

Pupil premium strategy statement (primary) Updated July 17

1. Summary information					
School	Eastfield Infants and Nursery School				
Academic Year	2016/17	Total PP budget	£162,360	Date of most recent PP Review	n/a
Total number of pupils	314	Number of pupils eligible for PP	123	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average/school)</i>
% achieving age related expectations in reading July 2016	34% July 17 42%	62.5% 63%
% achieving age related expectations in writing July 2016	15% July 17 42%	37% 46%
% achieving age related expectations in maths July 2016	38% July 17 45%	52.5% 55%

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.	Poor oral language skills and underdeveloped pre-school skills
B.	Poor social and emotional skills
C.	School learning not always supported at home
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family circumstances including low income, instability, domestic violence etc

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reception children acquire the social and emotional skills needed to interact successfully	The majority of PP children leaving reception are prepared for KS1 A very low baseline in September 16 has been the subject of great concern to SLT. Advice has been sought from LA advisers from Aut term. Progress has been tracked closely/ mile stones set. Provision has been scrutinised externally as well as internally and found to be good and effective. July 17 end of year outcomes show that 34% of children have GLD. This has been moderated and agreed. Progress from starting points has been calculated and all children have made good or better progress from September baseline.

B.	Children with speech and language problems are supported to improve	SEN PP children are secure and receptive to learning children receiving small group S&L intervention/confidence building/phonics have made progress from their starting points with very few exceptions- the children who are not making progress now have EHC plans in place/applied for/or applications pending
C.	High achieving children are challenged	High ability pp children in KS1 achieve greater depth Achieved in reading and writing 1/3 achieved in maths
D.	All non-SEN PP children achieve age related expectations in reading and maths	Out comes improve for all groups July 17 overall outcomes improved in reading/writing/maths see above

5. Planned expenditure					
Academic year	2016-2017				
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?
Social awareness – improved early years outcomes	Additional full time teacher in reception to keep classes small to give best possible start to school	Smaller classes allow for more interaction between adult and child, fewer children in the groups enable children to feel more secure. Adults are more able to model behaviours and responses. Children have more space and resources available to them.	Monitoring by all staff, reception lead and SLT. Learning walks, evidence in EYFSP and pupil progress data, case studies	AF	Termly July 17 SLT agreed that this is an effective way to begin to close the gap for vulnerable children entering school and will be continued for the next school year although currently admissions for Sept have reached PAN and any additional applications would necessitate a fourth class anyway.
Highly differentiated provision for lower attaining PP children	An additional class teacher	Team teaching by two teachers in one class with a high level of adult support will enable the provision of a more tailored curriculum for those children who additional needs. (Higher adult to child ratio between that of mainstream and special school)	Monitoring by all staff, reception lead and SLT. Learning walks, pupil progress data, work scrutiny, case studies	LS/SR	JULY 17 While this has been effective for the current year group- the decision has been taken to discontinue this in September and revert to 3 classes with additional provision of an HLT to work with vulnerable groups on highly differentiated activities to diminish the difference.
Total budgeted cost					£50,000
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?
Speech and language groups	Dedicated TAs delivering speech and language interventions	Structured interventions for which TAs have been specifically trained are proven to have effective results.	Learning walks, children's progress and confidence to speak.	SR	Termly July 17 This has been highly effective for those children who have taken part and will be continued next year.

Emotional support	Dedicated TAs or TA time to meet with and talk to children including those children who have attachment issues and find it difficult to come into school or access the curriculum.	Many children find it hard to access the curriculum because of issues arising at home which they need to off load before starting their learning. (Attachment and ELSA training)	Timetable specific adults to be available to work with those children who need it. Ensure all staff have enough relevant knowledge and training.	SR/AF/CK	Termly July 17 A growing number of children under child protection has made this an invaluable part of the provision. Designated TAs have worked with children on 'house of worries', been a trusted 'go to' person to offload so that they can begin to learn etc This will continue in the coming year.
Total budgeted cost					£80,00

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?
Streamline SEN processes and ensure PP children who need it are quickly identified and linked up with appropriate support agencies.	Full time SENCo and Intervention Co-ordinator	Between a quarter and a half of PP children are SEND. Their needs often cannot be met by quality first teaching alone. Some of these children are subject to TAC, CIN etc and school needs a dedicated person to ensure this support is available and consistent and to gain the confidence and trust of parents.	SEN records	SR	Annually July 17 Highly successful
Move children in need of EHCP as quickly and effectively as possible to ensure they access the help they need sooner rather than later.	Engage a private Educational Psychologist to evaluate children who are waiting for EHCP judgements.	Early help is much more effective with vulnerable children than allowing them to flounder. Learning and behaviours are enhanced by meeting their needs appropriately. If these children are well supported teachers and TAs are able to concentrate on other children.	SENCo will keep records of hours and outcomes.	SR	Termly July 17 Highly successful. Seven children are in receipt of EHC plans as a result 1 child is receiving medical funding and 2 are to be applied for.
To enthuse children about school and learning. To develop a conscientious attitude to attendance.	Providing materials and equipment to enhance learning/support after school clubs/ provide weekly stickers and awards for excellent attendance Additional equipment and resources and staff to support Breakfast club	Encourage children to arrive at school early and ready to learn with a substantial breakfast inside them. Support parents and families. This provision has been running for several years and has gone from strength to strength. It is well subscribed and many of our PP children attend.	Attendance figures Analysis of take up	EL EL	July 17 Daily attendance at breakfast club ranges between 45 and 60 children. However only 8 of these children are PPG. anually

All children are well fed and ready to learn. Lunchtimes are a calm and enjoyable and children develop the social skills associated with eating.	Provide resources to support lunchtime with every child in school receiving a free hot school meal	Children who eat a substantial and healthy diet are more predisposed to learn.	Analysis of out comes	CK	Termly Almost 100% take-up. those that don't have it, it is largely because of sensory needs.
Total budgeted cost					£31,000

6. Review of expenditure					
Previous Academic Year		September 2015 – July 2016			
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	
Social awareness – improved early years outcomes	Additional full time teacher in reception to keep classes small to give best possible start to school	Children leaving reception had made good progress from their starting points as shown by their FS profiles. Most children began year 1 ready to learn and are making good progress towards Y1 outcomes. 24 children have been identified as having additional need and are being taught in a transition class with a highly differentiated and stage appropriate curriculum	Although the overall baseline was lower the majority of children are more ready to learn in Y1 and are making accelerated progress; if the children had been in bigger classes the baseline would have been lower and behaviour may have suffered.	£25,000	
Streamline SEN processes and ensure PP children who need it are quickly identified and linked up with appropriate support agencies.	Full time SENCo and Intervention Co-ordinator £25,000	During the year 2015-16 SENCo worked with 14 families who were in TAC. She supported SEN children by arranging specialist teacher assessments, review meetings for parents, paediatric referrals, advice and counselling sessions for parents, organising interventions and evaluating their impact, coordinating the work of TAs.	The work of SENCo is an invaluable part of the school and a massively well used resource for parents, teachers and children.	£25,000	
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	

Improved speech and language skills Improved reading skills	Dedicated TAs delivering speech and language and reading interventions	All children who took part in the interventions made good gains with their skills. Those who did speech and language were able to make themselves understood and enunciate sounds better. Children who took part in the reading intervention move up on average 2 reading stages and all increased the number of common exception words they could read by sight.	These interventions were effective and reading outcomes were better than other areas. We will continue to offer this kind of intervention and also look at training up more TAs to offer social and emotional support.	£80,000
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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 are well fed. Improve attendance	Provide a daily breakfast club and encourage all children to have a hot school dinner. Weekly rewards and stickers. Employ EWO to deal with families of children who are persistently absent.	Breakfast club is extremely successful and growing all the time. It has an average of 35 children attending each day and sometimes as many as 48. We have been able to use it to encourage parents to drop children off when the children have been upset about leaving parents at the beginning of the school day to alleviate anxiety for the child. Attendance dipped slightly this year but the system of tracking it and sharing it with children, having individual and class winners does encourage the children and they are keen to come to school. Where children were persistently absent the EWO was effective in dealing with three out of five families. The other families were subject to TAC.	We will continue to offer this facility and intend to employ another member of staff next year.	£12,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk