

St Elphege's Infant School's Pupil Premium Strategy



1. Summary information

Academic Year	2016/17	Total PP budget	£30360	Date of most recent PP Review	January 2017
Total number of pupils	322	Number of pupils eligible for PP	23	Date for next internal review of this strategy	September 2017

2. Current Attainment

	End of KS1 2016		End of KS1 2017	
	Pupils eligible for PP (16)	Pupils not eligible for PP (national average)	Pupil Premium 5 children	National Data 2017
% achieving ARE in Reading, Writing and Maths	78%	60%	80% (4)	Not published
% achieving ARE in Reading	88%	78%	80% (4)	Not published
% achieving ARE in Writing	81%	70%	100% (5)	Not published
% achieving ARE in Maths	78%	77%	80% (4)	Not published

3. Barriers to future attainment

In-school barriers

A	Reduced numbers of applications for funding following the introduction of FSM for all KS1 therefore children, who require additional support, are not in receipt of additional funding.
B	Acquiring key and new language skills: high percentage of EAL in certain cohorts, which requires additional support; intervention & pre-teaching
C	Emotional and social well-being of children including family life has an impact on attainment and progress

External barriers

D	Fewer children apply for PP funding because of the introduction of Free School Meals for KS1 has resulted in reduction of funds whilst the need remains the same.
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4. Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
A	To ensure ALL including disadvantaged pupils achieve Age Related Expectations (ARE) and the higher ability pupils achieve greater depth in Maths and English(SIP 1a) and perform as well as all children nationally.	PPG Pupils in all classes make expected progress based on individual targets. All More Able achieve greater depth in writing across the curriculum as the result of quality first teaching; intervention and booster.
B	To raise standards and promote outstanding progress for learners in all subjects with a special focus on writing (SIP 1b)	Teachers are making accurate level judgements using age related expectations. Children are making progress in line with their individual predicted targets and achieve at least as well as all children nationally.
C	Ensure teachers' and Teaching Assistants' pedagogical understanding & subject knowledge are secure (SIP 1g)	The higher ability pupils master the curriculum and their achievement and progress is in-line with all MA pupils nationally . All pupils enjoy learning.
D	Ensure support staff make a significant impact on pupil learning through focussed and well planned interventions (SIP 1l)	Disadvantaged pupils achieve and make progress in line with their classmates as a result of the quality of the additional support provided.
E	To develop breadth, balance, opportunity and enjoyment in all areas of the curriculum including extra-curricular opportunities	All children have a positive experience of school life and are actively engaged in a wide variety of learning beyond the classroom

5. Planned Expenditure:					
Academic Year		2016/17 (April to April)			
i. Quality of teaching for all					
Desired Outcomes	Chosen action/approach	What evidence and rationale for choice	How will you ensure it is implemented well?	Staff Lead	Review?
A & B (To improve the attainment of writing across all year groups)	<ul style="list-style-type: none"> Ensure a consistent view and understanding of the new writing standards which will enable all teachers to pitch the teaching of writing to meet the needs of all pupils. Review planning and KPI Target new resources and assessment systems which enable all practitioners to target and identify specific skills across genres. 	<ul style="list-style-type: none"> Prior year's writing attainment required improvement; subject knowledge and understanding of how to break down writing skills is an area practitioners have required additional support in to ensure skills gaps are addressed. Data driven (writing and maths attainment specifically): early intervention as opposed to a focus on end-of-key stage so all learners achieve ARE across the infants (target 85%+) from reception to Y2. Research: successful strategies in other successful schools and own experiences shows that clear assessments which target quality feedback enable sustained rapid progress and attainment (<i>Supporting the attainment of disadvantaged pupils: articulating success and good practice November 2015</i>) 	<ul style="list-style-type: none"> Use of inset days and after school CPD to deliver training for CTs and TAs. Monitoring and evaluating of teaching and learning through observation, FADE, book scrutiny and data analysis. Improve and adapt assessment tools to improve the teaching, learning and assessment of writing. Provide teachers with additional time to assess and moderate writing across cohort/phase/borough. DHT (curriculum) to review/adapt current assessment systems to ensure all practitioners know how to improve and address skill gaps. High quality first teaching – regular review/support to ensure the quality of classroom teaching is high rather than relying on intervention and booster. Provide additional training for staff so Assessment for Learning and QUALITY feedback allows pupils to think through what and how they are learning and making links between different subjects (creative curriculum). 	SLT – DHT curriculum	Termly review:
B C & D	<ul style="list-style-type: none"> Use of TA intervention which is effective as a result of consistent CPD Use of SLT & SMT to improve quality first teacher & booster/intervention Staff training linked to high quality feedback 	<ul style="list-style-type: none"> Successful year groups who have adopted a 'Talk for Writing' approach improve writing skills at a greater pace - additional funding to be used to provide training/time out of class to share high quality practice. Use of 'talk partners' & other interventions resources/intervention packages provide opportunities for over learning key skills as well as acquiring vocabulary needed across the curriculum. To update TAs knowledge linked to updated teaching 	<ul style="list-style-type: none"> Measure impact against attainment/ progression – Raise-on-line, Assessment Manager & FFT Provide time for regular feedback between CT and TA – documented through progress meetings/review of timed intervention. Provide additional time for practitioners to observe outstanding practice. To monitor impact of TA intervention against targets (6 week cycle). 	SLT DHT Inclusion SENCo	6 week

