

Pupil Premium (PP) strategy for 2018-2019 and self-evaluation of 2017-2018

1. Summary information					
School	St Nicholas Infant School				
Academic Year	2018-2019	Total PP budget	£15500	Date of most recent PP Review	Jan 2019
Total number of pupils	116	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making expected progress in reading	54%	No national data for KS1
% making expected progress in writing	46%	No national data for KS1
% making expected progress in mathematics	46%	No national data for KS1

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Cognition and learning difficulties and some PP children with low attainment on entry
B.	Social emotional issues and low self-esteem for some children leading to inability to focus and make desired progress.
C.	Communication and language – speech and language/literacy skills. Reluctant readers.

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Low attendance and lateness affecting aspirations.	
E.	Emotional wellbeing, confidence and self-esteem and issues where home-life impacts on academic life.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	PP children will make good progress with their learning.	PP children make expected progress. Attainment is in line with their peers.
B.	Improve communication and language skills and improve characteristics of effective learning.	PP children make expected progress.
C.	Parents/carers of PP children engage with children's learning and encourage and support the high aspirations of the school.	PP parents/carers communicate with the school and attend parent meetings. Where possible parents/carers engage with curriculum activities and workshops.
D.	Observation, discussion with teachers and parents show improvement in emotional wellbeing, self-esteem and confidence of PP children.	Improvement is shown in Strengths Difficulties Questionnaires, mentoring reports and pupil engagement in learning.

5. Review of expenditure				
Previous Academic Year		2017-2018 £15100		
i. Quality of teaching for all				
Action	Intended outcome	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
Holding high expectations for all children.	PP children achieve their best.	All PP children made progress.	To continue	within school budget
Review of progress for all children.	PP children continue to make progress.	All PP children made progress.	To continue to review and put in place strategies/interventions where needed.	within school budget
ii. Targeted support				
Action	Intended outcome	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

1:1 support as required for PP and SEND children.	Children develop characteristics of effective learning.	Improvement is shown in Strength and Difficulties questionnaires, mentoring reports and pupil engagement in school routines and learning.	To continue and apply for top-up funding when required.	£11000
Speech and Language support for PP and SEND children.	Improve communication and language skills for PP children with these needs.	Children make progress within their speech and language programmes. Communication is clearer and supports social skills and engagement with learning.	To continue with Speech and Language Therapist (SALT) for reviews. To continue to have in school a designated support technician timetabled to provide support.	£1127.50 SALT £3000 technician
1:1 mentoring or therapy from outside professionals is provided to those identified as meeting this need.	Children develop self-regulatory skills and their sense of wellbeing improves.	Improvement is shown in Strength and Difficulties questionnaires, mentoring reports and pupil engagement in school routines and learning.	To train school staff to provide regular mentoring sessions. To use outside professionals only after exhausting all school support.	£9448

iii. Other approaches				
Action	Intended outcome	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
Ensure all children take part in extra-curricular activities alongside peers.	All children can participate in enriching experiences.	Full inclusivity for PP pupils to clubs and visits. All children able to participate.	To continue but this applies to all children not just PP children.	£440
Termly learning resource packs are provided for all PP children.	PP children engage with learning resources at home and can share learning.	PP children enjoy learning resources and have resources to engage in home learning.	To continue	£154
Breakfast club provision to support punctuality and attendance.	Children are ready to learn.	Attendance and lateness improves and children are focused at the start of the learning day.	To continue	£509

6. Planned expenditure					
Academic year	2018-2019 £15500				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Ensure all teaching is consistently good, with an increasing amount of outstanding practice.	Improved outcomes for all children.	Quality First Teaching ensures all children are given the best possible opportunity to learn, thus lowering the likelihood of needing intervention at a later stage.	Regular observations/book scrutiny/planning scrutiny and moderation of assessment. Staff training and mentoring. Sharing of good practice.	SLT Class teachers	Weekly book scrutiny Termly assessments
All children can participate in extra-curricular activities.	Full inclusivity. All children access enriching experiences.	Engagement in activities enriches experiences. Self-esteem and communication develops further.	Monitoring of engagement of children. Observations of activities. Pupil voice questionnaires.	SLT Class teachers	Termly reviews
Total budgeted cost					£2000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Small group or 1:1 tuition/support to meet needs and expectations.	All children make progress. Children meet expected standard or greater.	Teaching and Learning Toolkit evidences that small group and 1:1 interventions have an impact on pupil progress.	Review of children's progress ensures support is bespoke and will close any gaps or extend learning.	SLT	Termly.
Mentoring in school for children.	Children feel emotionally secure.	Children's learning is maximised when they are positive and happy. EEF Toolkit suggests targeted interventions matched to specific needs or issues can be effective.	Senco to monitor and measure impact.	HT Senco	After session blocks.
Speech and Language support for PP and SEND children.	To improve communication and languages skills.	Development of language and speech skills supports communication, social skills and literacy skills.	Regular monitoring with assessment before, during and after.	Senco	Termly
Total budgeted cost					£12500

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to start the school day on time and not hungry.	Children are ready to learn.	Basic needs are met to ensure that children can concentrate.	Breakfast provisions meet children's needs.	SLT Office staff	Weekly and monthly attendance and lateness log.
Provide learning resources and opportunities for PP children.	Children are enjoying and engaging in learning.	Family engagement in learning raises aspirations for all children.	Resources are well chosen and pupil voice informs decisions.	SLT	Termly
Total budgeted cost					£1106