundle at the beginning of each academic year All Disadvantaged pupils will receive one free trip and afterschool club each term
E.	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum	Personalised profiles and action plans are in place for key groups of PP pupils. Reviews and Pupil Progress meetings record the impact towards individual targets.
F.	Improve attendance figures for PP pupils. Ensure that there are fewer PP pupils with persistent absence than in previous years.	Attendance for PP pupils improves and will be at least 96% in line with the school target.

G.	Improve engagement between home and school amongst Disadvantaged families	Parents are fully engaged and understand how to support their children.			
5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome (See P2 for codes)	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, B, C	Continued staff training for both teachers and teaching assistants (TAs) in house and through courses; Mastery Maths and Writing strategies and through Lesson Study. KT to deliver writing training for all teaching staff	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. We want all pupils, including those eligible for the pupil premium grant, to benefit from high quality, first teaching. Staff will receive CPD throughout the year, for example, on growth mindset, with the desired impact that it will improve attainment for disadvantaged pupils.	Senior leaders will continue to work closely with teachers to establish a collaborative model of Lesson Study to ensure maximum engagement to increase the proportion of highly effective teaching throughout the school	RN	Ongoing Lesson Study will take place termly  Training costs £10,000 Associated cover £1500 Resources £500
A, B, C	Additional guided reading and targeted individual, paired or group sessions will be provided for PP pupils in Y2	Short regular sessions additional to usual teaching. EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Reading bands/ levels monitored by English lead. Termly results from Big Cat assessment	JT, MA	Following each 6 week intervention and after the outcome of the KS1 SATs
A, B, C	Implementation of the 'Hello Project'. Training for Early Years Lead to develop a language rich curriculum in Reception and KS1 EY lead to share training and resources and regularly update all staff	The EEF Teaching and Learning toolkit shows that oral language interventions have a highly positive impact on learning and future outcomes. We want to improve speech and language skills for all pupils.	Pupil attainment and progress will be monitored termly at pupil progress meetings.	RKh	Reviewed at termly Pupil progress meetings Regular Learning Walks Associated cover- £500

A, B, C	Continue to develop English skills through high quality language and the Learning Village resource	A high proportion of children enter school with very limited speaking and listening skills and many of our mid-year new starters have limited or no English. All children will have access to the Learning Village to support them with basic English skills. In the EYFS there will be a huge emphasis on early literacy skills including speaking and listening skills, rhyming, and phonics.	Assessment will be undertaken using the Bell Foundation EAL assessment framework when the pupil starts and then half termly. Pupil progress meetings held each term with the HoS and SENCO/Inclusion manager and class teachers	SB, RN	Learning plans reviewed each term. Pupil attainment and progress will be monitored termly at pupil progress meetings.  £500 cost of Learning Village
A	The school will employ an additional TA to deliver speech and language support to provide targeted support and interventions to identified pupils	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	The work of the speech and language therapist will be monitored and their timetables will be analysed to ensure effect and efficiency. SB will observe speech and language therapy sessions to ensure quality and consistency in approach	RN, SB	Spring term 2019 £10,000
B, C	Maths learning opportunities at home; Purchase online maths homework scheme- Disadvantaged pupils will also access this in school	All pupils make at least expected progress in Maths and the attainment gap closes significantly	Assessment measures within the software Half termly progress reports	JP	£500 This strategy will be reviewed annually
<b>Total budgeted cost</b>					£23,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B, C	Provide targeted early intervention for children underperforming in Maths -First class @ Number intervention -Talking Maths Intervention -Max's Marvellous Maths Club	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable pupils to reach the expected standard in Maths	There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.	JP, HJ	Following each 10 week intervention and after the outcome of the KS1 SATs  £4000 cost of staffing and resources

