



Angel Road Infant School - Pupil Premium objectives and impact plan 2016/17

The Government allocates pupil premium funding to schools aimed at supporting pupils who are: Entitled to Free School Meals, Children Looked After by the Local Authority or the children of Armed Services personnel.

It is for schools to decide how the funding is spent, as they are best placed to assess what additional provision is needed. At Angel Road Infant School, our aim is to ensure that the achievement of those pupils eligible for Pupil Premium funding is at least in line with their peers. We are committed to spending this money to ensure that these pupils are safe, healthy, confident individuals; and active, successful learners with high aspirations for their future.

Our pupil premium funding for 2014-2015 was £87,100

Our pupil premium funding for 2015-16 was £109,560

Our pupil premium funding for 2016-17 is £99,560

Numbers of children generating Pupil Premium Funding April 2016/17

	Whole school	YR	Y1	Y2
Number of pupils	73/270	16	26	31
% of cohort	27%	18%	29%	34%

“Pupils supported by the Pupil Premium receive high quality additional support in English and Mathematics. School information on how well pupils are doing shows that they are making good progress and the gap in attainment compared to their class mates is beginning to close. Ofsted 2013

Rationale

The school is working to make better use of this funding so that vulnerable pupils make better progress and reach higher standards. We ensure that an increase in pastoral and academic support is now more closely targeted towards disadvantaged children.

Governors have improved their systems for monitoring how this money is being spent and to enable them to evaluate the progress being made. This has included, attending training, scrutinising spending plans, talking to school staff about the work being carried out and reviewing assessment summaries each term.

We have undertaken a Pupil Premium review with the Local Authority Pupil Premium Reviewer Mr Tony Hull. (Dec2015)

The school has a Pupil Premium Link Governor.

We have used research from 'A Good Education for Every Norfolk Learner' to inform our decision making about the most effective way of using our funding for the coming academic year. Research shows that there are improved outcomes for disadvantaged pupils when;

- The strongest teachers are timetabled to deliver interventions and that the progress and impact of these interventions is persistently assessed and adjusted accordingly.
- Teaching assistants are highly trained and closely guided.
- All teachers know which pupils were eligible for pupil premium funding in their classes and are held to account for accelerated progress.
- Support is well-targeted to improve attendance or behaviour for eligible pupils.
- Additional specialist teaching staff are employed
- Hard to reach parents are engaged in school life

Objective 1 - Provide disadvantaged pupils with targeted support to raise attainment and to ensure that they make good rates of progress; narrowing any gaps between themselves and the rest of the cohort.

- Narrow the gap by increasing the number of disadvantaged pupils achieving a GLD in EYFS by providing 7 teaching assistants to work across the year group providing targeted support to fill gaps in achievement.
- Narrow the gap by increasing the number of disadvantaged children passing Year 1 Phonics Check by providing 1: small group daily teacher led phonics tuition of 20 mins.
- Increase number of children passing Year 1 Phonics Check retake in Year 2 by providing 1: small group phonics tuition 3 x 15 mins a week working with targeted children.
- Narrow the gap in the End of Key Stage 1 results by; increasing the number of pupils generating the premium working at and above the expected standard in Maths for the end of Year 2; increasing the number of pupils generating the premium working at greater depth in the expected standard in Reading, Writing and Maths for the end of Year 2.
- Hold teachers to greater account for the progress and attainment of disadvantaged children by establishing Learning and Teaching Review meetings and increased rigor of Performance Management.

Objective 2 – To remove any external barriers to learning that may prevent disadvantaged children from achieving in line with their peers.

