

Lymington CE Infant School Pupil Premium Funding: Planning and Provision 2016-2017



In 2016-2017 we have 19 pupils in receipt of Pupil Premium Funding and received a grant for £ £27,026. Our Pupil Premium Strategy is reviewed termly and is inextricably linked to the School Development Plan. It is further informed by the recommendations from the Education Endowment Fund (EEF) Teaching and Learning Toolkit and is a standing item on termly governor's Full Governing Body meetings. A named governor (Glenys Fox) will oversee Pupil Premium Provision.

Pupil Premium (PP) children are those pupils who attract government pupil premium funding; those claiming free school meals at any point in the last six years and pupils in care or who have left care through the adoption or another formal route. Funding is also given for children whose parent(s) serve in the armed forces. The table below shows detail of the funding per pupil for the 2016 - 2017. (Data is based on the school census returns for the previous academic year)

| Pupil Premium Category | Amount per Pupil | Total Amount Awarded |
|-------------------------------------|------------------|----------------------|
| Free School Meals (FSM) | £1,320 | 24,526 |
| Post Look After Children (Post LAC) | £1900 | 600 |
| Service Children | £300 | 1900 |

The School's Plan for Pupil Premium Funding

| Strategy or Action | Reason | Evidence to validate action | Approximate Spending | Success Criteria |
|--|--|--|----------------------|---|
| Regular pupil progress meetings with Headteacher and / or member of Senior Leadership Team (SLT) to discuss progress, intervention and next steps for each child. | <ul style="list-style-type: none"> • Ensure all teachers are held to account for progress and attainment • Identify barriers to learning in a timely manner • Plan for focussed intervention | <ul style="list-style-type: none"> • Wealth of evidence to prove Assessment for Learning is an effective strategy for raising attainment e.g. <i>Inside the black box: raising standards through classroom assessment Book by Dylan Wiliam and Paul Black or Embedded Formative Assessment by Dylan Wiliam</i> | £3,600 | <ul style="list-style-type: none"> • Children make progress against identified next steps. • Teachers give high priority to PP pupils in terms of marking and feedback • Regular review informs timely intervention(s) |
| Provision of extra Teaching Assistant (TA) support to enable the class teacher to focus on 1:1 / small group 'keep up' intervention to allow pupils to overcome individual barriers to progress. | <ul style="list-style-type: none"> • New National Curriculum (NC) focusses on specific learning objectives that the majority of children need to achieve. Support will be focussed on NC gaps in learning to ensure accelerated progress. | <ul style="list-style-type: none"> • School data from previous years suggests that TA led intervention for the basic skill is less effective than teacher led intervention. (Ref Reading Catch-Up') • Evidence from the Sutton Trust shows this to been an effective strategy for raising attainment. | £3,120 | <ul style="list-style-type: none"> • Children make progress against identified learning needs |
| 1:1 tuition or small group support from skilled TA for identified pupils with specific learning needs (including social / emotional) | <ul style="list-style-type: none"> • Learning needs of a minority of pupils are highly specific and need to be addressed either individually or in small groups | <ul style="list-style-type: none"> • Small group tuition with a skilled TA is cost effective and helps ensure children get tailored support. (Must be planned for and overseen by teacher) | £2,000 | <ul style="list-style-type: none"> • Children make progress against identified learning needs |

| Strategy or Action | Reason | Evidence to validate action | Approximate Spending | Success Criteria |
|---|---|--|----------------------|---|
| Regular Nurture based / ELSA sessions to develop social skills | <ul style="list-style-type: none"> Assessment and observation records identify pupils with social and emotional needs impacting behaviour and performance | <ul style="list-style-type: none"> Maslow's hierarchy of needs: Self-esteem linked to performance Records from these sessions highlight social and emotional needs | £2,080 | <ul style="list-style-type: none"> Record keeping shows progress in terms of attitude to learning and improved social skills |
| Continuing Professional Development (CPD) for teachers to develop mastery in mathematics | <ul style="list-style-type: none"> Maths Mastery a focus of School's Strategic Plan Strategy will benefit all children as well as PP pupils Helps secure good subject knowledge for teachers enabling them to better identify barriers to learning | <ul style="list-style-type: none"> Tim Oates (Cambridge Assessment) Article: Opening the door to deeper understanding- <i>"Assessment should focus on whether children have understood these key concepts rather than achieved a particular level."</i> | £3,500 | <ul style="list-style-type: none"> Teachers have a clear idea of what Maths Mastery looks like. Lesson observations show improved subject knowledge and confidence in delivering lessons. Children progress well within the lesson |
| Reduction of pupil teacher ratio in Maths lessons in term 2 and 3 for Year 2 classes | <ul style="list-style-type: none"> Identified group of Y2 Children (PP /Non-PP) at risk of not meeting Age Related Expectation to be taught in smaller class allowing for tailored support / teaching | <ul style="list-style-type: none"> School's internal tracking data | £1,600 | <ul style="list-style-type: none"> Identified cusp group achieve ambitious target |
| Reduction of pupil teacher ratio in English lessons in term 2 and 3 for Year 2 classes through the support experience 'English Lead' support. | <ul style="list-style-type: none"> Identified group of Y2 Children (both PP and Non-PP) at risk of not meeting Age Related Expectation given targeted support facilitated by a higher pupil-teacher ratio | <ul style="list-style-type: none"> School's internal tracking data | £4,000 | <ul style="list-style-type: none"> Identified cusp group achieve ambitious target |

| Strategy or Action | Reason | Evidence to validate action | Approximate Spending | Success Criteria |
|---|--|---|----------------------|---|
| Curriculum enrichment through provision of clubs, trips, wrap around care, therapeutic yoga sessions, peripatetic music provision (when required) | <ul style="list-style-type: none"> • Equal Opportunity • Overcoming financial barriers to participations • Facilitate friendship groups | <ul style="list-style-type: none"> • Our school is a Church School with a strong Christian ethos embedded in our vision statement: <i>'Achieve-Respect and Thrive'</i> • Every Child Matters (UK Gov. 2003) <ul style="list-style-type: none"> - stay safe; - be healthy - enjoy and achieve - make a positive contribution - achieve economic well-being | £2,500 | <ul style="list-style-type: none"> • Children take advantage of opportunities given and increase their social group and experiences • |
| School Uniform. PE kit and equipment provision e.g. book bags, water bottles, etc. | <ul style="list-style-type: none"> • Equal Opportunity • Entitlement to basic provision to ensure children are 'equipped to learn' | <ul style="list-style-type: none"> • Maslow's hierarchy of needs: Physiological needs have to be met before others can be fulfilled | £350 | <ul style="list-style-type: none"> • Children benefit from provision and are not at risk from being isolated due to inadequate clothing or equipment |
| Total cost=£22,750 (approximate) | | | | |

We are highly committed to the actions highlighted in this plan and will hold all staff to account. This means we will:

- Rigorously monitor progress and take swift action when progress is not good enough.
- Involve parents as much as possible to ensure the best outcomes.
- Build strong community relationships to ensure we signpost to other support services where relevant e.g. *Parent Link support, our Parish Church etc.*

Date for next Review: September 2017

JS: 2016-2017