

Angel Road Infant School Pupil premium strategy statement 2016-2017

1. Summary information					
School	Angel Road Infant School				
Academic Year	2016/17	Total PP budget	99,560	Date of most recent PP Review	Dec 2015
Total number of pupils	292	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Jan 2017

2. Current attainment based on academic year 2015/16		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% pupils achieving EXS or above in Reading at the End of Y2	80%	87%
% pupils achieving EXS or above in Writing at the End of Y2	92%	83%
% pupils achieving EXS or above in Maths at the End of Y2	71%	87%
% pupils achieving GLD at end of EYFS	50%	72%
% pupils passing phonics check at end of Y1	54%	83%

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.	Low starting points for children on entry to reception classes, particularly poor oral language skills, and 'school readiness' is low for all pupils. Children are not entering school with the enough personal independence and social skills needed to be ready to learn. This contributes to lower GLD achievement for PP pupils and progress in subsequent years.
B.	Learning and behaviour issues for a small number of pupils across the school with a very high level of need. This disrupts their learning and the learning of others contributing to lower attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates for pupils eligible for pupil premium funding are 94% (below the target for all pupils 96%) This reduces their school hours and causes them to fall behind on average. Lack of morning routines leading to lateness and regular absences. What percentage of pupils with attendance below 90% are disadvantaged children.
D.	Within our Reception intake we received children from 23 different providers. There were 16 pupils who had no pre-school experience at all, 63% of them were

	from disadvantaged families.	
E.	Low parental aspirations of parents and children and limited life experiences resulting in difficult home learning environments for some children and lack of engagement with school including home learning.	
F.	Difficulties with past or present experiences impacting on emotional well-being. 60% of children on school's CP concerns register are disadvantaged pupils. 77% of cases at FSP or above are for children from disadvantaged families.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase percentage of pupils eligible for PP achieving the GLD in Reception by improving oral language skills and social communication.	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. (GLD 69%) 61% all pupils GLD in 2015/16 50% PP pupils GLD in 2015/16
B.	Learning and behaviour issues for identified pupils addressed.	Children across the school with social and behaviour difficulties are making expected progress from their starting points.
C.	Improved achievement in Reading and Maths (EXS) for lower attaining pupils eligible for PP by the end of KS1.	Increase the percentage of PP pupils achieving the EXS at the end of KS1, and diminish the difference between them and non PP pupils nationally. Percentage of children who pass the phonics test in Y1 is in line with Non PP nationally 81%.
D.	Overall attendance rates for pupils eligible for PP improves to be in line with other pupils. (96%)	Reduce the number of persistent absentees among pupils eligible for PP to 9% or below (in line with NA) Raise in attendance rates for pupils eligible for PP funding (from 94% to 96%)
E.	All children entering Reception are 'school ready'.	Children entering Reception have an age related expectation in PSED.

5. Planned expenditure					
Academic year		2016/17			
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	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?
C. Improved achievement in Reading and Maths for lower attaining pupils eligible for PP.	Establishing Learning and Teaching Review meetings and increased rigor of Performance Management.	Hold teachers to greater account for the progress and attainment of disadvantaged children.	Monthly report to Local Authority Improvement Board. Teaching and Learning Review by Local Authority (November 2016)	Head teacher Deputy Head	Jan 2017
	Rigorous weekly Learning Walks, Drop in sessions and book looks by senior leaders with individual feedback. Coaching & OTP Training course	Ofsted Pupil Premium Report shows that quality first teaching has the biggest impact on the progress of disadvantaged children.	Evidence of good and outstanding teaching leading to high quality learning. Adults are given immediate verbal feedback which they can use to improve the progress of learners.	Head teacher Deputy Head	Jan 2017
Total budgeted cost					None
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?
A. Increase percentage of pupils eligible for PP achieving the GLD in Reception by improving oral language skills and social communication.	121 and small group provision of Elklan speaking and language support for children in EYFS.	Some pupils need targeted support to develop in this area which is vital to future learning in all areas. This is a programme which has been shown to be effective at improving communication in young children. Targeted intervention matched to specific pupils' particular needs is proven to produce greatest effects. Communication and language approaches consistently show positive benefits for young learners, on average 6 months additional progress over a year.	Raising Attainment Teacher will target SALT support and EAL teaching for pupils in EYFS. Work with Year Leader and staff to use assessments and data tracking system to identify pupils not on track to make expected progress. Support a highly trained TA including planning, modelling, and evaluating learning with them and weekly feedback. RA Teacher will meet regularly with DH to monitor any potential barriers to good implementation. SLT to monitor pupil progress through half termly Learning and Teaching Reviews.	0.5 Raising Attainment Teacher £26,582 FT Raising Attainment TA £12,700	July 2017

<p>C.Improved achievement in Reading and Maths for lower attaining pupils eligible for PP.</p>	<p>Small group tuition of work more closely matched to learners needs.</p> <p>Disadvantaged children with Low prior attainment have intervention sessions with a teacher.</p> <p>Variety of small group intervention sessions for targeted disadvantaged children in EYFS identified as needing to make accelerated progress.</p>	<p>When small group tuition is accurately assessed and planned by a teacher it can have positive benefits for disadvantaged children of more than 4 months additional progress over a year, according to EEF research. Examples of such small group work include Phonics and Guided Reading.</p>	<p>Raising Attainment Teacher has responsibility to oversee all additional support and interventions for very low achieving disadvantaged children in Y1 and Y2. Raising Achievement. 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.</p> <p>Raising Attainment Teacher will meet regularly with Deputy Headteacher to monitor any potential barriers to good implementation.</p> <p>SLT to monitor pupil progress through half termly Learning and Teaching Reviews.</p>	<p>0.5 Raising Attainment Teacher</p> <p>2x FT Raising Attainment TAs £12,700 £12,700</p> <p>20 hours of TA in EYFS £6630</p>	<p>July 2017</p>
<p>B.Learning and behaviour issues for identified pupils addressed.</p> <p>A.Increase percentage of pupils eligible for PP achieving the GLD in Reception by improving oral language skills and social communication.</p>	<p>Employ a Learning Mentor to provide 121 and small group support sessions for social and emotional strategies which raise vulnerable pupils' self-esteem and confidence, helping them to become confident, active part of our school community.</p>	<p>EEF Toolkit highlights that reducing challenging behaviour can have a direct and lasting impact on pupils learning. Targeted interventions matched to specific pupils' needs can be effective.</p>	<p>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.</p> <p>SLT will monitor class behaviour records and if this has a link to pupil progress through half termly Learning and Teaching Reviews.</p> <p>Learning Mentor will have supervision every half term with member of SLT.</p>	<p>0.5 Assistant Head 12,539</p> <p>0.8 Learning Mentor 13,018</p>	<p>July 2017</p>
Total budgeted cost					£96,869

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?
D.Increased attendance rates for pupils eligible for PP.	Learning Mentor provide strategies to raise specific pupil's punctuality and attendance, enabling them to take a full and active role in their learning. Learning Mentor to provide families with strategies and a contact to aid them in supporting their children's learning and behaviour. Subsidised places at Breakfast and After School Club for targeted children.	We can only improve attainment if children are in school regularly. NFER briefing for school leaders, identifies addressing attendance as a key step.	Learning Mentor will liaise with Assistant head teacher and Secretary around absence issues and each take a role around improving attendance to ensure school procedures are effective. 3 free places for disadvantaged children at Breakfast and After School Club £6,230	0.5 Assistant Head	Termly analysis of attendance data.
E.All children entering Reception are 'school ready'.	Early years intervention project. Sharing good practice with our largest pre-school provider and supporting their staff training by	EEF toolkit indicates the high impact (+5 months) of Early Years Intervention particularly for those children from low income families. Knowing that disadvantaged children benefit from good quality provision with a strong educational component school is involved in a project with the local authority to work with pre-school providers on school readiness.	The Local Authority Early years Team will monitor the impact of the project.	EYFS Leader and Reception teachers	Sept 2017
Total budgeted cost					£6,230