		approaches (mastery – maths).			
A (Improved progress for high attaining pupils)	<ul style="list-style-type: none"> Guided group model (successful in previous years). 	<ul style="list-style-type: none"> Quality 1st teaching research shows has the greatest impact on children’s learning and ensuring misconceptions are addressed early is pivotal. 	<ul style="list-style-type: none"> Regular 6 week reviews of impact with CT and DHT 	SLT – DHT curriculum	Termly review
Total Budget: £16995					
ii. Targeted Support					
Desired Outcomes	Chosen action/approach	What evidence and rationale for choice	How will you ensure it is implemented well?	Staff Lead	Review?
A & B	<ul style="list-style-type: none"> Expert teams to support talk for writing approach Additional out-of-class TA to target specific groups of children. Literacy consultant to target specific BA achievers. 	<ul style="list-style-type: none"> Prior’s year’s data shows that proficient practitioners use of a ‘talk for writing approach’ improves progress and attainment – this progress needs to be embedded across the federation Targeted TA intervention in the infant school has proved to be very effective with small withdrawal groups. BA groups taught by special English consultant make rapid progress based on prior data review. 	<ul style="list-style-type: none"> Progress descriptors in core subjects to be used by CT/pupils so that gaps can be readily addressed. 6 weekly reviews of monitor/track intervention Pupil conferencing so pupil voice informs next steps. Provide additional funds to allow staff to review each other’s practice as part of a rolling programme of release. Cycle of M & E review evidence of learning at all levels: book scrutiny; intervention and teaching. Specialist consultant log informs assessment and tracks progress of all children. 	SLT	6 weeks programmes Termly
B C & D	<ul style="list-style-type: none"> Talk partners CPD in writing support CPD - Mastery maths teaching TA training to deliver quality intervention Visit from Shanghai maths specialist teachers – mastery public lessons CPD for CTs and TAs. 	<ul style="list-style-type: none"> The use of mastery maths teaching strategies effectively addresses misconceptions – same day teaching; all children are exposed to ARE through consistent use of concrete, pictorial and abstract. All infant classes have a class TA which means the pupils’ needs are assessed more closely as both CT and TAs are familiar with the needs of the children. 	<ul style="list-style-type: none"> Provide additional CPD through maths hub and follow up impact of Shanghai teacher’s input. Provide additional CPD for all practitioners including TAs throughout the year based on assessment of pupil need (impact on learning). Regular review of TA intervention - impact is measured every 6 weeks SMT/SLT to review evidence in books ensured progress is rapid and sustained for all learners 	SLT	6 weeks programmes Termly
A	<ul style="list-style-type: none"> Weekly small group sessions in core subjects for high attaining pupils with experienced teachers/SLEs/DHTs 	<ul style="list-style-type: none"> Previous years have shown that when children receive high quality targeted booster the attainment of high attainers has improved. 	<ul style="list-style-type: none"> Impact measured by English/maths leads half termly (children to achieve in Reading, Writing and Mathematics). 	DHT Curriculum	½ termly. Termly

Total Budget: £12600

iii. Other approaches

<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>What evidence and rationale for choice</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff Lead</i>	<i>Review?</i>
E	<ul style="list-style-type: none"> • ‘One size fits all approach’ does not suit the pupils at our school so programmes are adjusted to fulfil additional needs of specific pupils and their families. • Family Support worker employed by school 2 days a week 	<ul style="list-style-type: none"> • Research and evidence from this school’s own experience shows that improving pupil behaviour, self-esteem and extra curriculum engagement has an impact on progress and attainment. • Sourcing additional support for families in-house ensures action is taken promptly – early intervention. 	<ul style="list-style-type: none"> • Providing additional support and assistance for vulnerable children through provision of specialist practitioners. • Regular review of ELSA and family support plans with line manager and Pastoral Deputy 	<p>Pastoral Deputy</p> <p>ELSA/ Family Support manager</p>	<p>Termly</p> <p>As required by need of the child</p>

