



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 next 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%	**	**

3. Barriers to future attainment (for pupils eligible for PP including HAP)	
<i>In-school barriers (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.
<i>External barriers (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	Review date
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	January 2018
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	Review date
B. Improve oral language, reading and writing skills for children in Foundation Stage.	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: <i>Moderate impact for very low cost based on extensive evidence. (+5)</i> EEF teaching and learning toolkit - review of evidence of small group tuition:	PP progress monitored by SLT termly. EYFS staff monitor progress of D children.	SLT E. Johnson EYFS Staff	January 2018

		<i>Moderate impact for moderate cost based on limited evidence. (+4)</i>			
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	Review date
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.	EEF teaching and learning toolkit - review of evidence of small group tuition: <i>Moderate impact for moderate cost based on limited evidence. (+4)</i>	Half termly learning ladders – D progress monitored by SLT. Class teachers/ TA to track D children progress.	H. Kemp L. Thompson EYFS staff KS1 staff	January 2018
Total budgeted cost:					£46.000
D. Improved emotional well being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to curriculum and	Additional HLTA support across school to deliver interventions for children experiencing social and emotional barriers to learning an upskill other staff in school. Year 2 Resilience Program – Prince William Award.	EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning: <i>Moderate impact for low cost based on extensive evidence. (+5)</i>	Track progress of children who are undertaking social and emotional interventions.	H. Kemp L. Thompson K. Stobbs Class teachers	January 2018

improved achievement.	(One-to one Listening Matters; Small group Good to be Me program; Small group Taming the Tempersaurus program.)				
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	Review date
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.	Specialist music teacher working with children and staff to enrich curriculum and children's experiences. Choir, Recorder, Drama sessions, visits and visitors to provide hooks for curriculum.	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 of KS1 in writing. This 67% was well above comparisons for National Disadvantaged in line with	Half termly learning ladders – D progress monitored by SLT. Class teachers/ TA to track D children progress. Lesson observations	SLT	January 2018

		National Other and National All.			
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	Review date
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.	Regular meetings with Attendance Officer. Ongoing tracking of attendance of vulnerable children.	HK LS	January 2018
Total budgeted cost:					£4210.63

Total Budgeted Cost – 2017-2018 – £96.333.63

6. Review of expenditure				
Previous Academic Year		2016-2017		
(i) Quality of teaching for all and Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact: (Was success criteria met? What was impact for non-PP)	Lessons learned (will this approach be continued)	Cost
A. Improve PP children in Year 1 achieving expected standard compared to Non PP.	Additional TA in two classes to ensure that high quality additional adult feedback can be given to move children forward.	Y1 – 77% of D children passed phonics test which is above % of those D nationally and all children nationally (NA for D 2016 – 69%; NA for overall 2016 -81%)	Impact was positive - same approach will be continued in following year.	£15, 823

	Small group interventions			
B. Improve oral language, reading and writing skills for children in Foundation Stage.	Small group oral language interventions by specialist speech and language teacher. Additional TA (x ½) support in classes to deliver small group tuition afternoons.	Listening and attention – 87% D children achieved expected standard in 2017 compared to 68% in 2016. Speaking skills – remained static from 2016. Success criteria – partially met	Continue with approach utilising skills of experienced speech and language teacher in EYFS focusing upon application into reading and writing.	£23,724
Desired outcome	Chosen action/ approach	Estimated impact: (Was success criteria met? What was impact for non-PP)	Lessons learned (will this approach be continued)	Cost
C. Higher % of PP achieving GD at end of KS1 in reading.	Additional teacher & TA support to deliver focused reading comprehension scheme.	Disadvantaged children attaining GD in reading -2016 – 14%; 2017 – 19% Success criteria – met	Improvements have been made for D children on previous year – sustain and improve.	
D. Higher % of PP achieving GD at end of KS1 in writing.	Additional teacher & TA support to deliver small group tuition afternoons.	Disadvantaged children attaining GD in reading -2016 – 5%; 2017 – 19% Success criteria – met	Improvements have been made for D children on previous year – sustain and improve.	
E. Improve PP children in Year 2 achieving expected standard compared to Non PP in reading.	Additional teacher & TA support to deliver focused reading comprehension scheme.	Gap between disadvantaged children attaining Exp in reading on exit Y1 = 28% (D – 64%, Non D – 36%) Gap between disadvantaged children attaining Exp in reading on exit Y2 = 13% (D – 78%, Non D – 91%) Success criteria – met	Improvements have been made to diminish the gap for D/ Non D children on previous year – sustain and improve in following year.	
Total cost:				£29,245

Desired outcome	Chosen action/ approach	Estimated impact: (Was success criteria met? What was impact for non-PP)	Lessons learned (will this approach be continued)	Cost
F. 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.	Additional HLTA support across school to deliver interventions for children experiencing social and emotional barriers to learning. (One-to one Listening Matters; Small group Good to be Me program; Small group Taming the Tempersaurus program.)	100% of children made good progress. 100% of children partaking in Big Sing/ assemblies/ performances showed improved confidence in singing in unfamiliar surroundings. Success criteria - met	Continue with approach, focusing upon skilled HTLA disseminating skills to other staff.	£18,560
G. 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.	Specialist music teacher working with children and staff to enrich curriculum and children's experiences. Choir, Recorder, Drama sessions, visits and visitors to provide hooks for curriculum.	Disadvantaged children attaining Exp+ in reading -2016 – 73%; 2017 – 78% Disadvantaged children attaining Exp+ in writing -2016 – 73%; 2017 – 67% <i>(still above Nat D and in line with Nat other/ Nat all)</i> Success criteria – partially met	Continue with approach, focusing upon application of vocabulary into writing.	£13,020
(iii) Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact (Was success criteria met? What was impact for non-PP)	Lessons learned (will this approach be continued)	Cost

<p>Targeted pupils' attendance is above 96%</p>	<p>Employ Attendance Officer to monitor and provide support to vulnerable families.</p>	<p>2016-17 attendance for D children remained static from 2015-16 at 95.4%.</p> <p>Persistent absentee rates dropped dramatically (10pc def; 2015-16- 16.2% 2016-17 – 4.7%)</p> <p>One D child was being educated at an alternative provision - attendance was an issue at the alternative provision.</p>	<p>Continue with this approach of targeting and tracking vulnerable families early.</p> <p>Use of CPOMS tacking system for tracking and sharing information on attendance of targeted families.</p>	<p>£4210.63</p>
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