

Jackfield Infant School Pupil Premium Strategy 2018 – 2019

1. Summary information					
Academic Year	2018 - 2019	Total PP budget	£68,600	Date of PP review	
Total number of pupils	229 (including nursery)	Number of pupils eligible for PP	41(excluding EYPP) 54 INCLUDING ALL	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	Pupils eligible for PP (in school)	Pupils not eligible for PP (in school)
% achieving ARE(Age-Related Expectations) or above in reading, writing & maths (or equivalent)	44.4% 49.7%(Nat)	
% making at least strong (good) progress in reading	83%	76%
% making substantial progress in reading	20%	19%
% making at least strong (good) progress in writing	70%	70%
% making substantial progress in writing	26%	22%
% making at least strong (good) progress in maths	89%	78%
% making substantial progress in maths	22%	22%

3. 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 90.2% (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	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Most of pupils eligible for PP make at least strong progress during their time in school (reading, writing, maths, phonics, science)	<ul style="list-style-type: none"> 100% pupils eligible for PP (non SEND) make strong 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

B.	Most children eligible for PP are prepared and ready to learn.	<ul style="list-style-type: none"> All PP children identified in need of catch-up interventions make accelerated progress enabling them to make strong progress in core subjects. FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.
C.	All pupils eligible for PP have attendance in line with National attendance and are not affected by lateness	<ul style="list-style-type: none"> 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.
D.	All parents of pupils eligible for PP receive requested guidance and support with parenting and ensuring the well-being of their child.	<ul style="list-style-type: none"> Parents in need of parenting support through targeted support eg Family Links, Early Help Pupils eligible for PP receive necessary support and become to be more self-supporting, without external interventions.

5. Planned expenditure

Academic Year **2018 – 2019**

The three headings below demonstrate how we 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 implementation?
<ul style="list-style-type: none"> Most of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science) (A/B) 	<p>Provide targeted support (small group or individual) through learning support practitioners to enable pupils to master basic skills.</p> <p>Staff CPD to improve QFT with a focus on mastery of basic skills and effective feedback to pupils.</p>	EEF T and L toolkit that mastery learning, peer mentoring and feedback are effective in accelerating progress	<p>Clear analysis of pupil needs through assessment and progress meeting analysis</p> <p>CPD for all staff to share expectations and best practice in mastery and feedback. Identification of good practice.</p>	<p>Assessment lead</p> <p>Deputy Head</p>	<p>Assessment points</p> <p>Ongoing</p>

	<p>Ensure triangulation of evidence ensures pupils are provided with at least good teaching</p> <p>Ensure feedback effectively provides pupils with essential support to improve</p> <p>Bluehills provision mapping package will ensure effective tracking of targeted interventions.</p>	<p>EEF T and L toolkit evidence that effective feedback to pupils accelerates pupil learning</p> <p>Research by MAT SENDCO team, trial package and testimonials has demonstrated effectiveness.</p>	<p>Embedded in school improvement plan</p> <p>Learning walks, targeted lesson observations and regular book trawls ensure continuous progress.</p> <p>CPD for school business managers, SLT and all staff at the appropriate level. Monitoring and evaluation as part of the assessment point progress meetings.</p>	<p>SLT</p> <p>SLT and Middle Leaders</p> <p>Assessment lead and SENCO</p>	<p>Full Governors Performance Management reviews</p> <p>Progress analysis</p>
<ul style="list-style-type: none"> Most children eligible for PP are prepared and ready to learn.(A/B) 	<p>Precise identification of individual needs</p> <p>Accurate identification 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 pupil's needs in this area.</p>	<p>Accurate assessment</p> <p>Evidence based research has a proven record of effectiveness</p> <p>Interventions will be most effectively delivered</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>Monitoring and evaluation</p> <p>Observation and monitoring of interventions</p> <p>Opportunity area project action plan and work with speech therapist. (B.Black)</p>	<p>Assessment lead and SENCO</p> <p>SLT</p> <p>All practitioners</p>	<p>Progress analysis</p> <p>End of identified intervention period (dependent on intervention)</p> <p>Performance Management reviews</p> <p>Ongoing</p>