Total budget: £634.62

Review of Strategy for 2016 2017

Quality of Teaching				
<i>Desired Outcomes</i>	<i>Chosen action/approach</i>	<i>Impact on Learning</i>	<i>Lessons learned</i>	<i>COST</i>
<p>A & B</p> <p>(To improve the attainment of writing across all year groups)</p>	<ul style="list-style-type: none"> • Ensure a consistent view and understanding of the new writing standards which will enable all teachers to pitch the teaching of writing to meet the needs of all pupils. • Review planning and KPI • Target new resources and assessment systems which enable all practitioners to target and identify specific skills across genres. 	<ul style="list-style-type: none"> • Prior year’s writing attainment required improvement; subject knowledge and understanding of how to break down writing skills is an area practitioners have required additional support in to ensure skills gaps are addressed. • Data driven (writing and maths attainment specifically): early intervention as opposed to a focus on end-of-key stage so all learners achieve ARE across the infants (target 85% +) from reception to Y2 is improving and will continue to be a target year next year – 100% at ARE. • Research: successful strategies in other successful schools and own experiences shows that clear assessments which targeted quality feedback enabled more sustained rapid progress and attainment <i>(Supporting the attainment of disadvantaged pupils: articulating success and good practice November 2015)</i> 	<ul style="list-style-type: none"> • This writing strategy will continue next year. All of the pupils at the key stage reached the required standard. • An improving percentage of pupils in receipt of PPG reached the required standard in other year groups. The strategies deployed this year will continue next year. 	<p>The level of funding next year has reduced and has been estimated at £6000.</p>
<p>B</p> <p>C & D</p>	<ul style="list-style-type: none"> • Use of TA intervention which is effective as a result of consistent CPD • Use of SLT & SMT to improve quality first teacher & booster/intervention • Staff training linked to high quality feedback 	<ul style="list-style-type: none"> • Successful year groups who have adopted a ‘Talk for Writing’ approach have improved writing skills at a greater pace - additional funding was used to provide training/time out of class to share high quality practice – lesson study model. • Use of ‘talk partners’ & other interventions resources/intervention packages have provided opportunities for over learning key skills as well as acquiring vocabulary needed across the curriculum. • To update TAs knowledge linked to updated teaching approaches (mastery – maths) – visit of Shanghai teachers and being part of a Teacher Research Group has improved practice. 	<ul style="list-style-type: none"> • TA training has supported this group of children’s learning. The funding next year will again be used for training for TAs 	
<p>A (Improved progress for high attaining pupils)</p>	<ul style="list-style-type: none"> • Guided group model (successful in previous years). 	<ul style="list-style-type: none"> • Quality 1st teaching research shows has the greatest impact on children’s learning and ensuring misconceptions are addressed early is pivotal – this evident in the in-school data. 	<ul style="list-style-type: none"> • Training in the use of guided groups will continue next year as part of the package of CPD for all staff. 	

iv. Targeted Support				
Desired Outcomes	Chosen action/approach	Impact on Learning	Lessons learned	COST: <i>The targeted support by the literacy support – estimated part funding at £8000</i>
A & B	<ul style="list-style-type: none"> • Expert teams to support talk for writing approach • Additional out-of-class TA to target specific groups of children. • Literacy consultant to target specific BA achievers. 	<ul style="list-style-type: none"> • Prior’s year’s data showed that proficient practitioners use of a ‘talk for writing approach’ improved progress and attainment – this progress needs to be further embedded across the federation next academic year to sustain progression of stakeholders’ subject knowledge and practice. • Targeted TA intervention in the infant school has proved to be very effective with small withdrawal groups. • BA groups taught by special English consultant mad good progress based on prior data review. 	<ul style="list-style-type: none"> • Expert literacy teacher has made a difference to all the children’s learning in this group. • This early intervention and the withdrawal of targeted groups will continue next year. • The expert literacy teacher will also provide CPD for teachers and new TAs. 	
B C & D	<ul style="list-style-type: none"> • Talk partners • CPD in writing support • CPD - Mastery maths teaching • TA training to deliver quality intervention • Visit from Shanghai maths specialist teachers – mastery public lessons CPD for CTs and TAs. 	<ul style="list-style-type: none"> • The use of mastery maths teaching strategies effectively addressed misconceptions – same day teaching; all children were exposed to ARE through consistent use of concrete, pictorial and abstract. • All infant classes have a class TA which means the pupils’ needs are assessed more closely as both CT and TAs are familiar with the needs of the children. 	<ul style="list-style-type: none"> • The progression in maths learning has been enhanced through use of maths mastery teaching and will continue next year. • Part of funding will also be used to fund TA intervention and in class support which has also proven to be a successful strategy. 	
A	<ul style="list-style-type: none"> • Weekly small group sessions in core subjects for high attaining pupils with experienced teachers/SLEs/DHTs 	<ul style="list-style-type: none"> • Previous years have shown that when children receive high quality targeted booster the attainment of high attainers has improved. 	<ul style="list-style-type: none"> • The booster groups with specialist practitioners have made a difference to children’s leaning and will continue next year. 	
v. Other approaches				
Desired Outcomes	Chosen action/approach	Impact on Learning	Lessons learned	The cost for this will be covered through the wider curriculum provided for all the pupils this academic year.
E	<ul style="list-style-type: none"> • ‘One size fits all approach’ does not suit the pupils at our school so programmes are adjusted to fulfil additional needs of specific pupils and their families. • Family Support worker employed by school 2 days a week 	<ul style="list-style-type: none"> • Research and evidence from this school’s own experience shows that improving pupil behaviour, self-esteem and extra curriculum engagement has an impact on progress and attainment. • Sourcing additional support for families in-house ensures action is taken promptly – early intervention. 	<ul style="list-style-type: none"> • The extra emotional support and extra-curricular activities afforded to pupils supports their learning. 	