

Pupil premium strategy statement (primary)

1. Summary information					
School	Robinsfield Infant School				
Academic Year	2017/18	Total PP budget	16/17 £ 54,580 17/18 £30,360	Date of most recent PP Review	n/a
Total number of pupils	190	% of pupils eligible for PP	5.8%	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
Key Stage One Data	<i>Pupils eligible for PP (School Average)</i>	<i>Pupils not eligible for PP (School Average)</i>
% achieving in reading, writing and maths	53%	78%
% at expected standard in Reading	73%	83%
% at expected standard in Writing	60%	78%
% at expected standard in Maths	60%	88%

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.	Pupils having limited experiences outside of school.
B.	Pupil's learning behaviours impacting upon making progress.
C.	Pupil's entering into school with limited vocabulary or no English.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of individuals is below expected and families taking unauthorised time off school.
E.	Parental expectations and understanding related to the curriculum.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the difference between PPG and other pupils across all subject areas	Ensure quality first teaching across the school
B.	Improve and sustain rates of attendance for individuals	Commission an Early Help Practitioner to work with the school and families Greater communication and involvement from families

C.	Improve pupil's understanding of metacognition and what helps them learn	Start the MindUp programme
-----------	--	----------------------------

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they 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?
Improve pupil's understanding of metacognition and what helps them learn.	MindUp programme to support all pupils' ability to develop self-regulation and metacognition.	EEF toolkit shows metacognition work and self-regulation programmes are key interventions which enhance and support pupil outcomes.	Work with the MindUp programme Develop a whole school action plan to embed strategies across the school Whole school INSET day Clear timeframes for completed actions	SLT	Termly
Diminish the difference between PP and other pupils across all subject areas	To identify pupils who are at risk of 'falling behind' and sharp analysis of data and small group interventions.	Additional adults to support in providing timely feedback and deliver interventions to smaller groups enabling closely matched provision. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Regular pupil progress meetings. Planned interventions which are reviewed on a half termly basis. Through planned strategy discussions with class teachers and phase leaders to all be clear about outcomes and objectives.	SLT	Termly
Total budgeted cost					£10,000
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?
Improve and sustain rates of attendance for individuals	To ensure that pupils are in school learning and that families understand the impact upon the child's learning when they miss school.	Research shows pupils who do not attend school on a regular basis do not make expected progress and can fall behind their peers academically. Commissioning an Early Help worker one day per week means that specific pieces of work can be completed with families to improve their understanding and also help with strategies to support coming into school.	Arrange termly meetings to discuss with SLT and Early Help worker key families/children to provide support guidance. Analyse school attendance data and work with any identified individuals or groups of pupils. Review on a termly basis with the Early Help worker the success cases and families who may need further support.	SP/SLT	Termly

Total budgeted cost					£5,000
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?
Pupils will have a school lunch in order to enable them to remain focused and learn effectively.	Ensuring equal access to healthy, nutritious school lunches.	If children do not regularly have healthy, nutritious meals, they will not be able to learn as effectively as their peers.	Through planned discussions with families and staff in school.	NL	Annually
Ensure disadvantaged pupils are able to access a range of school trips and after-school clubs.	To ensure that pupils are not disadvantaged or excluded from enrichments due to family financial constraints.	EEF toolkit shows collaborative learning and outdoor/adventurous activities support pupil outcomes. Children become more confident and also want to try new experiences which translate into their learning experiences in class.	Plan activities for the year (strategic) Invite key individuals/groups of pupils	SLT	Termly
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Diminish the difference between PP and other pupils across all subject areas	Small group interventions	Results have shown that the results in Y1 Phonics are closely in line with each other (PP vs other). Results at key stage one show the gap diminishing particularly in reading. PP 73% at EXS and non PP at 83% EXS (<i>diff of 10%</i>)	Adults have been able to support pupils through providing timely feedback and deliver interventions to much smaller groups enabling closely matched provision.	£8,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Purchase additional Educational Psychologist time	To ensure that individuals with specific needs are able to receive timely support. Additionally providing supervision time for teachers to support their practice	Individual pupils received the required support to improve their learning both internally and externally. Teachers are clear on strategies to use which will have the greatest impact upon progress for individuals and whole class.	This has been extremely beneficial for all involved and ensured that individual pupils are accessing the necessary and most appropriate interventions. Teachers feel that they are gaining many skills to work with and support pupils with individual needs.	£4,000
Speech & Language Support	To provide individual support for children who are requiring additional support for speech and language.	Pupils have made consistent progress in their speech and language development which has allowed them to access all areas of the curriculum.	We will continue with this intervention.	£3,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will have a school lunch in order to enable them to remain focused and learn effectively.	Ensuring equal access to healthy, nutritious school lunches.	Pupils enjoy school lunches, develop good social skills and teachers report that most pupils remain engaged in learning in the afternoon.	This approach was successful in ensuring quality lunch provision for pupils and ensuring that children remained	£5000
Ensure disadvantaged pupils are able to access a range of school trips and after-school clubs.	To ensure that pupils are not disadvantaged or excluded from enrichments due to family financial constraints.	Pupils enjoy attending the school trips and after school clubs and also have access to a range of activities which they may not have experienced before.	This approach will be continued in the following year.	£5,000

<p>Commissioning of Early Help to improve rates of attendance for individual families.</p>	<p>To ensure pupils are in school learning. That families understand the impact upon their child's learning when they are not in school.</p>	<p>This work has had a positive impact upon all families and children within the school.</p>	<p>We are continuing this approach for the coming year.</p>	<p>£5,000</p>
<p>Globe Project – <i>Children as Story Tellers.</i></p>	<p>Ensure that pupils have access to broad range of speaking and listening opportunities notable texts (Shakespearean texts)</p>	<p>Improve children's speaking and listening skills and in turn upon children's outcomes within writing. Children become confident individuals and there is a marked improvement in social skills and understanding of abstract or new concepts.</p>	<p>This project continues to have improvements upon children's outcomes in English. We will continue with this next year.</p>	<p>£5,000</p>