B, C	<p>Provide targeted intervention for more able children in reading- Reading Gladiators intervention to ensure targeted pupils achieve greater depth in reading.</p> <p>Provide targeted intervention for children underperforming in Phonics in Y1 and 2:          -Code X Phonics intervention          -Reading Buddy          -Reading Rangers Club          -Phonics booster group 5x per week          Additional reading session for pupils using Bug Club online resources- E Book Club</p>	<p>Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable pupils to reach the expected standard in phonics and the more able pupils to achieve 'greater depth' in reading.</p>	<p>Planning by JT using a structured programme.</p> <p>There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.          Assessment measures within bug club software          Half termly progress reports</p>	JT, YGLs	<p>Following the completion of each book and after the outcome of the KS1 SATs</p> <p>Following each 10 week intervention and after the outcome of the KS1 SATs</p> <p>£4000- staffing costs</p>
E	<p>Improve SEMH of targeted pupils:          Equine Therapy          1:1 behaviour support          Lunchtime Breakaway club (supporting pupils to manage behaviour)          Nurture support          Emotional development intervention (Drawing and Talking)          Targeted support from Hillborough Behaviour Provision</p>	<p>The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. We want to promote a positive learning culture where all children are able and ready to tackle the learning and manage social situations with increasing confidence.</p>	<p>Weekly/ half termly monitoring          Discussions during Pupil Progress Meetings</p> <p>Assessment before and after the programme of sessions</p> <p>Pupil Voice</p>	SB, RN, NM, HJ	<p>£5000 to cover the cost of Equine therapy, staffing and resources</p>
E	<p>Improve behavioural and emotional needs of pupils:          "Thrive" training for learning supervisor</p>	<p>This is a dynamic, developmental approach to working with children and young people which helps teachers and adults to interpret their behaviour and address their emotional needs.</p>	<p>Assessment before and after the programme of sessions</p>	NM, SB	<p>Half termly reviews for teachers          £3268</p>

F	<b>Attendance and Punctuality support for pupils &amp; families</b> (SIP priority) Continue with... <b>Rise and Shine initiative for KS1</b> -Half termly assemblies to promote attendance and punctuality -Certificates and rewards for 100% attendees <b>EWO to monitor attendance</b> -Meet with parents -Meet and greet at the school gate <b>Lucky dip initiative for YR</b> 100% attendees receive a lucky dip prize each week	Progress and attainment outcomes will not improve for disadvantaged pupils if they are not attending school.  The DfE document 'Improving Attendance in School' (DfE, 2012) makes it clear that Head teachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.	Weekly/ half termly monitoring Reports to governors The measure implemented last year raised whole school attendance to 96%. We aim to raise it further to 97% so that excellent attendance is the norm for our pupils.	KH, RN	This strategy will be reviewed termly  Cost of EWO and resources £2000
<b>Total budgeted cost</b>					£18,268
<b>iii. Other approaches</b>					
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?
D, E	Disadvantaged pupils will receive subsidised places on planned whole school and year-group trips and events	Pupils are given opportunities to access activities and experiences that will engage and inspire them. Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners.	Finance manager ensures that those entitled to PP receives relevant subsidies. Teachers target specific pupils for clubs and workshops. Records are kept to show pupils' attendance at clubs and trips throughout school.	RS, RN, YGLs	This strategy will be reviewed annually £5000
D, E	Disadvantaged pupils will receive one funded place on an extra-curricular club per half term				
D, E	Disadvantaged pupils will receive a carton of milk daily	School-level analysis of relevant data indicates that disadvantaged pupils stop receiving milk once funding ceases after their fifth birthday	Families of disadvantaged pupils will be made aware of the school's offer of funded milk throughout 2018-2019		Annually £1000
D	Disadvantaged pupils will receive a uniform bundle at the beginning of each academic year	School-level analysis tells us that disadvantaged pupils 'renew' their uniforms less frequently than their peers throughout their time at our school	Families of disadvantaged pupils will be provided with the Helping Hands vouchers at the start of the academic year 2018-2019. Mid- year starters that are PP		Annually £1500

			will be provided with the vouchers as appropriate		
A, B, C, E	Improvement to KS1 outdoor learning area.	To enhance opportunities for language development and communication skills.	Learning Walks	RKh, JT	May 2019 £1000
D, E, F	Breakfast Club and Magic Breakfast: Provide a healthy breakfast Identify barriers and provide activities e.g. develop phonic knowledge	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. We want to reduce pupil absences and improve behaviour and concentration in the classroom	Breakfast club registers Attendance monitoring Discussions with Class Teachers	TU, JT	April 2019 £2000- staffing and resources
A, B, C, G	Family Support Work- Targeted family work: Impact workshops for each year group Family Learning sessions for each year group ESOL classes Information sessions In-class reading sessions Class/ School Assemblies	The EEF has found that parental engagement has moderate impact on children's learning. We want to support parents to overcome barriers to children's learning and increase engagement of parents in learning.	Registers from parents workshops/ assemblies/ consultation meetings	RN, YGLs	After each parent session £1000
<b>Total budgeted cost</b>					<b>£11,500</b>