

Angel Road Infant School Pupil Premium Strategy Statement Sept 2018 – Sept 2019

1. Summary information					
School	Angel Road Infant School				
Academic Year	2018/19	Total PP budget	69,160	Date of most recent PP Review	May 2018
Total number of pupils	272	Number of pupils eligible for PP	49	Date for next internal review of this strategy	July 2019

2. Current attainment End of 2017		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EXS or above in reading, writing and maths at the End of Y2	35%	50%
reading	44%	79%
writing	39%	66%
maths	44%	80%
%progress at EXS+ Reading at the End of KS1	-13%	+3%
%progress at EXS+ Writing at the End of KS1	-8%	-2%
%progress at EXS+ Maths at the End of KS1	-11%	-2%
% achieving GLD at End of EYFS	67%	
% pupils passing phonics check at end of Y1	60%	85%

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.	Oral language skills are low in Reception. This contributes to lower GLD achievement and progress in subsequent years.
B.	Learning and social/emotional issues for a small number of pupils across the school with a very high level of need.
C.	Attainment in Year 2 Reading Writing and Maths is lower for children who generate the Pupil Premium funding than other children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for pupil premium funding are 94% which is below the target for all pupils (96%) This reduces their school hours and causes

	them to fall behind on average.	
E.	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.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception	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.
B.	Learning and social/emotional issues for identified pupils addressed.	Children across the school with social and emotional difficulties are making expected progress from their starting points.
C.	Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.	Increase the percentage of PP pupils achieving the EXS and diminish the difference between them and non PP pupils nationally.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 17% or below, in line with National average. Overall PP attendance improves from 94% to 96% in line with national.
E.	All children entering Reception are 'school ready'.	Children entering reception have an age related expectation around personal independence and social skills.

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	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.	Increased rigor of Performance Management targets and Weekly Learning and Teaching Review meetings which include clearer provision mapping for disadvantaged pupils.	Hold teachers to greater account for the progress and attainment of disadvantaged children.	Learning and progress reviews happen every half term. External Pupil Premium review with Joan Low May 2018 External Inclusion Review with Inclusion Expert Nov 2018	Head teacher Chris Read Deputy Head teacher Lindsay Moody	Half termly in Learning and Progress Reviews Overall Jan 2019
	Talk for Writing and Talk for Reading approaches to learning in English.	EEF research shows Reading comprehension strategies and techniques which focus on pupils understanding of written texts can deliver on average 6 months progress.	Learning Walks/Book Looks every half term by subject leader and DHT will monitor implementation and impact of training on children's progress. Rolling programme of CPD with follow up sessions will maintain teacher knowledge and embed techniques across school. Training £2000	Deputy Head teacher Lindsay Moody and English subject leader Lindsay McIntosh	Half termly in Learning Walks and Book Looks Overall Easter 2019
Total budgeted cost					£2000

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	Talk Boost Training for staff in the Federation Sept 18 1:1 and small group provision of Elkan and Talk Boost programmes for speech 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. According to EEF research Oral language Intervention approaches consistently show positive benefits for young learners, on average 5 months additional progress over a year. The pilot project of The Communication Trust which developed Talk Boost found some children improved their communication by 21-18 months in a 10 week period.	A highly trained Teaching Assistant will target SALT support for pupils in EYFS. A teaching assistant will target EAL pupils and those new to English in EYFS. They will work with Year Leaders and Year teams to use assessments and data tracking system to identify pupils not on track to make expected progress. AHT (SENCO) will support TA including planning, modelling, and evaluating learning with them and weekly feedback. SENCO will monitor any potential barriers to good implementation. SLT to monitor pupil progress through half termly Learning and Teaching Reviews. Training £500 TA £12,500	Assistant Head Teacher (SENCO) Lucie Farley	July 2019
c.Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP.	Small group tuition of work more closely matched to learners needs.	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	Raising Attainment Teacher (RAT) has responsibility for teaching a group of underachieving disadvantaged children in Y2. She works closely with Year Leader and Year teams to use assessments and data tracking system to identify pupils not on track to attain the expected standard. SLT to monitor pupil progress through half termly Learning and Teaching Reviews. Teacher 22,574 (Part costed)	Raising Attainment Teacher Katie Story	July 2019

B. Learning and social/emotional issues for identified pupils addressed.	Employ a Learning Mentor to provide 121 and small group support with social and emotional strategies which raise vulnerable pupils' self-esteem and confidence, helping them to become confident, active part of our school community.	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.	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, after school provision and attendance strategies will be planned from this. SLT will monitor class behaviour records and attainment records and if this has a link to pupil progress through half termly Learning and Teaching Reviews. Learning Mentor will have supervision every half term with member of SLT. Learning Mentor £17,225	Assistant Head (Safeguarding) Karen Long	July 2019
	Establish Rainbow Room provision for children with EHCP and adapted timetable/curriculum to address the needs of these children which cannot be met in the classroom.	Children will make progress towards EHCP targets and will either manage to stay in mainstream education or will eventually move on to Complex Needs Provision.	SENCO will plan and evaluate the learning of these children linked to their targets in their EHCPs. SENCO will manage this team of adults and ensure provision is meeting their needs.	Assistant Head (SENCO) Lucie Farley	July 2019
Total budgeted cost				£59,708	
lii 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.	Assistant Head teacher provides strategies to raise specific pupil's punctuality and attendance, enabling them to take a full and active role in their learning. Pastoral team 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.	PSA and 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. PSA £14,361	Assistant Head (Safeguarding) Karen Long	Easter 2019

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 releasing Year Leader to work in pre-school setting on a regular basis throughout year.	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.	External Early Years Audit – Inclusion Expert – Dr Sue Allingham Oct 2018 Children's Centre manager/ Reception teacher will monitor impact within current cohort.	EYFS Leader Katie Horner And Reception teachers	Sept 2019
Total budgeted cost					£14,361

6. Review of expenditure				
Previous Academic Year		2017/18		
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.	35% of PP pupils achieved the EXS in R/W/M (combined) with a large gap at the end of KS1 as well. (NA 46% 2017) Continue with increased rigor of LPR meetings with clearer provision mapping for disadvantaged pupils.	
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.	47% GLD PP in end of Reception with a very small gap 2% at the end of Reception. 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 Assistant Head teacher (SENCO). Continue and develop Talk Boost sessions for specific children see A	
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 - further provision needed for a group of PP children with complex needs in EYFS	
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 24 families in 17/18. By supporting children in small groups and individually both in school and at 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 with approach	
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

<p>A. Increased attendance rates for pupils eligible for PP.</p>	<p>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.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 17% or below. Overall PP attendance improves from 94% to 96% in line with national.</p>	<p>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.</p> <p>New individualised approach devised see other approaches D.</p>	
<p>B. All children entering Reception are 'school ready'.</p>	<ol style="list-style-type: none"> 1. Early years intervention project. 2. Sharing good practice with our largest pre-school provider and supporting their staff training. 	<p>Children entering reception have an age related expectation around personal independence and social skills.</p>	<ul style="list-style-type: none"> • AoE Sept 2018 • EYFS SEF / SIDP • 2018-19 continue to support closest pre-school setting by allowing Year Leader to visit regularly to support their monitoring and evaluation of the impact of their work. Year leader to deliver phonics teaching and model/demonstrate good practice for staff within their own setting. 	

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