

# Angel Road Infant School Pupil premium strategy statement April 2017- Sept 2018

1. Summary information					
School	Angel Road Infant School				
Academic Year	2017/18	Total PP budget	60,720	Date of most recent PP Review	Dec 2015
Total number of pupils	294	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Sept 2018

2. Current attainment End of 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving EXS or above in reading, writing and maths at the End of Y2</b>	38%	50%
<b>reading</b>	55%	79%
<b>writing</b>	41%	72%
<b>maths</b>	62%	79%
<b>progress in reading at the End of Y2</b>	101.96	101.25
<b>progress in writing at the End of Y2</b>	101.04	100.56
<b>progress in maths at the End of Y2</b>	101.18	100.63
<b>% achieving GLD at End of EYFS</b>	62%	73%
<b>% pupils passing phonics check at end of Y1</b>	60%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills and 'school readiness' is low in Reception/ are low for all pupils/ is lower for PP pupils than for other pupils. This contributes to lower GLD achievement and progress in subsequent years.
<b>B.</b>	Learning and behaviour issues for a small number of pupils across the school with a very high level of need.
<b>C.</b>	Low achievement across school in Reading Writing and Maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance rates for pupils eligible for pupil premium funding are % (below the target for all pupils 96%) This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	School readiness is low in Reception. Children are not entering school with the enough personal independence and social skills needed to be ready to learn.
<b>4. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception
<b>B.</b>	Learning and behaviour issues for identified pupils addressed.
<b>C.</b>	Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.
<b>E.</b>	All children entering Reception are 'school ready'.

<i>Success criteria</i>
Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Children across the school with social and behaviour difficulties are making expected progress from their starting points.
Increase the percentage of PP pupils achieving the EXS and diminish the difference between them and non PP pupils nationally.
Reduce the number of persistent absentees among pupils eligible for PP to % or below. Overall PP attendance improves from % to % in line with other pupils.
Children entering reception have an age related expectation around personal independence and social skills.

5. Planned expenditure					
Academic year		2017/18			
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, Writing, 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 Chris Read Deputy Head teacher Lindsay Moody	July 2017
<b>Total budgeted cost</b>					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.Improve oral language skills for pupils eligible for PP in Reception	121 and small group provision of Eiklan 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 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. Support a highly trained TA including planning, modelling, and evaluating learning with them and weekly feedback. Raising Attainment Teacher will meet regularly with Deputy Headteacher to monitor any potential barriers to good implementation. SLT to monitor pupil progress through half termly Learning and Teaching Reviews.	Raising Attainment Teacher Alison Thompson	July 2017

<p>B.Learning and behaviour issues for identified pupils.</p> <p>C.Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.</p>	<p>Small group tuition of work more closely matched to learners needs.</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>Raising Attainment Teacher Alison Thompson</p>	<p>July 2017</p>
<p>B.Learning and behaviour issues for identified pupils addressed.</p>	<p>Employ a Learning Mentor to provide 121 and small group support and 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>Assistant Head Karen Long</p>	<p>July 2017</p>
<b>Total budgeted cost</b>					

<b>iii. Other approaches</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?</b>
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.	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.	Assistant Head Karen Long	Easter 2017
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 Lizzie Morgan And Reception teachers	Sept 2017
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2016/17		
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
Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.	Establishing Learning and Teaching Review meetings and increased rigor of Performance Management.	Increase the percentage of PP pupils achieving the EXS and diminish the difference between them and non PP pupils nationally.		
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
Improve oral language skills for pupils eligible for PP in Reception	121 and small group provision of Elklan speaking and language support for children in EYFS	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.	Children would benefit from a quieter working area rather than a 'corridor space'. The staff member responsible will devote her entire timetable to Speech and language support overseen by Raising Attainment teacher and SENCO.  CONTINUE	
Learning and behaviour issues for identified pupils.  Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.	Small group tuition of work more closely matched to learners needs.	Children across the school with social and behaviour difficulties are making expected progress from their starting points.  Increase the percentage of PP pupils achieving the EXS and diminish the difference between them and non PP pupils nationally.	Identified pupils remained in school and made progress from their starting points. 2 children have moved onto to Complex provision. 1 child has made a successful transition to Junior School. 2 children have made a successful transition into Y2. 1 child is accessing a behaviour SRB in 17/18  CONTINUE	

B.Learning and behaviour issues for identified pupils.	Employ a Learning Mentor to provide 121 and small group support and social and emotional strategies which raise vulnerable pupils' self-esteem and confidence, helping them to become confident, active part of our school community.	Learning Mentor reached between 60 and 65 families in 16/17. By supporting children in small groups and individually both in school and lunch club. Also signposting families to other agencies, leading and contributing to FSPs, general safeguarding and other unplanned events such as bereavements. Children across the school with social and behaviour difficulties were supported in making expected progress from their starting points.	Learning Mentor is an invaluable member of the staff. She is particularly effective at managing unplanned events/crisis' with short pieces of work enabling children to stay in class/ get back into class, and also giving them strategies to manage their emotions and continue learning.  CONTINUE	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	Reduce the number of persistent absentees among pupils eligible for PP to % or below. Overall PP attendance improves from % to % in line with other pupils.	The number of persistent absentees was too high for an individual approach to make a difference. A dramatic whole school reward approach was trialled with limited success.  DEVISE NEW APPROACH	

<p>All children entering Reception are 'school ready'.</p>	<ol style="list-style-type: none"> <li>1. Early years intervention project.</li> <li>2. Sharing good practice with our largest pre-school provider and supporting their staff training.</li> </ol>	<p>Children entering reception have an age related expectation around personal independence and social skills.</p>		
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## 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](http://www.aschool.sch.uk)