

Pupil premium strategy- Pinewood Infant School

1. Summary information					
School	Pinewood Infant School				
Academic Year	2016-17	Total PP budget	£24,220	Date of most recent PP Review	6.9.16
Total number of pupils	98	Number of pupils eligible for PP	20	Date for next internal review of this strategy	7.1.17

2. Current attainment		
	<i>Pupils eligible for PP at Pinewood</i>	<i>Pupils not eligible for PP (national average)</i>
Y2 Summer 2016 % achieving expected level in reading	50% (4 children, 1 of whom had an EHCP)	Not available at present
Y2 Summer 2016 % achieving expected level in reading	25% (4 children, 1 of whom had an EHCP)	Not available at present
Y2 Summer 2016 % achieving expected level in maths	50% (4 children, 1 of whom had an EHCP)	Not available at present
Y1 Summer 2016 % achieving expected level in reading	64%	Not available at present
Y1 Summer 2016 % achieving expected level in reading	64%	Not available at present
Y1 Summer 2016 % achieving expected level in maths	64%	Not available at present
YR Summer 2016 % achieving GLD	75% (5 children, 1 of whom was in the RP)	Not available at present

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children eligible for PP have low attainment in reading and writing
B.	Some PP children find the emphasis on remembering maths number facts hard, so their attainment in maths is lower than others
C.	Social skills and behaviour for some children entitled to PP has a detrimental effect on their learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for children entitled to PP is below school target
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria

A.	Identified children will make accelerated progress in reading and writing	Identified chn. will reach ARE in Rdg and Wri
B.	Identified children will make accelerated progress in maths	Identified chn. will reach ARE in Maths
C.	Social skills and behaviour of identified children improved	Fewer behaviour incidents so accelerated progress
D.	Improved attendance rates for children entitled to PP	96% attendance for PP children
E.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make

5. Planned expenditure

Academic year	2016-17
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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?
Increase in number of children working at Greater Depth in Maths	CPD on providing challenge for the higher attaining children	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in Maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Training all teachers in practices to provide challenge and enrichment for the higher attaining children will have an impact on all higher achievers.	INSET training on 31 st October led by Hampshire Inspector on Challenging children to work at Greater Depth. Monitoring of teaching and learning, peer observation and joint planning.	Maths Leader	Jan 2017

Increase in number of children working at Greater Depth in Writing	CPD on providing challenge for the higher attaining children	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in Writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Training all teachers in practices to provide challenge and enrichment for the higher attaining children will have an impact on all higher achievers	INSET training led by Hampshire Inspector on Challenging children to work at Greater Depth. Monitoring of teaching and learning, peer observation and joint planning. Follow up planning support provided from Hampshire Inspector	English leader	April 2017
Improve the quality of teaching through personalising learning	CPD on developing a 'Masterly' approach to teaching and learning	Improving the quality of teaching and learning through personalisation and use of assessment for learning will lead to children making accelerated progress.	INSET training led by Hampshire Inspector. Monitoring of teaching and learning, peer observation and joint planning	HT	Jan 2017
Accelerated progress in writing for all children	CPD on developing fine and gross motor skills to improve handwriting and stamina	Improving interventions for children with fine motor and gross motor skills will aid in the development of writing skills and the stamina for writing longer pieces of work	INSET training provided by NHS. SENCo to monitor teaching and learning and the quality of interventions to support development	SENCo	April 2017
Total budgeted cost					£3,000
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?
Accelerated progress in reading and writing for PP children	Short term intensive intervention matched to children's needs	Research-based interventions closely matched to children's needs are successful in accelerating progress	Regular monitoring with assessment before, after and during interventions	HT	Jan 17
Accelerated progress in maths for PP children	Short term 1stclass@ number intervention	A previously successful intervention, updated to support the new maths curriculum	Regular monitoring with assessment using the Sandwell test before and after the intervention	HT	Jan 17
Total budgeted cost					£10,128
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?
Social skills and behaviour of identified children improved	ELSA training 5 x morning ELSA FEIPS support 3 x afternoons YR LSA for pastoral support	Effectiveness of using an ELSA to improve social skills and behaviour is well researched	SENCo to monitor	HT	Jan 17
Social skills and behaviour of identified children improved	Pupil conferencing with class teacher for disadvantaged children every half term	Relationship with identified adult is key to wellbeing, and effective feedback is a proven way of increasing attainment	HT and Pupil Premium lead to monitor impact and track target setting	HT	Jan 17
Total budgeted cost					£12,502

6. Review of expenditure				
Previous Academic Year		£22,857		
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
Increase in number of children attaining expected levels in Maths	CPD to develop teachers subject knowledge and ensure teaching is pitched appropriately	67.7% of Year 2 children reached expected levels in Maths This demonstrates accelerated progress as a result of improvements in the quality of teaching and learning	Continued improvement in the quality of teaching and learning throughout the school	£600
Increase in number of children attaining expected levels in Reading and Writing	CPD to develop teachers subject knowledge and ensure teaching is pitched appropriately	71% of Year 2 children reached expected levels in Reading 64.5% of Year 2 children reached expected levels in Writing This demonstrates accelerated progress as a result of improvements in the quality of teaching and learning	Continued improvement in the quality of teaching and learning throughout the school	£600

ii. 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
Social skills and behaviour of identified children improved	Training for LSA to work in school as an Enhanced Individual Pastoral Support	FEIPS trained LSA has supported Pupil Premium children with emotional and pastoral support throughout the year.	Successful impact and will continue	£2,536
Children have secure relationships with adults and peers in school	Additional LSA hours for pastoral support in Year R	Additional staffing helped with: -establishing security, routines and emotional support for those who require it. - assessment and identification of those children who would most benefit from early interventions 75% of pupil premium children in the EYFS achieved a Good Level Of Development	Children's relationships with adults improved with this additional support. However this year's cohort are not anticipated to need this volume of support and so it has been reduced	£1,776
Improve children's rate of progress and to close the gap in Maths	5 hrs per week qualified teacher delivering Maths Interventions to children who need catch up	All children receiving this intervention made at least double the rate of progress throughout the year. Closing the gap between themselves and their peers and reducing the gap between their chronological age and maths age significantly.	Successful impact and will continue, further training has been planned to roll out the good practice across the school	£6,027
Improve children's rate of progress and to close the gap in Reading	2 LSA x 5 afternoons a week delivering reading interventions	LSA's delivered Precision Teaching and Paired Reading. Key stage one - All free school meal children who do not have SEN achieved age related expectations at the end of the year. Year 1 – 64% Free school meal children achieved age related expectations Year 2 - 50% Free school meal children achieved expected standards at the end of Key stage. The free school meal children who did not achieve the expected standard either had additional needs or joined the school during year 2.	Successful impact and will continue with an additional LSA employed to continue support	£8,880
iii. Other approaches				

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
Ensure all children can take part in visits and activities alongside their peers	Subsidising school trips, academic outings and after school cubs	Support families who request additional help to foster good links and communication with school. All children can access extra-curricular activities, developing their self-esteem and peer relationships	High uptake of requests and support needed. Increase this budget in 2016-17	£2,886
Total budgeted cost			£23,305	