

Pupil premium strategy statement (primary)

1. Summary information					
School	The Fawbert & Barnard Infants' School				
Academic Year	2016/17	Total PP budget	£15,020.00	Date of most recent PP Review	n/a
Total number of pupils	220	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Jan 2018

Current Attainment at end of KS1 – PP children = 4 children in Year 2

	% of PP achieving expected standard at end of KS1	% of PP achieving greater depth at end of KS1	% of Non PP achieving expected standard at end of KS1	% of Non PP achieving greater depth at end of KS1
READING	25% (1 out of 4 children)	0	80	36
WRITING	25%	0	80	21
MATHS	0%	0	77	30

2. 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.	45% of PP children are also on the SEN register with specific learning difficulties.	
B.	100% of Year 2 PP children (4) did not achieve the expected standard in EYFS in reading, writing and maths and did not make enough accelerated progress in KS1 to meet expected standards.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Attendance of PP children is low compared to non PP. This is partially due to the social care needs of some families.	
B.	Families with social care needs demonstrate reduced ability to support children at home and little access to enrichment activities (pupil’s reading records not filled in, homework not completed)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance of PP children	Attendance of PP children will be in line with our school target of 96% The school met its overall attendance target, achieving 96.4%

Year 2 (4 children)

1 out of 4 PP children in Year 2 met the attendance target of 96%.
 1 child was reported to county as a child 'Missing in Education' in June 2017.
 1 child's family received a penalty notice for non-attendance in June 2017.
 1 child suffers severe asthma which impedes on attendance figures.

Year 1 (5 children)

1 child with very poor attendance (70%) received a penalty notice from the LA in June 2017.
 1 child was very close to the target at 95%
 3 children exceeded the target with between 98 and 100% attendance

Year R (2 children)

1 child exceeded the target with 98% attendance
 1 child's attendance improved from 70 – 90.4% at the end of the year. Medical treatment affected this child's attendance.

B.	Improve progress of PP children with a view to diminishing the difference between PP and non PP children's attainment at end of KS1	PP children to make at least 5 steps progress from their starting points (minimum sufficient) on AM7. Those with significant SEN measurable progress using Wakefield steps.
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Year 2 (4 children)

1 child made very strong progress (8 steps) in Reading and Writing and minimum sufficient progress (5 steps) in Maths.
 1 child with identified SEN made minimum sufficient (5 steps) in Reading, (4 steps) in writing and good progress (6 steps) in Maths.
 1 child made no progress in Year 1 and was awaiting a SEN assessment. In Year 2 after consultation with the SPLD (Specific Learning Difficulties) base she made 3 steps progress in Reading and Writing and 4 steps in Maths.
 1 child's progress at the end of year could not be measured accurately as she became a child missing in education.

Good and strong progress made is due to rigorous tracking by SLT; support staff, TA and Teacher led interventions, guided group work and quality first teaching. Case studies are held for each child.

Year 1 (5 children)

In both Reading and Writing, 4 children (80%) made good or better progress. 2 children (40%) made very strong progress.
 In Maths, 3 children (60%) made good or better progress.

Attainment

In Reading, 4 children were broadly / at ARE (Age Related Expectations). 1 child was below ARE.
 In Writing, 3 children were broadly / at ARE. 2 children were below ARE.
 In Maths, 4 children were broadly / at ARE. 1 child was below ARE.

Year R (2 children)

100% - (both children) made expected progress (3 steps) in EYFS in all 7 areas of learning.
 100% (both children) made more than expected progress (4+ steps) in 6 out of 7 areas of learning where 1 child made the expected progress in Literacy and 1 child made more.
 Children are expected to make 5 or 6 steps progress from entry to Nursery to exit in Reception. One child made accelerated progress in Reading, Writing and Maths making 6 steps in reading and writing in one year and 7 steps in maths in one year. Overall making 8 steps in Reading and Writing and 9 steps in Maths from their starting point.

