

Review of Pupil Premium Strategy Statement September 2018

1. Summary information					
School	Market Weighton Infant School				
Academic Year	2017/18	Total PP budget (based on 25 children at Jan 2017 census) 20 FSM @ £1,320 = £26,400 3 Service Children @ £300=£900 2 LAC @ £1,900 = 3,800	£31,100	Date for next internal review of this strategy	January 2019
Total number of pupils	254 + 33 nursery	Number of pupils eligible for PP (Jan 2018) 27 FSM; 2 LAC; 4 Service Children	35		

2. Current attainment in Reception (F2)					Current attainment in Key Stage 1 (Year 1 & Year 2) End of Summer Term 2018				
	Pupils eligible for PP(4)		Pupils not eligible for PP(67)			Y1 PP (12)	Y1 Non-PP(61)	Y2 PP (15)	Y2 Non-PP (60)
	Entry 2017	June 2018	Entry 2017	June 2018					
% on track for expected standard in Speaking	50%	90%	63%	89%	% children reaching expected standard in reading	50%	66%	60%	78%
% on track for expected standard in Reading	50%	50%	66%	80%	% children reaching expected standard in writing	33%	59%	60%	68%
% on track for expected standard in Writing	50%	50%	67%	75%	% children reaching expected standard in maths	42%	59%	87%	87%
% on track for expected standard in Number	50%	60%	75%	84%					

nat= national result 2017

PP: Pupil Premium LAC: Looked after child (or previously in care) F2: Foundation 2 FSM: Free School Meals PSE: Personal, Social & Emotional

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral language skills on entry in Reception are lower for pupils eligible for PP than for other groups of pupils. This slows reading & writing progress in subsequent years.	
B.	Although PP pupils make more progress than most other groups, their attainment is so low on entry that it is difficult for them to reach the expected levels. Progress needs to increase even further.	
C.	Personal, social & emotional skills are lower for pupils eligible for PP than for other groups. This effects their behaviour, confidence and independence in subsequent years.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP are 95.6% (below non-FSM at 96.4%). This reduces individual's school hours and causes them to fall behind on average.	
E.	Problems with social & emotional difficulties and/or with home circumstances can have a significant effect on the learning of some PP pupils.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for FSM in Foundation. Measured by close tracking of the data.	Pupils eligible for FSM in Foundation make rapid progress in their oral language skills by the end of the year so that the number meeting expected standards increases.
B.	Improved progress of FSM pupils so that FSM pupil progress is the strongest of all groups. Measured by close tracking of data.	The rate of progress made each year by FSM pupils is increasing.
C.	PSE issues of PP pupils are addressed. Measured by data in Reception class & whole school behaviour monitoring systems.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP. Measured through attendance tracking systems.	Overall PP attendance remains above national PP levels (92.7%).
E.	Parents or carers have the knowledge and skills to be able to manage the child's behaviours at home or to cope with the current home difficulties.	Parents evaluations show that the help they have received has improved their knowledge and skills & general ability to manage the situation.

5. Planned expenditure						
Academic year	2017/18					
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	Review	Cost
A.Improved phonic skills B.Improved progress of FSM children	Small group tuition in place of whole class teaching to ensure that pupils, especially boys, are active and involved according to their attention span.	EEF Toolkit finds that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition.	Staff training & monitoring will encourage less whole class teaching & more small group tuition to ensure that the children who find listening in large groups difficult are actively involved in small group work instead. Release time for monitoring needs to be provided for subject leaders.	Subject leaders	termly	£350 monitoring & review TA cost: £11,000 = £11,350
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. F2 & Y1: children received small group tuition for phonics teaching. This enabled children to receive greater attention than they would in a larger group and ensured that lessons involved physical challenge to keep children's attention. As a result, 92% of Pupil Premium (PP) children reached the expected level of the Phonics Check, which is higher than national. Pupils who do not receive PP funding also benefitted- with 98% reaching the expected level. The gap between boys and girls closed, with an equal number of boys and girls reaching expectations.						
Lessons learned (and whether you will continue with this approach) This approach to phonics needs to take place over two years (ie. not just during Year 1). In this way, children have received two years of small group tuition to enable them to meet the required standard. Children who find reading difficult can still be taught to recognise letter sounds if they are taught in small groups which contain fun, interactive and physical experiences.						

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	Review	Cost
A.Improved oral language skills in reception & Y1 B. Improved progress for PP pupils	Small group provision of Talk Boost intervention for children in Foundation Daily 1 to 1 spelling tuition to help with spelling & handwriting	Some of the pupils need targeted support to catch up. Talk Boost is a programme which has been independently evaluated and shown to be effective in other schools. EEF Toolkit finds that the smaller the group the better, e.g. one to one tuition has the highest impact	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult experts who have used the programme to identify any potential barriers to good implementation.	Inclusion manager	termly	Talk Boost TA cost & cover £5,000 1 to 1 TAs: £4,275 Monitoring & review: £350 = £9,625
C. PSE issues of PP pupils are addressed	2 ELSAs (Emotional Literacy Support Assistants) are deployed to support children with individual social and emotional needs x 3 sessions.	EEF toolkit finds that on average, social & emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult experts who have used the programme to identify any potential barriers to good implementation.	Inclusion manager	termly	50% TA cost contribution £2,547 Resources: £578 Monitoring & review: £350 = £3,475
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. - F2: Small group provision of Talk Boost took place each week, providing time for children to develop their speech and language skills. As a result, the number of PP children meeting expectations in speaking rose from 50% at the beginning of the year to 90%, equalling that of non-PP children. The PP group made more progress than the non-PP group. - Y2: PP children received one to one spelling tuition- between 3 to 5 times per week. As a result, this group learnt to spell words accurately, giving them more confidence in their writing. As a result, the gap in writing between PP and non-PP children closed to only 8%. - Y1/Y2: 2 ELSAs (Emotional Literacy Support Assistants) supported children with individual social and emotional difficulties which helped to ensure that children were happy and settled in school, ready to learn. Behaviour incidents with PP children have been reduced.						
Lessons learned (and whether you will continue with this approach) These approaches will continue next year because our results show that they are having an impact on children's outcomes. In addition, we have trialled and introduced a new intervention called Lexia Reading Core5®. This supports teachers in providing differentiated literacy instruction.						

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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	Review	Cost
D. Increased attendance rates C. PSE issues of PP pupils are addressed	Office staff monitor pupils and follow up quickly on absences. First day response provision. Careful tracking of PP absence if causing concern. Breakfast Club to talk through any anxieties about the school day	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of office about existing absence issues. Inclusion Manager, head, governors etc. will collaborate to ensure school processes work smoothly together.	Head-teacher	termly	Admin costs: £500 TA costs & food costs: £1,000 Monitoring & Review £150 =£1,650
E. Parents or carers have the knowledge and skills to be able to manage the child's behaviours at home or to cope with the current home difficulties	Parent Support Advisor employed to work with families in need or to help signpost to other agencies as required.	EEF finds that the evidence here is sparse & there is little evidence of the specific impact on children's learning. However, families clearly have a need for support at particular times in their lives and we feel that parents benefit from accessing support and advice, which in turn, benefits the child long-term.	Case studies will show the impact on individual cases.	Head-teacher	termly	PSA £5,000 Monitoring & review £450 = £5000

Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

The year ended with both PP children's and non-PP's children's attendance being 1% higher than national figures. Although PP attendance is 3% lower than non-PP children, an analysis of reasons for this shows that difficult family circumstances beyond the school's control led to this gap. Suitable measures are in place to support parents with their child's attendance, including direct contact to support parents as required.

The breakfast club played a large part in helping to settle a small group of Y2 children into the school day who would otherwise not have arrived at school happy and ready to learn. This enabled them to join in with their lessons as well as keep disruption to the rest of the school to a minimum.

The Parent Support Advisor (PSA) worked with a number of families to support with a wide variety of issues. Feedback from families show that they found this service of great value and has helped to improve their domestic situation.

Lessons learned

(and whether you will continue with this approach)

- Attendance monitoring will continue in the same way as this helps to maintain whole school attendance at national levels.
- The breakfast club is unlikely to continue due to lack of need next year & a different use of space.
- Our PSA has left her role and will not be replaced as the local Children's Centre is now able to work with our school's age group.