

Angel Road Infant School Pupil Premium Strategy Statement Sept 2019 – Sept 2020

1. Summary information					
School	Angel Road Infant School				
Academic Year	2019/20	Total PP budget	64,680	Date of most recent PP Review	Sept 2019
Total number of pupils	225	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 2020

2. Current attainment July 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing and maths at the End of KS1	44%	
% achieving EXS or above reading at the End of KS1	72%	78%
% achieving EXS or above writing at the End of KS1	61%	73%
% achieving EXS or above maths at the End of KS1	66%	79% ⁰
% achieving GLD at End of EYFS	50%	75%
% pupils passing phonics check at end of Y1	56%	84%

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.	Pupils eligible for PP in Reception class make rapid progress from their starting points so that by the end of the year they meet or exceed age related expectations, and diminish the difference between them and non PP pupils nationally.	
B.	Pupils eligible for PP in Year 1 make rapid progress from their starting points so that by the end of Year 1 they meet or exceed age related expectations for Phonics check, and diminish the difference between them and non PP pupils nationally.	
C.	Pupils eligible for PP in Year 2 make rapid progress from their starting points so that by the end of KS1 they meet or exceed age related expectations in reading, writing and maths, 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.	Children across the school with social and emotional difficulties are making expected progress from their starting points.	

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?
Pupils eligible for PP in Year 2 make rapid progress from their starting points so that by the end of KS1 they meet or exceed age related expectations in reading, writing and maths, and diminish the difference between them and non PP pupils nationally.	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 of school and year leaders	Half termly in Learning and Progress Reviews Overall Jan 2020
	Talk for Writing and Talk for Reading approaches to learning in English. Whole class reading books of high quality challenging texts to develop fluency.	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 HoS 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.	Head of school and Writing Lead	Half termly in Learning Walks and Book Looks Overall Easter 2020
	To provide and ambitious and well defined curriculum to improve achievement for all learners. Through subject specific CPD, developing subject organisers, subject association memberships, professional reading	<i>" a proper curriculum grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement of every child"</i> Mary Myatt Coherently sequenced curriculum can maximise success.	Children will acquire powerful knowledge that can be applied across a range of contexts. Outcomes and progress will improve.	Head of School	Termly with Exec Head

	materials, developing assessment materials.				
Pupils eligible for PP in Year 1 make rapid progress from their starting points so that by the end of Year 1 they meet or exceed age related expectations for Phonics check, and diminish the difference between them and non PP pupils nationally.	Read Write Inc training and resources	EEF toolkit shows impact of consistent Phonics approaches have been found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Monitoring by EYFS leader and English leader through learning walks, staff discussion, half termly assessments.	Head of School and Reading Lead and Year 1 lead.	Overall Easter 2020
Pupils eligible for PP in Reception class make rapid progress from their starting points so that by the end of the year they meet or exceed age related expectations, and diminish the difference between them and non PP pupils nationally.	Support and training from EYFS expert to refine learning environment with communication friendly spaces which allow for independence and challenge.	EEF toolkit emphasises that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	Monitored through regular learning walks and book looks. Teacher perception and observations of children interacting with learning environment. Support and challenge for EYFS leads through SLT meetings.	Head of School and EYFS leaders	Half termly in Learning Walks and Book Looks Overall Easter 2020
Total budgeted cost					£20,000

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?
Pupils eligible for PP in Reception class make rapid progress from their starting points so that by the end of the year they meet or exceed age related expectations, and diminish the difference between them and non PP pupils nationally.	Provide 1:1 and small group provision of Talk Boost as 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. Working with Year Leaders and teachers to use assessments and data tracking system to identify pupils not on track to make expected progress. DHoS (SENCO) will support TA including planning, modelling, and evaluating learning with them and weekly feedback, and monitor any potential barriers to good implementation. SLT to monitor pupil progress through half termly Learning and Teaching Reviews.	Deputy Head of School (SENCO)	June 2020
Children across the school with social and emotional difficulties are making expected progress from their starting points.	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. EEF also highlight that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with an average overall impact of four months' additional progress on attainment.	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.	Deputy Head of School (Junior) (Safeguarding)	July 2020

Total budgeted cost	£12,500 £17,225
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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.	Deputy Head of School 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.	Deputy Head of School (Safeguarding)	Easter 2019
Total budgeted cost				£14,361 (Part costed)	

6. Review of expenditure				
Previous Academic Year		2018/19		
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.	44% of PP pupils achieved the EXS in R/W/M 2019 (NA 47% 2018) (combined) disadvantaged gaps at the end of KS1 are very small. Continue with increased rigor of LPR meetings including clear 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.	50% GLD PP in end of Reception with a very small gap 2% at the end of Reception. Children benefitted from a quiet working space. The staff member responsible devoted her entire timetable to Speech and language support overseen by Assistant Head teacher (SENCO). Adoption of Talk Boost has provided a robust system of development and clear assessment. Continue and develop Talk Boost sessions for Reception children.	

<p>Learning and behaviour issues for identified pupils.</p> <p>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>Children across the school with social and behaviour difficulties are making expected progress from their starting points.</p> <p>Increase the percentage of PP pupils achieving the EXS and diminish the difference between them and non PP pupils nationally.</p>	<p>Identified pupils remained in school and made progress from their starting points.</p> <p>2 children have moved onto to Complex provision. 1 child has made a successful transition to Junior School.</p> <p>1 child is accessing a behaviour SRB in 18/19</p> <p>Unable to continue provision due to reduction in children eligible for Pupil Premium funding.</p>	
<p>Learning and behaviour issues for identified pupils.</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>Learning Mentor reached 27 families in 18/19. 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.</p>	<p>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.</p> <p>CONTINUE with approach</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>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>PSA worked alongside Learning Mentor and Assistant Head (Safeguarding) to develop communication with parents of persistent absentees and support families to remove the barriers to non-attendance. Staff have been supported in how to challenge poor attendance.</p> <p>Figures needed here</p>	
<p>All children entering Reception are 'school ready'.</p>	<p>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.</p>	<p>Children entering reception have an age related expectation around personal independence and social skills.</p>	<ul style="list-style-type: none"> • AoE Sept 2019 • Figures relating to school readiness needed here <p>Discontinue due to closure of local pre-school provider and North City Children's Centre Sept 2019</p>	

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