**Thomas Russell Infants’ School**

**Pupil Premium Strategy Statement September 2019**

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| 1. **Summary information** | | | |
| **School** | **Thomas Russell Infants’ School** | | |
| **Current Academic Year** | **2019/2020** | **Total PP budget** | **£4,200** |
| **Total number of pupils** | 171 | **Number of pupils eligible for PP (September 2019)** | **2** |

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| **Academic Year** | **2018/2019** | **Total PP budget for the 5 pupils** | **£6,160** |
| **Total number of pupils** | 184 | **Number of pupils eligible for PP (September 2017)** | **5** |
| **Outcomes end of KS1.** |  | **Three year 2 children received PP funding.**   |  |  |  |  | | --- | --- | --- | --- | | Child 1 | End of EYFS | End of KS1 | progress | | reading | emerging | expected | outstanding | | writing | emerging | expected | outstanding | | maths | expected | expected | Good |  |  |  |  |  | | --- | --- | --- | --- | | Child 2 | End of EYFS | End of KS1 | progress | | reading | emerging | Working towards expected | expected | | writing | emerging | Working towards expected | expected | | maths | emerging | Working towards expected | expected |  |  |  |  |  | | --- | --- | --- | --- | | Child 3 | End of EYFS | End of KS1 | progress | | reading | emerging | exceeding | Outstanding | | writing | emerging | expected | Good | | maths | emerging | exceeding | Outstanding | |  |