	<p>CPD for Emotional Coaching and SOC Training</p> <p>Educational visits and visitors to school to raise aspirations and ensure enthusiasm for learning</p>	<p>Information will support staff to address the behavioural and emotional needs of pupils which affects their learning</p>	<p>Evidence of training will impact in the lessons observed and reduced incidents of behaviours linked to trauma.</p> <p>Research into visits and guest speakers on suitability to support the curriculum</p>	<p>Virtual School resource</p> <p>All staff/SLT</p>	<p>After each training session</p>
<ul style="list-style-type: none"> Increase in the % of PP children attaining Greater Depth(GDS) in Reading, Writing and Maths(A/B) 	<p>Provide targeted support (small group or individual)to enable pupils to achieve GDS</p> <p>Staff CPD to improve knowledge of GDS and effective feedback to pupils.</p> <p>CPD of Maths and English lead to ensure effective support for all staff in new resources and strategies to support challenge and targeting of GDS.</p> <p>Target better reading programme to accelerate children's reading.</p> <p>Maths booster class will target Greater Depth attainment.</p>	<p>EEF T and L toolkit that GDS learning, peer mentoring and feedback are effective in accelerating progress</p> <p>EEF T and L toolkit that GDS learning, peer mentoring and feedback are effective in accelerating progress</p> <p>Work and research carried out by Maths Hub and National Centre for Excellence in Maths Teaching</p> <p>Interventions will be most effectively delivered</p>	<p>Clear analysis of pupil needs through assessment and progress meeting analysis</p> <p>CPD for all staff to share expectations and best practice in GDS skills and feedback. Identification of good practice.</p> <p>Observation and monitoring of interventions</p> <p>Monitoring and evaluation</p>	<p>All practitioners</p> <p>All Staff</p> <p>SLT</p> <p>All practitioner</p> <p>Assessment lead Class teachers</p>	<p>Assessment point Moderation cycle</p> <p>On-going</p> <p>On-going</p> <p>Assessment points</p> <p>Assessment points</p>

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?
<ul style="list-style-type: none"> Most children eligible for PP are prepared and ready to learn.(A/B/C/D) 	<p>Early morning study group/breakfast club is available to support pupils who find it difficult to settle</p> <p>Breakfast during Meet and Greet sessions</p> <p>Support transition into school for those entering mid year, through home visits, LSA/1:1 support, HSLW supporting the family, Early Help intervention.</p>	EEF evidences social and emotional learning has moderate impact for moderate cost	<p>Monitor progress of pupils receiving free breakfast club in core subjects.</p> <p>Reduced impact of behavioural incidents on learning</p> <p>New children are supported well and settle quickly due to the support they are provided.</p>	<p>PP lead</p> <p>LSPs</p> <p>HSLW</p>	<p>Progress meetings ½ termly analysis</p> <p>Regular review of individuals</p> <p>Review after ½ term in school by HSLW and class teacher</p>
D. Increased attendance rates (A/B/C/D)	<p>Monitor pupils and follow up absences of pupils below 95%</p> <p>First day contact provision.</p> <p>Attendance clinics meetings with parents when attendance decreasing to overcome barriers.</p> <p>Four week monitoring cycle.</p>	Poor attendance allows less opportunities to make fulfil potential.	<p>Discussions between HSLW, Head of School and EWO. Letters about attendance to parents / guardians</p> <p>Weekly monitoring of attendance School secretary log on SIMS reason for non-attendance. Attendance information to be sent out termly</p>	<p>Pupil Premium Coordinator</p> <p>Head of School/HSLW</p>	<p>Attendance Link Governor meetings with HSLW and Head of School.</p> <p>Attendance file review</p>

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.	EEF shows parental engagement has moderate impact for moderate cost	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 95% First day contact provision. 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
Total budgeted cost					£68,600