



South Stanley Infant & Nursery School

Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2017-18	Total PP Budget	£96,000	Date of most recent PP review	September 2017
Total number of pupils	138	Total number of disadvantaged pupils eligible for PP	72 (52.2%)	Date for internal review	Jan 2018

2. Current attainment				
	Disadvantaged (D) children	All pupils (national average)	Non D children (national average)	D children (national average)
% achieving Exp+ in reading KS1	78%	76%	77%	60%
% achieving Exp+ in writing KS1	67%	68%	68%	50%
% achieving Exp+ in maths KS1	74%	75%	75%	58%
% at expected standard for phonics test Y1	77%	81%	83%	69%
% at GLD YR	47%	70.7%	56%	73%

3. Barriers to future attainment (for pupils eligible for PP including HAP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Disadvantaged (D) children exiting Reception 2017 had lower GLD than Non D (44% gap) which could impact progress through KS1. (Current Year 1)
B	Oral language skills in Reception are lower for D children than Non D children which slows reading progress in subsequent years.
C	There exists a large in-school gap between D and NonD children exiting each year group across school in reading, writing and maths.
D	High % of D children experiencing social and emotional barriers to learning.
External barriers (<i>issues which also require action outside school, such as low attendance</i>)	
E	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing.

F	Attendance currently stands at 95.4% for D children and 96.6% for Non D children and continues to improve with persistent absenteeism dropping dramatically. Continuous work is required with a small number of families to ensure that pupils' attendance enables them to fully access the curriculum.
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4. Outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A	Diminish the gap between D children exiting Year R achieving expected standard in reading, writing and maths compared to Non D.	Gap between D children/ Non D children attaining ARE at end of Year R in 2018 in reading, writing, maths will be lower than gap exiting in 2017.
B	Improve oral language, reading and writing skills for D children exiting children in Foundation Stage.	Pupils eligible for D in the Foundation Stage will make rapid progress across Reception Year and Year 1 and a greater % will meet ARE by the end of Reception/ Year 1 than in 2017.
C	Diminish the in-school gap between D/NonD children across EYFS and KS1 in reading, writing and maths across all year groups.	The in-school gap between D and NonD children will reduce across each year group in reading, writing, maths.
D	Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.	Disadvantaged pupils with social and emotional barriers to learning will make rapid progress and a greater % will achieve ARE.
E	Improve children's vocabulary for reading and writing which will enrich their life experiences and impact upon their language development, personal and social development and achievement.	Disadvantaged pupils will make rapid progress and a greater % will achieve ARE in reading and writing across school.
F	Ensure that targeted pupils attendance is at or above 96%	Target pupils' attendance will remain at or above 96%

5. Planned expenditure					
Academic Year			2017-2018		
(i) Quality of teaching for all and (ii) Targeted Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation/ Impact Analysis
A. Diminish the gap between D children exiting Year R achieving expected standard in reading, writing and maths compared to Non D.	Additional TA across two YR classes to ensure that high quality additional adult feedback can be given to move children forward. Small group interventions	EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i>	PP progress monitored by SLT Book scrutiny to track progress Class teachers to monitor impact of effective feedback in lessons/ books	H. Kemp L.Thompson M.Tulloch	<p>Gap between D and ND children attaining GLD reduced in 2018 as follows:</p> <p>Reading – 2017 gap = 53%/ 2018 gap = 31%</p> <p>Writing – 2017 gap = 44%/ 2018 gap = 26%</p> <p>Maths – 2017 gap =36%/ 2018 gap =13%</p> <p>Gap between D and ND children attaining GLD reduced from 44% in 2017 to 26% in 2018.</p> <p>Gap still larger than 2017 National gap (17%)</p>
Total budgeted cost:					£18,746
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation/ Impact Analysis
B. Improve oral language, reading and writing skills for children in	Small group oral language interventions by specialist speech and language teacher.	EEF teaching and learning toolkit - review of evidence of impact of oral language interventions:	PP progress monitored by SLT termly.	SLT E. Johnson EYFS Staff	<p>Gap between D and ND children attaining GLD reduced in 2018 as follows:</p> <p>Reading – 2017 gap = 53%/ 2018 gap = 31%</p>

