

Lymington Infant School Pupil Premium strategy statement 2018-19

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					
School	Lymington Infant School				
Academic Year	2018-19	Total PP budget	£27,940	Date of most recent PP Review	Autumn 2018
Total number of pupils	174	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Spring 2019

2. Current attainment		
Based on the attainment of 22 pupil premium pupils at the end of July 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving in reading, writing and maths at the end of KS1	66.7%	84.9%
% achieving GLD (Good Level of Development) at end of Early Years Foundation Stage	71%	81%
% achieving phonics standard in year 1	90%	92%

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.	Maths and English end of year data shows PP children under target for ARE and GD.
B.	Some PP children learning needs not being met through intervention.

C.	Limited access to extra-curricular activities for some PP children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of parental engagement of some parents, and a lack of understanding and support for their children's learning affecting their child's attitude to learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress and attainment of children in receipt of Pupil Premium will be accelerated in maths, reading and writing.	PP children will achieve in line with non PP children and SIP targets of: <u>EYFS</u> 85% GLD <u>KS1</u> 90% ARE reading 85% ARE writing 90% ARE maths
B.	All staff will be aware of individual learning needs of PP children.	PP children will make at least expected progress at the same rate as non PP children to match the SIP targets above.
C.	Children in receipt of PP will have access to extra-curricular opportunities to develop learning across the curriculum.	All children in receipt of PP funding will have access to at least one extra-curricular activity including music tuition.
D.	Parents will be supported to develop engagement and understanding of how to support their children in both academic / social skills.	Parents engage in their child's education and support their learning. Parenting capacity to manage behaviour and develop their child's social skills improves. Raised parental expectations for what their children can achieve given the right support.

5. Planned expenditure					
Academic year	2018-19				
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?
<p>Progress and attainment of children in receipt of Pupil Premium will be accelerated in maths, reading and writing.</p>	<ul style="list-style-type: none"> Additional teaching assistant hours will be used to work 1:1, with groups or to release class teacher to provide <ul style="list-style-type: none"> Precision teaching – providing mastery learning that focuses on breaking learning into small steps. Focussed interventions delivered at least weekly to pre-teach/overlearn/catch up skills specific to the child’s targets Comprehensive monitoring schedule in place for core subjects, with a focus on children in receipt of Pupil Premium (lesson observations, pupil conferencing, monitoring books, learning walks). Teaching staff to review the needs of their children thoroughly and implement targets to fill gaps e.g. extra reasoning practise for children to allow them to reach GD level in maths. 	<p>End of Year data 2017-18 shows that in writing and maths , fewer PP than non PP children are achieving ARE. There is a lower proportion of pupil premium children across the core subjects achieving greater depth than non PP.</p> <p>Sir Michael Wilshaw’s Annual Report on PP 2015/16 states that high expectations for ALL means high expectations for disadvantaged pupils. He also states that prioritising consistently good and outstanding teaching as the <i>first point</i> of intervention is evidenced in the most effective support for pupils in receipt of Pupil Premium.</p> <p>This approach links in with our School Development Plan.</p>	<p>Frequent analysis of data will highlight gaps. Class teachers (with support from core subject leaders) can plan and update PP children targets to address these gaps in learning.</p> <p>SALFORD reading test delivered to each PP child above 5y 10m to assess reading and teachers can plan targets to fill these gaps.</p>	<p>Core Subject Leaders PP Leaders SLT Class Teachers</p>	<p>Termly data drops Termly book looks</p>
Total budgeted cost					<p>Additional LSA per year group – £19,000</p>

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?
All staff will be aware of individual learning needs of PP children	Individualised learning targets for each child used to deliver 'bespoke provision' tailored to individual needs in order to catch up or provide early intervention.	EEF toolkit – Evidence shows that small group/1:1 tuition can be very helpful for disadvantaged children. <i>“The key is that it should be a consistent, medium to long-term intervention” and “communication between school, parents/carers is vital”.</i>	Every child to have a folder where class teachers can write target. Target to be worked on during weekly interventions and signed off when completed. PP leader to monitor the targets half termly. Targets to be shared with parents as well as resources to support at home.	PP leader SLT Class teachers	Half termly check of PP folders and meetings with class teachers.
Children in receipt of PP will have access to extra-curricular opportunities to develop learning across the curriculum	PP children given opportunities to take up extra-curricular activities to support participation in all areas of school life. Children to be given access to music and the arts through funded violin lessons.	Balance the inclusive pedagogy of core subjects with wider progress of the whole child. A New Direction – provide opportunities for children to engage with arts and culture.	Ensure that all PP children have had access to at least one extra-curricular activity.	Admin PP leader	Termly check of club list

To increase parental understanding of how to support learning	Curriculum Workshops Structured conversations & support materials and activities to support individual targets sent home by class teacher	Parental support vital in building pupil self esteem and consolidating learning. Structured conversations build a partnership approach (AfA)	Continual dialogue, evaluation and feedback with parents.	Teachers	Feedback with parents – questionnaire in Spring term?
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Total budgeted cost					Extra-curricular activities (trips/clubs/music tuition) - £1400
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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?
To raise pupil and parent self esteem, confidence and engagement	Free school uniform , trips, additional activities and part funded extra -curricular activities Family support worker available to provide:- 1)Social skills group & individual provision for pupils lacking self esteem or self discipline 2)Parenting Courses to support parenting skills inc behaviour management 3)Drop in sessions/ Thursday coffee mornings	By raising confidence and self esteem of pupils and encouraging parents to engage with the school, pupils confidence and parental engagement will improve. Any misconceptions about life at school will be addressed. Parents feel the school is working in partnership with them for the well being of their child and respond accordingly. Children who have not received necessary nurture and stability from earliest stages of life may lack emotional resilience. Children can develop ability to self-regulate through social learning or regulational activities. Better parenting skills enabling parents to support their child, both academically and socially	Tracking of ‘soft data’ through ‘before and after survey’ for individual pupils- use of new PASS (Pupil’s attitudes to self and school) assessment to assess pupil wellbeing and uncover hidden barriers.	PP lead Family Support worker	Summer term – review ‘soft data’ to see impact of social skills group

Improved leadership of Pupil Premium	CPD – Pupil premium leadership courses	EEF toolkit – investment in CPD		Pupil Premium leader	Self –assessment audit and RAG rating to be done in Autumn and Summer terms
Total budgeted cost					ELSA - £3000 Family Support worker - £2000 Coffee Mornings – £250 CPD and supply - £1000 School uniform - £400
Total Budgeted spend					£27,050

6. Review of expenditure				
Previous Academic Year		2017-18		
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

<p>All staff promoting high expectations and standards for pupil premium children. (Teacher Standard 1)</p> <p>“Pupil Premium children will make at least expected progress at the same rate as non PP children to match the SIP targets of</p> <p>EYFS – 90% GLD KS1 – 90% ARE reading 85% ARE writing 90% ARE maths”</p>	<p>High quality first teaching.</p>	<ul style="list-style-type: none"> EYFS – 71% of PP children achieved GLD compared with 78% total GLD in reception. 2 PP children did not achieve GLD. KS1 <u>Reading</u> PP children made good progress in their reading and outperformed the target with 94% of PP children achieving ARE. (only 1 SEN PP child did not achieve the reading). <u>Writing</u> 81% of PP children achieved ARE in writing – under target of 85%. (3 children) <u>Maths</u> 81% of PP children achieved ARE in maths – 9% below target (3 children) <p>Assessment for learning been embedded across the school. Book moderation of PP books during PDMs show that there was not a noticeable difference between books of PP and non PP children.</p> <p>Additional staffing of LSA per year group allowed teachers to work closely with PP children and catch up progress.</p> <p>LSA planning discussions 8.15-8.30 have allowed LSAs to be very familiar with daily learning intentions and given teachers time to draw attention to needs of PP children.</p>	<ul style="list-style-type: none"> Data has been analysed for next year- specific children to be highlighted during teacher transition meetings. <p>In Autumn term – look carefully at the needs of specific PP children particularly those who did not achieve ARE this year and identify their needs to spend the money on. Allocate the money to spend on specific learning needs. Ensure additional adults are being used to target PP children.</p>	
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ii. Targeted supports

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
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<p>Improved phonics and maths attainment. “Year One phonics attainment will be above national average for all pupils including pupil premium”.</p>	<p>Precision teaching – provide mastery learning to break learning into small steps. Daily phonics intervention.</p>	<ul style="list-style-type: none">• 92% total pass rate phonics screening Year 1.• 90% PP phonics pass rate (1 pupil premium child failed – SEN)	<p>Continue with precision teaching for PP children and non PP children. Continue with phonics intervention for the 1 PP child who did not pass phonics screening this year.</p>	
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