4. Planned expenditure					
Academic year	2016/17				
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?
To increase the number of exceeding children in reading, writing and maths, with a particular focus on writing in the EYFS.	Introduction of Montessori philosophy across the EYFS	Liaison with other schools has shown this philosophy to raise attainment across all areas of learning. The programme was originally devised to support children with learning difficulties and those children with social care needs but is now widely used in education.	Staff to receive training direct from the Montessori Centre. SLT will monitor via VIP and learning walks.	SLT	January 2017 April 2017 July 2017
The introduction of Montessori philosophy across the EYFS saw huge impact on children's learning in all areas. In particular maths. The number of children exceeding in maths went up from 16% in 2016 to 40% in 2017. Both writing and reading also improved significantly. There were 2 PP children in Year R and although neither of them made it to a GLD, they both made significant progress across the year. Children should make 3 steps progress per year. One child made 3 steps in reading, writing and 4 steps in maths. One child made 6 steps in reading and writing and 7 steps in maths.					
To raise phonics attainment in Year 1 to at least meet the National Standard in 2017	Targeted teaching of phonics for identified pupils	Accelerated progress for PP children with more reaching the expected standard at the end of Year 1.	SLT to carry out termly testing of all children and monitor progress of PP. SLT to provide teachers with detailed analysis and actions for groups and individuals. SLT to monitor actions.	SLT	Nov 2016 Feb 2017 June 2017
SLT carried out testing November and February and then wrote detailed analysis after each test identifying strengths and actions for quality first teaching, small groups and individuals. SLT monitored this through planning scrutiny, verbal feedback from teachers and scrutiny of provision maps. Progress was made across the year group each time. 44% of the cohort had met the required standard in November 2016. In February 2017, 71% had met the required standard. In June 2017, 87% of the cohort met the 2017 National standard when tested. All PP children made accelerated progress across the year. Only 1 out of the 5 children (20%) was at the required standard in November 2016. In February 2017, all 5 children had made good progress with their scores. In June 2017, 4 out of the 5 children (80%) met the 2017 National standard when tested. 3 of these children received 3 x weekly phonics booster sessions in groups of 2. 1 child received 1 to 1 targeted support each day to ensure that they met the required standard in June 2017.					
To continue to develop writing across KS1 so more children achieve greater depth	Inset for all staff on Big Write. Introduction of VCOP to all staff and parents Introduction of Big Write to encourage extended writing pieces	Accelerated progress for PP children with more reaching expected standards at the end of the year.	VIP monitoring Feedback from staff meetings English Lead to monitor	SLT	Termly

SLT carried out Inset for all staff in November 2016. During this session, staff were introduced to 'VCOP' and how this could enhance the writing of our Key Stage 1 children. SLT showed staff examples of activities to use in the classroom. 'Big Write' was introduced across Key Stage 1 in November 2016 to encourage a build-up of ideas over the week and an extended piece of writing. Children were then able to demonstrate their skills with better use of grammar, punctuation and vocabulary. Alongside this, a weekly home talk task was introduced to encourage talk for writing skills. SLT carried out a parent workshop in January 2017 which was well attended and well received. Teachers noted that children were coming to school with more ideas verbally rehearsed for their writing. This enabled them to get going with their writing quicker and with more of their own ideas. The percentage of children achieving greater depth at the end of Key Stage 1 increased from 14% in 2016 to 20% in 2017. None of the PP children achieved greater depth but 1 of the 3 PP children made 8 steps of progress from his starting point at the end of Year R and he met the expected standard at the end of Year 2. The percentage of children who were above the Age Related Expectation in Year 1 (so on track to achieve Greater Depth in Year 2) increased over the year from 18% in the Autumn term to 26%. 3 out of the 5 PP children were working 'Broadly at the Age Related Expectation' or above at the end of Year 1. The other 2 children were slightly below. One of these children had made 6 steps progress from her starting point in Year 1.

