

# Lymington Infant School Pupil Premium strategy statement 2017-18

Since September 2016, schools have been required to publish their pupil premium strategy online. Our pupil premium strategy includes:

- the amount of pupil premium allocation
- a summary of the main barriers faced by eligible pupils
- how the allocation will be spent to address these barriers
- how impact will be measured
- the date of the next review of the strategy.

At Lymington Infant school we are committed to providing **all** children with opportunities to attain academically regardless of their background. This is firmly rooted in our Christian ethos so that all children can “achieve, respect and thrive”.

We will frequently monitor and assess our pupil premium children’s progress and put into place any additional support to address any barriers to learning and develop their academic, emotional and social progress throughout the school. This will focus both on high quality teaching in the classroom alongside delivering targeted interventions.

1. Summary information					
<b>School</b>	Lymington Infant School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	25,220	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	177	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
Based on the attainment of 18 pupil premium pupils at the end of July 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths at end of KS1</b>	100%	86%
<b>% achieving GLD (Good Level of Development) at end of Early Years Foundation Stage</b>	67%	72%
<b>% achieving phonics standard in year 1</b>	100%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Potential for lower expectations of pupil premium children to impact negatively on educational outcomes, particularly higher ability PP children.

<b>B.</b>	Potential for pupil premium children to be less engaged in learning and display poor meta-cognition and self regulation skills (learning to learn skills).	
<b>C.</b>	Some low level pass rates for Y1 phonics screening and drop in data in maths from end of EYFS to end of Y1	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some parents of pupil premium pupils are unclear about how best to support learning at home or are unable to do so.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b><u>All staff promoting high expectations and standards for pupil premium children. (Teacher Standard 1)</u></b></p> <ul style="list-style-type: none"> <li>• A named governor, Glenys Fox, will oversee and monitor provision for pupil premium children.</li> <li>• In school, a named teacher, Caroline Hayden, will lead and manage pupil premium provision ensuring that <ul style="list-style-type: none"> <li>○ All staff are aware of which children are eligible for pupil premium</li> <li>○ All staff make use of a clear assessment system to track the progress of pupil premium children</li> <li>○ All staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to children is specific, accurate and clear.</li> <li>○ In each class, pupil premium children’s needs are identified and met, including those of more able pupil premium children, through planned additional support.</li> <li>○ Performance management is linked to pupil premium children.</li> </ul> </li> </ul>	<p>PP children will make at least expected progress at the same rate as non PP children to match the SIP targets of</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• 90% GLD</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>• 90% ARE reading</li> <li>• 85% ARE writing</li> <li>• 90% ARE maths</li> </ul>
<b>B.</b>	<p><b><u>Increased engagement and improved motivational attitudes in class</u></b></p> <ul style="list-style-type: none"> <li>• ELSA sessions will provide targeted social and emotional support for individuals and groups</li> <li>• They will also focus on proving targeted meta-cognition and self regulation (learning to learn) approaches based on growth mindset.</li> </ul>	<p>PP will show improved attitudes of targeted PP children to learning and they will display better learning to learn skills</p> <p>(observe children Autumn term and compare to Summer terms)</p>
<b>C.</b>	<p><b><u>Improved phonics and maths attainment</u></b></p> <ul style="list-style-type: none"> <li>• Additional teaching assistant hours will be used to work 1:1 or with groups to provide <ul style="list-style-type: none"> <li>○ Precision teaching – providing mastery learning that focuses on breaking learning into small steps.</li> <li>○ Daily phonics intervention for Y1/2 pupils who are not on track to meet the phonics standard in Year 1/ achieved in Year 1 but with a low level pass</li> </ul> </li> </ul>	<p>Year 1 phonics attainment will be above national average for all pupils including pupil premium children.</p>

<b>D.</b>	<b><u>Increased pupil premium parental involvement with learning in the school</u></b> All staff to communicate with parents focussing on developing effective parental involvement to improve children's educational attainment.	
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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?
<b>All staff promoting high expectations and standards for all pupil premium children.</b>  <b>Teacher Standard 1,2</b>	High quality first teaching.	SIP target 1 – raise the quality of teaching so that it is consistently good or better.	Monitoring of lessons and books, pupil conferencing, pupil progress meetings and analysis of assessment and data.  Small group specific activities will address gaps in learning and areas of weakness. Ensure all objectives are appropriately targeted in group work to avoid gaps in learning.	SLT English lead Maths lead PP lead	Half term assessment review points and pupil progress meetings
		SIP target 1 - Effective assessment for learning is embedded across the school.	Additional staffing to increase small group support – employ LSA to release teachers to work with PP children (pre-teach and follow up).  Ensure LSAs are briefed for the learning intentions each week and have a clear understanding of the aims and learning objectives.	SLT English lead Maths lead PP lead	Pupil progress meetings and data analysis will identify those pupils in need of additional support.