- Parent support advisor on hand to provide families with strategies and a contact to aid them in supporting their children’s learning and behaviour
- Our Learning mentors will work with identified pupils to provide support and strategies which raise vulnerable pupils’ self-esteem and confidence, helping them to become confident, active part of our school community.
- To provide strategies to raise specific pupil’s punctuality and attendance, enabling them to take a full and active role in their learning. (Parent Support Advisor to work with Head teacher)
- To provide families with strategies and a contact to aid them in supporting their children’s learning and behaviour.
- To provide support and strategies which raise vulnerable pupils’ self-esteem and confidence, helping them to become confident, active part of our school community.
- To provide specific targeted support to children who generate pupil premium funding who require an Individual Risk Management Plan

Pupil Premium Expenditure and Impact Plan 2016 - 17

Area of expenditure	Cost	Action required	Impact expected by Easter 2017	Evaluation
Employ 0.2 PSA	£3,407	Create close communication between PSA, SENDCo, Learning Mentor and SLT to share information and target those children	<ul style="list-style-type: none"> • Very good parental links which resulted in improved outcomes for those families. Webster Stratton parenting course for 12 parents resulted in improved outcomes for those families. 	
Employ a 0.8 Learning Mentor	£13,018	In order to target disadvantaged children more closely Learning Mentor will begin with a list of these children and identify those who need support through discussion with class teachers. Support groups, lunch clubs, attendance strategies will be planned from this.	<ul style="list-style-type: none"> • Improved attendance and punctuality. Improved parental engagement and support for learning at home. • Children across the school with social and behaviour difficulties are making expected progress from their starting points. 	
Employ a 2.5 Raising Achievement Teacher	£26,582	A teacher has responsibility to oversee all additional support and interventions for very low achieving disadvantaged children in Y1 and Y2. Raising Achievement Teacher will target SALT support and EAL teaching for pupils in EYFS. Work with Year Leaders and Year teams to use assessments and data tracking system to identify pupils not on track to make expected progress. Manage a team of highly trained TAs including planning, modelling, and evaluating learning with them and weekly feedback.	<ul style="list-style-type: none"> • Improved use of assessments to inform planning and delivery of interventions means that children in Y1 and 2 have made accelerated progress from their starting points and have appropriately transferred back into class. • Pupils in EYFS will have had targeted support to fill gaps in achievement to meet GLD and/or accelerate their progress. • Pupils in EYFS and KS1 with speech and language needs will have had targeted support which has resulted in accelerated progress. • Pupils in EYFS and KS1 with EAL needs will have had targeted support which has resulted in accelerated progress. 	

<p>Employ a 3 highly trained TAs to deliver small group interventions for targeted pupils identified as needing to make accelerated progress across KS1</p>	<p>£12,700 £12,700 £12,700</p>	<p>Work with Raising Achievement Teacher to provide targeted support and challenge to those identified pupils. Work with Raising Achievement Teacher and SENCO to review progress termly. Provide 1: small group interventions/ tuition carefully timetabled throughout the week.</p>	<ul style="list-style-type: none"> • Increase in the number of pupils generating pupil premium funding in year 2 achieving ARE in Maths at the end of KS1. • Increase in the number of pupils generating pupil premium funding in year 2 achieving above ARE in Maths reading and Writing at the end of KS1. • Increase in the number of pupils generating pupil premium funding in year 1 achieving ARE objectives in maths at the end of year 1. • Increase the number of children passing year 1 Phonic Check in year 1: 77%. • Increase the number of pupils generating pupil premium funding passing year 1 Phonic Check in year 1: 85% • Increase the number of children passing year 1 Phonic Check retake in year 2: 90% • Increase the number of pupils generating pupil premium funding passing year 1 Phonic Check retake in year 2: 100% 	
<p>20 hours of TAs in EYFS to deliver interventions for targeted pupils identified as needing to make accelerated progress.</p>	<p>£3315 £3315</p>	<p>Work with Raising Achievement Teacher, EYFS Leader and year teams to provide targeted support and challenge to those identified pupils. Use assessments and data tracking system to identify pupils not on track to make GLD. Work with Intervention manager and SENCO to review progress termly.</p>	<ul style="list-style-type: none"> • Increase in the number of pupils in EYFS achieving GLD to 75% • Increase in the number of pupils generating pupil premium funding who will achieve GLD. 	