

Jackfield Infant School Pupil Premium Strategy 2016 – 2017

1. Summary information					
Academic Year	2016 - 2017	Total PP budget	£84,780 (indicative)	Date of PP review	7 th Feb 2017
Total number of pupils	180 (excluding nursery)	Number of pupils eligible for PP	60 (excluding EYPP)	Date for next internal review of this strategy	Dec 2016

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP
B.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates for pupils eligible for PP are 94.5% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
D.	Parents of pupils eligible for PP need guidance and support in parenting
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Most of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science)
B.	Most children eligible for PP are prepared and ready to learn.
C.	All pupils eligible for PP have attendance in line with National attendance and are not affected by lateness

- At least 80% pupils eligible for PP make accelerated progress during their time in school (for any pupil entering school below or well-below ARE).
- Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points
- All PP children identified in need of catch-up interventions make accelerated progress enabling them to make progress in core subjects.
- FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.
- All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness)
- Lateness of pupils reduced as a result of interventions put in place.

<p>A. Most children eligible for PP are prepared and ready to learn.</p>	<p>Precise identification of individual needs</p> <p>Purchase of evidence based interventions and programmes to accelerate progress</p> <p>CPD to ensure quality delivery of interventions</p> <p>Train staff in identification of speech issues and effective ways of addressing pupils needs in this area.</p> <p>Train staff to embed effective teaching of speaking and listening skills across the curriculum so that all pupils can take the ESB (English Speaking Board) qualification; (focus on feedback to pupils)</p>	<p>.</p> <p>Evidence based research has a proven record of effectiveness</p> <p>Work and research carried out by Stoke Speaks out initiative.</p>	<p>Progress meeting with Assessment lead, SENCO and class teachers</p> <p>Observation and monitoring of interventions</p> <p>N4 collaborative work with the School readiness team. (H. Kenny)</p> <p>Pupils will be entered for qualifications</p>	<p>Assessment lead and SENCO</p> <p>Literacy leader (supported by Communication Champion)</p>	<p>Progress analysis (4 points during the year)</p> <p>Performance Management reviews</p> <p>Head Teacher report to Governors</p>
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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 implementation?
<p>A. Most children eligible for PP are prepared and ready to learn.</p>	<p>Early morning study group/breakfast club is available to support pupils who find it difficult to settle</p>		<p>Monitor progress of pupils receiving free breakfast club in core subjects.</p>	<p>PP lead</p> <p>HSLW</p>	<p>Progress meetings ½ termly analysis</p>

	Support transition into school for those entering mid year, through home visits, LSA/1:1 support, HSLW supporting the family.		New children are supported well and settle quickly due to the support they are provided.		Review after ½ term in school by HSLW and class teacher
D. Increased attendance rates	HSLW monitors pupils and follow up absences of pupils below 80% First day contact provision. Discussions with EWO Face to face meetings with parents when attendance decreasing to overcome barriers.	Poor attendance allows less opportunities to make fulfil potential.	Discussions between HSLW, Head of School and EWO. Letters about attendance to parents / guardians Weekly monitoring of attendance School secretary log on SIMS reason for non-attendance.	Pupil Premium Coordinator	Attendance Link Governor meetings with HSLW and Head of School. Attendance file review

iii 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 implementation?
A. Most children eligible for PP are prepared and ready to learn.	Provide parents with opportunities to help them support their own children through family learning activities.		Attendance of Family learning sessions and the impact on pupil progress Increase in home support as evidence in homework and reading planner.	HSLW	Report to Governors in HT report termly
D. Increased attendance rates	HSLW monitors pupils and follow up absences below 97% First day contact provision. Face to face meetings with parents when	Poor attendance allows less opportunities to make fulfil potential.	Discussions between HSLW, Head of School and EWO. Letters about attendance to parents / guardians Weekly monitoring of attendance School secretary log on SIMS reason for non-attendance.	Pupil Premium Coordinator	Attendance Link Governor meetings with HSLW and Head of School. Attendance file review

	attendance decreasing to overcome barriers.				
Total budgeted cost					£84,780