to continue to develop maths challenge across KS1 so more children achieve greater depth	Work with TLA Adviser Work with other local school Fluency project with county	Accelerated progress for PP children with more reaching expected standards at the end of the year.	VIP monitoring Feedback from staff meetings English Lead to monitor	SLT	Termly
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In the Spring term SLT visited an Infant school in Cheshunt and observed excellent practice. SLT fed this back in an INSET to staff and shared planning examples that encouraged more depth within maths lessons. SLT updated Maths policy updated and carried out staff INSET on the 'Concrete, Pictorial and Abstract' approach. Staff now include this in all maths planning, ensuring that it enables more solid learning to take place. TLA Advisor started working with us at the end of Spring 2 and throughout the Summer term. She carried out INSET for all teaching staff which inspired and motivated staff. She also worked with teachers in year groups looking at planning, discussing common issues and observing teaching. The TLA provided effective and detailed feedback which enabled teachers to enhance their maths planning and teaching. The fluency project in Year 2 also highlighted effective ways of teaching basic maths skills which is now embedded within Key Stage 1. All year groups now teach in mixed ability groups which enables more effective peer learning. The percentage of children achieving greater depth at the end of Key Stage 1 doubled from 14% in 2016 to 28% in 2017. None of the PP children achieved greater depth nor met the expected standard but 1 of the 3 PP children made 6 steps of progress from his starting point at the end of Year R. The percentage of children who were above the Age Related Expectation in Year 1 (so on track to achieve Greater Depth in Year 2) increased over the year from 10% in the Autumn term to 26%. 4 out of the 5 PP children were working Broadly Age Related Expectation or above at the end of Year 1. The other child was slightly below.

Total budgeted cost £7,000

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?
EYFS – to improve reading, writing and math skills for children eligible for PP	PP children targeted 1:1 for additional support in Reading, Writing and Maths	Accelerated progress for PP pupils in all subjects with a view to reaching age related expectations	SLT to monitor via pupil progress meetings, tracking system and VIP monitoring	SLT	Termly

There were 2 PP children in Year R and although neither of them made it to a GLD, they both made significant progress across the year. Children should make 3 steps progress per year. One child made 3 steps in reading, writing and 4 steps in maths. One child made 6 steps in reading and writing and 7 steps in maths.					
Accelerate progress of all PP children in Year 1 in phonics with a view to meeting the expected standard in June.	PP children targeted 1:1 for additional support in phonics	Accelerated progress for PP pupils in phonics with a view to reaching the National Standard in June 2017.	SLT to monitor via pupil progress meetings, tracking system and VIP monitoring	SLT	Termly
All PP children made accelerated progress across the year. Only 1 out of the 5 children (20%) was at the required standard in November 2016. In February 2017, all 5 children had made good progress with their scores. In June 2017, 4 out of the 5 children (80%) met the 2017 National standard when tested. 3 of these children received 3 x weekly phonics booster sessions in groups of 2. 1 child received 1 to 1 targeted support each day to ensure that they met the required standard in June 2017.					
Accelerate progress of all PP children in reading, writing and maths in KS1	PP children targeted 1:1 for additional support in reading, writing and maths in KS1.	Accelerated progress for PP pupils in reading, writing and maths with a view to reaching the expected standard or above for the end of the year.	SLT to monitor via pupil progress meetings, tracking system and VIP monitoring	SLT	Termly
1 of the 3 PP children in Year 2 made 8 steps of progress in Writing from his starting point at the end of Year R and he met the expected standard at the end of Year 2. 3 out of the 5 PP children in Year 1 were working at 'Broadly Age Related Expectation' or above at the end of Year 1. The other 2 children were slightly below. One of these children had made 6 steps progress from her starting point in Year 1.					
Total budgeted cost					£7,690
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 access enrichment activities within and outside the school across the year.	To fund all trips and workshops for PP children across the school	Children are not disadvantaged because of social constraints and have equal access to all curricular and extra-curricular activity	HT to ensure admin aware of children funded by school.	SLT	Termly
We have six curriculum 'memorable experiences' across the year, which involve either a trip out or a visit to school to support the curriculum topic. Each experience costs approximately £15 per child and parents are asked to contribute towards two of these experiences while the school funds the other four. All PP children are paid for by the school for all their experiences.					
Total budgeted cost					£330.00