Foundation Stage.		<p><i>Moderate impact for very low cost based on extensive evidence. (+5)</i></p> <p>EEF teaching and learning toolkit - review of evidence of small group tuition:</p> <p><i>Moderate impact for moderate cost based on limited evidence. (+4)</i></p>	EYFS staff monitor progress of D children.		<p>Writing – 2017 gap = 44%/ 2018 gap = 26%</p> <p>Speaking – 2017 gap = 53%/ 2018 gap = 31%</p>
Total budgeted cost:					£7.377
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation/ Impact Analysis
C. Diminish the in-school gap between D/NonD children across EYFS and KS1 in reading, writing and maths.	Additional TA support in all classes to deliver small group tuition afternoons.	<p>EEF teaching and learning toolkit - review of evidence of small group tuition:</p> <p><i>Moderate impact for moderate cost based on limited evidence. (+4)</i></p>	<p>Half termly learning ladders – D progress monitored by SLT.</p> <p>Class teachers/ TA to track D children progress.</p>	H. Kemp L. Thompson EYFS staff KS1 staff	<p>SEE EVALUATION OF A FOR EYFS DATA</p> <p>KS1 gap between D and ND children attaining GLD reduced in 2018 as follows:</p> <p>Reading – 2017 gap = 53%/ 2018 gap = 31%</p> <p>Writing – 2017 gap = 44%/ 2018 gap = 26%</p> <p>Maths – 2017 gap = 53%/ 2018 gap = 31%</p>
Total budgeted cost:					£46.000
D. Improved emotional well being and	Additional HLTA support across school to deliver	EEF teaching and learning toolkit - review of evidence of impact of	Track progress of children who are undertaking social	H. Kemp L. Thompson K. Stobbs	Evaluation/ Impact Analysis

academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and improved achievement.	<p>interventions for children experiencing social and emotional barriers to learning an upskill other staff in school.</p> <p>Year 2 Resilience Program – Prince William Award.</p> <p>(One-to one Listening Matters; Small group Good to be Me program; Small group Taming the Tempersaurus program.)</p>	<p>social and emotional learning;</p> <p><i>Moderate impact for low cost based on extensive evidence. (+5)</i></p>	and emotional interventions.	Class teachers	<p>Children across all classes accessing social and emotional interventions</p> <p>Dedicated meeting time between those leading on interventions and those delivering them resulted in children demonstrating increased resilience and perseverance reflected in improved results exiting EYFS and KS1.</p>
Total budgeted cost:					£10.000
(iii) Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation/ Impact Analysis
E. Improve children's vocabulary for reading and writing which will enrich their life experiences and impact upon their language development, personal and	<p>Specialist music teacher working with children and staff to enrich curriculum and children's experiences.</p> <p>Choir, Recorder, Drama sessions, visits and visitors to</p>	<p>Involvement in additional enriching experiences directly in previous year, contributed to children having an interest, motivation and purpose to engage in school and to write directly contributing to increased percentage of D children achieving expected standard at end</p>	<p>Half termly learning ladders – D progress monitored by SLT.</p> <p>Class teachers/ TA to track D children progress.</p> <p>Lesson observations</p>	SLT	<p>EYFS gap between D and ND children attaining GLD reduced in 2018 as follows:</p> <p>Reading – 2017 gap = 53%/ 2018 gap = 31%</p> <p>Writing – 2017 gap = 44%/ 2018 gap = 26%</p> <p>Speaking – 2017 gap = 53%/ 2018 gap = 31%</p>

social development and achievement.	provide hooks for curriculum.	of KS1 in writing. This 67% was well above comparisons for National Disadvantaged in line with National Other and National All.			<p>KS1 gap between D and ND children attaining GLD reduced in 2018 as follows:</p> <p>Reading – 2017 gap = 53%/ 2018 gap = 31%</p> <p>Writing – 2017 gap = 44%/ 2018 gap = 26%</p> <p>Children showed improved ability to work in groups, which impacted positively upon all areas of learning.</p>
Total budgeted cost:					£10.000
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	Evaluation/ Impact Analysis
F. Targeted pupils' attendance is at or above 96%	Employ Attendance Officer to monitor and provide support to vulnerable families.	Employment of an Attendance Officer in previous academic year saw the % attendance for targeted families maintain through regular meetings both at home and at school. The % of persistent absentees was dramatically reduced.	<p>Regular meetings with Attendance Officer.</p> <p>Ongoing tracking of attendance of vulnerable children.</p>	HK LS	<p>% attendance for D families improved overall in 2017/18 from that of 2016/17.</p> <p>The gap between the D and ND attendance fell from 2.22% in 2016/17 to 0.79% in 2017/18</p> <p>Remains below 96% and D attendance remains below ND attendance.</p>
Total budgeted cost:					£4210.63

Total Budgeted Cost – 2017-2018 – £96.333.63