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Objective 2 To remove any external barriers to learning that may prevent disadvantaged children from achieving in line with their peers.	Employ a 0.8 Learning Mentor Increased pastoral and academic support more closely targeted towards disadvantaged children.	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.	Learning Mentor has supported 33 families and children by; establishing Lego therapy, Lunch club, 1:1 and group sessions; support for families through attendance at FSPs (3) and CIN meetings (2) CP plans (1); attendance monitoring and parenting skills. Continue.	£13,018
	Employ 0.2 EAL support teacher Targeted curriculum support for specific individuals and small groups provided by specialist teacher with in and out of class.	Increased number of EAL pupils in year 1 and 2 making expected or better than expected progress in reading, writing and maths. 100% of EAL children in Y2 make expected progress by end Summer 2016.	All EAL PP children making expected progress in Year 1. All EAL children making above expected progress in Year 2. EAL children in EYFS would benefit from earlier targeted support in order to make accelerated progress from starting points. Decision to support Pupil Premium children using RA teacher and provide training for TA, meaning more rigorous identification of EAL needs on entry to school.	£10,499

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.	Employ a 2.5 Raising Attainment teacher Increased academic support more closely targeted towards disadvantaged children. A teacher has responsibility to oversee all additional support for these children.	54% of PP children will pass the Year 1 phonic check (14/26) 81% of PP children will pass the Year 1 phonic check retake in Year 2 (13/16) 4 Y2 children back into class maths who have superseded the attainment of some of their peers. 5 Y2 children back into class English who have superseded the attainment of some of their peers.	Raising Attainment teacher was not deployed to EYFS at an effective point in the year. They will target support for pupils in EYFS from Spring term 2016 to impact on GLD for disadvantaged children. ELKAN training for Raising Attainment teacher and TA will be closely targeted towards disadvantaged children in EYFS.	£26,582
	To employ a 1.0 playleader to provide specific targeted support at lunchtime to pupils who require an Individual Risk Management Plan	Children across the school with learning and behaviour difficulties are making expected progress from their starting points.	100% of these children have made expected or above expected progress in Maths/ Reading/ Writing Not continuing due to reduced PP budget for 2016/17. PE instructor to train MSAs on playground games. 2016/17 MSAs, lunchtime provision and alternatives to be managed by Assistant Head.	£2394
	To employ a 1.0 TA to provide specific targeted support to pupils who require an Individual Risk Management Plan	Work with class teachers with strategies to manage learning and behaviour in class has meant that children across the school with learning and challenging behaviour are making expected progress from their starting points.	100% of these children have made expected or above expected progress in Maths/ Reading/ Writing. Not continuing due to reduced PP budget for 2016/17	£12,700
	Employ a 3 TAs to deliver small group interventions for targeted pupils identified as needing to make accelerated progress across KS1	Increase in the number of pupils in year 2 achieving L2+ in maths at the end of KS1: 26/31 pupils who generate pupil premium funding will achieve 2 Dev+ Increase in the number of pupils in year 1 achieving year 1 objectives in maths at the end of year 1: 18/21 pupils who generate pupil premium funding will achieve 1 Dev+.	7/16 PP children expected to achieve the GLD 46% (26% 2015) so we are also narrowing the school gap in attainment however the difference between the attainment for PP pupils and non PP nationally remains. Continue but funding more closely targeted towards PP children in EYFS.	£38,100

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Objective 2 To remove any external barriers to learning that may prevent disadvantaged children from achieving in line with their peers.	Employ a 0.2 PSA Create close communication between PSA, Learning Mentor and SENDCo. SLT to share information and target those children.	Very good parental links which resulted in improved outcomes for those families. Webster Stratton parenting course for 12 parents of disadvantaged children resulted in improved outcomes for those families.	PSA has supported 28 families across the federation. Parenting course to run again in Sept. 5 new families have already signed up. Step on training for parents has 16 families signed up. We have not replaced our PSA and will be supporting families through a variety of early intervention agencies including parenting courses through our Children's Centre.	£3470

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk