

Jackfield Infant School Pupil Premium Strategy 2019 – 2020

1. Summary information					
Academic Year	2019 - 2020	Total PP budget	£81,500	Date of PP review	Jan 2020
Total number of pupils	233 (including nursery)	Number of pupils eligible for PP	87 INCLUDING ALL	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (in school)</i>
	<i>Attainment</i>	<i>Attainment</i>
EYFS - NON-SEND attainment READING	71%	82%
EYFS - NON-SEND attainment - WRITING	65%	82%
EYFS - NON-SEND attainment - MATHS	88%	89%
KS1 - NON-SEND attainment- READING	67%	86%
KS1 - NON-SEND attainment- WRITING	52%	81%
KS1 - NON-SEND attainment- MATHS	81%	83%

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 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>)	
A.	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The quality of education enables all pupils to achieve at least strong progress (reading, writing, maths, phonics, science)</p> </div> <div style="width: 45%;"> <p>Success criteria</p> <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 </div> </div>

B.	Most children eligible for PP are prepared and ready to learn. Ambition and growth mind set is increased through the school ethos, curriculum and opportunities that the children receive during their time at school.	<ul style="list-style-type: none"> All PP children identified 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 e.g. Family Links, SPARKLES Programme Pupils eligible for PP receive necessary support and become to be more self-supporting, without external interventions.

5. Planned expenditure

Academic Year **2019 – 2020**

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 (class based/ individual) through learning support practitioners to enable pupils to master basic skills.</p> <p>All staff provided with quality professional development to improve QFT with a focus on mastery of basic skills and effective feedback to pupils. This will link to</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>Embedded in school improvement plan</p>	<p>Assessment lead</p> <p>Deputy Head</p>	<p>Assessment points</p> <p>Ongoing Performance Management reviews</p>

	<p>individual needs and school priorities such as early reading and phonics.</p> <p>The quality of education is consistently good ensuring pupils have the skills and knowledge.</p> <p>Ensure feedback effectively provides pupils with essential support to improve</p> <p>Bluehills provision mapping ensures effective tracking and targeting of individuals from their given starting point.</p>	<p>EEF T and L toolkit evidence that the impact of QFT, CPD and support for NQT's accelerates pupils learning and emotional development.</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>Learning walks, targeted lesson observations and regular book trawls ensure continuous progress.</p> <p>Monitoring and evaluation as part of the assessment point progress meetings.</p>	<p>SLT and Middle Leaders</p> <p>Assessment lead and SENCO</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>All staff receive regular updates and professional development opportunities on developing a nurturing school with a growth mind set. This ensures good relationships are established with all children ensuring they are ready and eager to learn.</p> <p>Topic and language based curriculum</p>	<p>Evidence based research has a proven record of effectiveness</p> <p>Wealth of diverse opportunities provided through the Jackfield Promise.</p>	<p>Monitoring and evaluation</p>	<p>SLT</p>	<p>On-going/School behaviour and Ethos</p>

	<p>ensuring children are exposed to a wealth of experiences engages pupils and raise aspirations.</p> <p>Precise identification of individual needs</p> <p>Attachment and Trauma training and Emotion coaching provided for all staff.</p> <p>Inset training- Stuart Guest(Colebourne Primary)</p> <p>Educational visits and visitors to school to raise aspirations and ensure enthusiasm for learning</p>	<p>Review ensuring a broad and balanced curriculum.</p> <p>Interventions will be most effectively delivered</p> <p>Information will support staff to address the behavioural and emotional needs of pupils which affects their learning</p>	<p>Observation and monitoring of interventions</p> <p>Evidence of training will impact in the lessons observed and reduced incidents of behaviours linked to trauma. Children will feel safe and secure to express emotions and will be supported on how to deal with these,</p> <p>Research into visits and guest speakers on suitability to support the curriculum</p>	<p>SLT/Middle Leaders</p> <p>All staff/SLT</p>	<p>End of identified intervention period (dependent on intervention)</p> <p>Ongoing after each training session</p> <p>Pupil voice evidence impact on children's attitudes, motivation and aspirations.</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 quality of education to enable pupils to achieve GDS</p> <p>Staff CPD to improve knowledge of GDS and effective feedback to pupils.</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>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>All practitioners</p> <p>All staff</p>	<p>Assessment point Moderation cycle</p> <p>On-going</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 and individual daily reading to accelerate children's reading.</p> <p>After school Maths booster class will support Greater Depth attainment.</p>	<p>Work and research carried out by Maths Hub and National Centre for Excellence in Maths Teaching English lead to access a wide range of professional development to target language, grammar, early reading and phonics.</p> <p>Interventions will be most effectively delivered</p>	<p>Attitudes to learning, resilience and progress information.</p> <p>Observation and monitoring of interventions</p>	<p>All Staff Maths Lead, middle leaders and NQT</p> <p>All practitioner Assessment lead Class teachers</p>	<p>On-going</p> <p>Assessment points</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?
<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>	<p>EEF evidences social and emotional learning has moderate impact for moderate cost</p>	<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>

<p>D. Increased attendance rates (A/B/C/D)</p>	<p>Family Support Worker monitors pupils and follow up absences of pupils below 96%</p> <p>First day contact provision.</p> <p>Attendance clinics meetings with parents when attendance decreasing to overcome barriers.</p> <p>Holiday fining.</p> <p>Four week monitoring cycle.</p>	<p>Poor attendance allows less opportunities to make fulfil potential.</p>	<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>
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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?
<p>A. Most children eligible for PP are prepared and ready to learn.</p>	<p>Provide parents with opportunities to help them support their own children through family learning activities, SPARKLES, Better together programme.</p> <p>Monitor parental support through home reading, homework support and attendance at parent consultations.</p>	<p>EEF shows parental engagement has moderate impact for moderate cost</p>	<p>Attendance of Family learning sessions and the impact on pupil progress</p> <p>Increase in home support as evidence in homework and reading planner.</p>	<p>HSLW</p>	<p>Report to Governors in HT report termly</p>
Total budgeted cost					<p>£81,500</p>