		<p>SIP target 1 - Ensure consistency in effective feedback which enables pupils to improve their work and increase progress. Sutton trust research on effective marking and feedback to enable children to know the next steps in their learning and thereby make good progress.</p> <p>Children need time to review their work and discuss with peers and adults what next steps should be. Success criteria strips in books remind children of expectations and coloured marking gives clear guidance on what they need to do to make more rapid progress.</p>	<p>Consistent use of marking and feedback strategies to enable children to make accelerated progress Use of peer marking and self evaluation.</p>		
<p><b>Improve outcomes for pupil premium children capable of achieving greater depth.</b></p> <p><b>Teacher Standard 1,5</b></p>	<p>High expectations for all learners particularly those working securely within ARE band.</p>	<p>Ofsted report July 2016- unknown children destined for disadvantage, identified a priority on more able disadvantaged children, commenting their attainment should be encouraged.</p>	<p>Additional LSA to release teacher to deliver planned opportunities for children to access the curriculum with greater depth.</p> <p>High quality teaching and learning to challenge all learners</p>	<p>SLT English lead Maths lead PP lead</p>	<p>Termly pupil progress meetings</p>

<p><b>Increased engagement and improved motivational attitudes in class</b></p> <p><b>Teacher Standard 1,2,5</b></p>	<p>Growth mindset approach to learning -</p>	<p>Wealth of research about the benefits of having a growth mindset in the classroom linked to academic attainment.</p> <p>SIP target 3 – further develop teaching and learning to ensure a higher percentage of children obtain exceeding and greater depth.</p>	<p>CPD – all staff.</p> <p>Growth mindset thought of the week discussed weekly in worship with the children. Encouraging skills of learning so children can learn to become resilient to failure and love the challenge of learning.</p>	<p>SLT</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>				<p>Additional LSA per year group - £17,000 INSET – Growth Mindset £500</p>	
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>Improved phonics and maths attainment</b></p>	<p>Specialist precision teaching. Planning to focus on assessment for learning Pupils at risk of not achieving ARE at the end of Year 1 and ARE at the end of KS1 work with LSAs to make accelerated progress and close gaps in learning.</p> <p>1:1 daily reading for PP children WT, low ARE reading.</p> <p>Daily phonics intervention for PP children who passed phonics check with low level pass/not on track to pass Year 1 check.</p>	<p>EEF making the best use of Teaching Assistants report published Spring 2015 suggests that when TAs are well trained and used in structured settings with high-quality support, they can make a noticeable impact on pupil learning.</p>	<p>CPD of LSAs focussing on precision teaching. Monitoring to take place and support to be reviewed appropriately.</p>	<p>English lead Maths lead Inclusion lead</p> <p>SLT PP Lead</p> <p>Class teachers</p>	<p>Termly pupil progress meetings to review progress against ARE outcomes.</p>
<p><b>To address social, emotional needs of PP children in order to ensure their self esteem</b></p> <p><b>Teacher Standard 5</b></p>	<p>ELSA support as appropriate.</p>	<p>ELSA support has positive impact on children and gives strategies to deal with anxieties/worries.</p>	<p>Trained ELSA attend termly ELSA supervision meeting. Clear referral process. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT ELSA Inclusion lead</p>	<p>Termly</p>

<p><b>Increased pupil premium parental involvement with learning in the school</b></p>	<p>Contribute towards to the cost of a family support worker to work with vulnerable families.</p> <p>Coffee mornings to improve level of engagement.</p> <p>Workshops and bespoke parent consultation sessions for targeted pupils.</p>	<p>Evidence cited by EEF demonstrates that raising levels of parental engagement is challenging. It can have a positive impact if accompanied by strategies to improve parents own skills such as improving levels of literacy.</p> <p>Evidence shows that the earlier parents can be involved the longer lasting the impact.</p>	<p>Involvement is often easier to achieve with parents of young children – family support worker to target Reception parents at coffee morning.</p> <p>Make school welcoming for parents whose own experience of school may not have been positive.</p>	<p>Family support worker</p>	<p>Termly</p>
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<p><b>Total budgeted cost</b></p>	<p>ELSA – £2460 Family Support Worker – £1960 Coffee Mornings - £200</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>Monitor PP strategy and impact across the school.</p>	<p>External review of pupil premium strategy</p>	<p>Comprehensive and thorough review of the strategy to highlight any areas which could be improved. Teaching Schools Council evidence-benefit from the fresh perspective of an experienced system leader.</p>	<p>Evidence based. Includes time pre-review to plan, prepare and self-evaluate, a school visit from external reviewer, analysis and challenge, review of action plan and a revisit 2-6 months later to monitor progress.</p>	<p>PP lead SLT</p>	<p>Summer Term</p>
<p>Ensure that PP children are able to access the wider curriculum in the same way as their</p>	<p>To provide financial support to some children for the provision of uniform, breakfast clubs, school</p>	<p>Ensures PP children are fully able to participate in all aspects of school life. Positive impact on social skills, self esteem and confidence in addition to developing the specific skills linked to</p>	<p>Monitor PP take up of funding termly.</p>	<p>Finance officer  PP lead</p>	<p>Termly</p>



peers.	trips and enrichment activities Offer PP children funded milk.	the activities. Children will sustain concentration more readily after healthy snack and drink.			
Raise the profile of PP children across the school	All staff to be paired in a "buddy system" with a child eligible for pupil premium. Staff to meet weekly with their buddy (10 mins per week) to spend time with that child and work on targets provided by class teacher.	1:1 buddy time will give PP children extra quality time with an adult .	Review of teacher/buddy handover logs to monitor frequency of buddy meetings and actions against targets/	PP lead	Termly
<b>Total budgeted cost</b>		Pupil Premium Review Day - £300-500 (plus supply)£690 Extra – curricular Activities (Trips and Clubs)– £900 School uniform - £300 EWO visit – £540			
<b>Total budgeted spend</b>		£24550			