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| 1. **Attainment (September 2018)** | | |
| 2 year 2 pupils left July 2018  End of KS1 data below | *Pupils eligible for PP (your school)* | *Pupils eligible for PP (national average)* |
| **% achieving in reading, writing and maths**  **% in EY achieving GLD across 12 areas of learning** | Y2 expected at end of year  (2 pupils)  R 100%, W 100%, M 100%  Y1 expected at end of year (2 pupils)  R 50%, W 50%, M 50%  EYFS (1 pupils1)  R 100%, W 100%, M 100% | R 78%, W 70%, M 77% |
| **% making expected progress or better in reading (calculated from end of EY to end of 2018)** | Y2-100% | % |
| **% making expected progress or better in writing (calculated from end of EY to end of 2018)** | Y2-50% | % |
| **% making expected progress or better in maths (calculated from end of EY to end of 2018)** | Y2-100% | % |
| **Attainment (December 2018)** | | |
| **% achieving in reading, writing and maths** | Y2 (2 pupils)  R 50%, W 50%, M 50%  Y1 (1 pupil)  R 100%, W 100% M 100% |  |
| **% making expected progress or better in reading (calculated from end of EY to end of Autumn 2018)** | Y2-100% |  |
| **% making expected progress or better in writing (calculated from end of EY to end of Autumn 2018)** | Y2-100% |  |
| **% making expected progress or better in maths (calculated from end of EY to end of Autumn 2018)** | Y2-100% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | The effectiveness of parental support for 2 of the 3 children is unknown due to them starting our school- investigate | | |
|  | | Some PP pupils are making less progress than non PP children preventing them achieving end of year expectations. | | |
| **C.** | | Some PP children display emotional and / or behavioural needs which has a detrimental effect on their attainment.- investigate further | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | |  | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Investigate and monitor support given from home such as reading diary and homework tasks. Improve and develop activities which ensure more effective engagement of parents/carers supporting their children at home. | | Parents of PP children to attend all parent’s evenings, workshops and curriculum events. All homework to be completed. |
|  | Higher rates of progress across KS1 | | Pupils eligible for PP in KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations by end of KS1 (unless identified as having a special educational need). |
|  | Emotional and behavioural needs are addressed ensuring children are ready to learn | | Emotional and behavioural needs are addressed ensuring pupils eligible for PP+ are in the best possible frame of mind for learning. ISP review meetings record progress against specific targets in this area. Forest school and nurture assessments document evidence of progress. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019 / 20** | | | | |
| 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. | | | | | |
| 1. **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?** |
| A.  Improve the engagement of parents/carers in their children’s learning. | To work personally with PP parents, ensuring events can be attended and accessed.  Look at how we can support with any missed homework. | Responding to attendance rates of events and lack of parental engagement. | By tracking attendance at events and impact of parents being more involved. Tracking of children’s data and class teachers being aware of children and their engagement with events and homework. | Heads | After each event. |
| B.  Higher rates of progress across KS1 especially in writing and maths. | A greater staff focus on vocabulary and how it is used across all subjects. Focus of questioning, challenge and for children in EYFS the use of effective continuous provision. . | Internal monitoring of teaching recognises this as a focus. | Whole school staff development and a work scrutiny will identify initial actions for moving forward. This will be reviewed in the same way six weeks later for the progress to be monitored. | English and Maths leaders.  Heads | Further work scrutiny half termly  Assessment points |
| C  Emotional and behavioural needs are addressed ensuring children are ready to learn. | Individual staff continue to access training for supporting children with attachment /behavioural difficulties.  Use of nurture and self-esteem interventions. | EP advice and internal monitoring of children’s engagement. Use of Emotion Coaching. | Monitor and discuss with staff the strategies and outcomes. External experts to observe / assess where necessary. | Heads | Half termly |
| 1. **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?** |
| A  Parents invited to termly review meetings with the heads to share in the progress their children are making  B  Improved progress for reading, writing and maths.  C  Self-confidence of 1 of the children to increase. | For parents to be engaged and wanting to make a difference to their children’s progress and outcomes.  Each PP child to be included in a teacher led targeted support group for writing and maths at least once a week, with an emphasis on independence and application of skills.  Use of precision teaching with all children to accelerate rate of learning spellings, words and maths facts. Implementation of better reading for 4 of the pupils.  Small group interventions such as nurture, lego club with Mrs Warner. | Taking good SEND practice and replicated the process.  Using EEF research into quality first teaching and metacognition.  It is a technique we have used for some time and always find successful outcomes.  Successful techniques used in the past | Co-Head to invites each by letter personally each term.  Teachers to organise own teaching time accordingly. Termly assessments. Regular discussion and feedback between class teachers and intervention teacher.  Organise timetable to ensure staff delivering have sufficient preparation and delivery time.  Monitor the effectiveness of the delivery.  Termly monitoring by heads by observation, children’s outcomes and pupil voice. | Co-Head  All class teachers with PP children.  As above  Termly | Termly  December 2019  December 2019  December 2019 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018 / 2019 Budget £6,160** | | |
| 1. **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** |
| A.  Improve the engagement of parents/carers in their children’s learning.    B.  Higher rates of progress across KS1 especially in writing and maths.    C  Emotional and behavioural needs are addressed ensuring children are ready to learn. | To work personally with PP parents, ensuring events can be attended and accessed.  Look at how we can support with any missed homework.  Staff CPD focus on maths and English strategies. Focus of questioning, challenge and for children in EYFS the use of effective continuous provision.  Individual staff continue to access training for supporting children with attachment /behavioural difficulties/nurture  Use of nurture and self-esteem interventions. | All attended meetings and events, parents meetings etc, Homework was rarely missed.  Pupils made good or better progress in most areas, support was mainly effective.  Impact was high and children benefitted strategies to continue.  Big benefits observed throughout the year. Must continue supporting emotional and social needs through nurture type support and use of Boxall Profiles to track achievments. | Continue similar intervention and support.  Focus further on development of children’s vocabulary and use both spoken and written form.  Continue. More structured nurture support in early years when needed. | £500 for CPD  £400 for CPD |
| 1. 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** |
| A  Parents/carers invited to termly review meetings with the heads to share in the progress their children are making  B  Improved progress for reading, writing and maths.  C  Self-confidence of 1 of the children to increase. | For parents/carers to be engaged and wanting to make a difference to their children’s progress and outcomes.  Each PP child to be included in a teacher led targeted support group for writing and maths at least once a week, with an emphasis on independence and application of skills.  Use of precision teaching with all children to accelerate rate of learning spellings, words and maths facts. Implementation of better reading for 1 of the pupils. | All attended meetings and parent’s evenings and all engaged in activities in school. Children happy to have parents at these events. More difficult to monitor was the support given at home for reading and homework.  All but 1 made good or better progress. Impact as good overall.  This was successful, all children developed a better confidence in their abilities and when working with and communicating with peers and adults. | Continue to use this method of engagement. Consider extra adult 1:1 reading in school if support at home was not effective.  Consider taking further advice if children are PP and SEND, how do we determine the difference?  Consider more use of nurture provision as well as academic support groups for academic progress. | £2000  £4000 |