

Pupil premium strategy statement- Denmead Infant School

1. Summary information					
School	Denmead Infant School				
Academic Year	2016-17	Total PP budget	£31,680	Date of most recent internal PP Review	10.10.16
Total number of pupils	251	Number of pupils eligible for PP	17	Date for next internal review of this strategy	10.7.17

2. Current attainment		
	<i>Pupils eligible for PP at Denmead (11 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 2 Summer 2016 % achieving expected level in reading	45%	78%
Year 2 Summer 2016 % achieving expected level in writing	45%	70%
Year 2 Summer 2016 % achieving expected level in maths	27%	77%
Year 2 Summer 2016 % who made expected progress in reading	73%	
Year 2 Summer 2016 % who made expected progress in writing	73%	
Year 2 Summer 2016 % who made expected progress in maths	55%	

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.	Significant proportion of children eligible for PP are demonstrating social, emotional and mental health needs which impact on their ability to learn
B.	Higher %age of children eligible for PP have identified SEN than within the school population
C.	Learning behaviours – characteristics of effective learning are low on entry and children show less resilience than their peers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	%age attendance for children eligible for PP in 2015-2016 was significantly below that of the rest of the school
E.	Significant proportion of children eligible for PP come from households where relationships have broken down. Higher proportion of children started school at points other than the expected time (29%) and 57% have experienced house moves due to changes in family circumstances or relationships breaking down; this has led to these children feeling insecure and uncertain about the future.
F.	%age of children eligible for PP with Children's Services involvement is higher than the school population

4. Desired outcomes		Success criteria	EVIDENCE OF IMPACT –JULY 2017
A.	Increase levels of pupil engagement in their learning	Children have improved learning behaviour shown on readiness for learning scales	Scales show improvement in all learning behaviours, most notably in independence – strategies such as providing breakfast, quiet work spaces and timed structured tasks have been effective
B.	Improve the SEMH of children eligible for pupil premium	Children achieve or exceed ELSA targets	All children have achieved ELSA targets. ELSA has helped support teachers with classroom strategies, eg breakfast, individual reward systems.
C.	Increase levels of attainment for children eligible for pupil premium	For children on the SEN register, achieve end of year outcomes on SEN support plans For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment	Each child eligible for pupil premium now has an individual support plan. These detail types of support/ intervention and progress made. Within the year 2 cohort there were 5 children eligible for PP, with one joining in the summer term, (cohort 70) and in year R just 4 (cohort 90) making these groups statistically small. In year R, 4 out of 5 made progress above that expected In year 1, 8 out of 10 made progress above that expected In year 2, all 4 children who were in the school for more than 3 terms made expected progress Individual tracking details this progress and the impact of individual interventions
D.	Increase parental confidence/engagement/awareness	Increased participation home learning Attendance at Stay and Play/ Workshops Attendance at progress meetings	Home learning completed at home or at school, increased confidence for some parents to attempt home learning tasks Increased reading at home through reward scheme, supplemented by volunteer readers in school All teachers have had contact with parents to report on progress (often arranged outside parent consultations) Increasing involvement and presence at school (stay and play, coffee morning, chat after clubs)

E.	Ensure good outcomes for all LAC through the implementation of PEP	Children achieve or exceed their PEP targets, which are reviewed frequently (at least termly)	Only one LAC so data cannot be anonymised
F.	Improve attendance of those children eligible for pupil premium	Close the gap in attendance between those children eligible for pupil premium and the whole school	2015-2016 gap = -6.7% 2016-2017 gap= -3.1%

5. Planned expenditure

Academic year

2016-2017

The three headings demonstrate how the school is 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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased levels of pupil engagement and improved learning behaviours	To have clear, high expectations of pupil engagement in all learning activities Consistent use of school's learning superheroes to promote learning behaviours and explicit teaching of what each learning superhero represents Provide an engaging and relevant curriculum	In order to maximise their learning, children need to have high levels of engagement with their learning and positive relationships with the staff who work with them	Staff training Observations of learning Pupil conferencing	Deputy head teacher	School scales linked to learning behaviours filled in by child, teacher, parent at beginning and end of year

Increased levels of pupil attainment	Develop the use of flexible groupings and variation of tasks to ensure the needs of each individual child are met	By ensuring that assessment for learning is at the heart of the plan, do, assess, review cycle we are able to personalise learning Flexible grouping ensures that a child's learning is not capped and learning time is optimised	Staff training Observations of learning with specific feedback Work scrutiny where next steps are identified	Head teacher	For children on the SEN register, achieve end of year outcomes on SEN support plans For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment
Total budgeted cost					£5,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved emotional literacy	ELSA – using story books to make links	Successful strategy in previous years to ensure children are ready to learn We have chosen to use story books for this group to develop their language, increase exposure to reading, develop ability to recognise and articulate emotions	Children have a baseline assessment ELSA receives regular training and supervision Targets are frequently reviewed and updated	Inclusion Leader	At the end of each phase
Improve learning outcomes	HLTA to provide targeted support or teacher cover to address misconceptions	This support is precise and allows for specific teaching of both literacy and maths skills to enable this group of children to catch up and keep up	Good communication between HLTA and class teachers Class teachers to take responsibility for identification of needs, planning and assessing impact	Year 2 teachers	Pupil progress meetings

Improve learning outcomes	TAs to deliver 1:1 interventions (precision teaching, Sidney)	This support specifically targets gaps in individual pupils' learning Proven to rapidly accelerate progress	TA observation and professional development Good communication between class teacher and TA to ensure clear links with whole class teaching SEN Support Plans Intervention record sheets	Class teachers SENCO	Pupil progress meetings SEN review meetings End of each phase
Total budgeted cost					£22,285

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?

Increase parental engagement	Coffee mornings Through developing positive relationships with parents enable them to access support from the school Contact parents in the form that they find easiest e.g. phone call. Email, meetings	Children learn best when a positive relationships exists between home and school. Parents who have a clear understanding of the learning and expectations at school are more able to support their children Some parents have negative memories of their own school time and need support to see that school can be approachable and supportive	Increase the awareness of all staff – teaching and non-teaching Staff CPD Constantly reviewing what is working for individual parents and being aware that each family may need a different approach. Being unrelenting in the search for the best way to reach each family	Inclusion leader Class teachers	Pupil progress meetings
Improve attendance	Regular monitoring and tracking of attendance Developing relationships with parents in which poor attendance can be challenged but support offered where necessary	In order to learn children need to attend regularly. Sporadic absences can have a greater detrimental effect than a single period of illness	Increased attendance Parents contacting the school when a child is unwell to explain absences	Head teacher Class teachers Admin staff	At least half termly- but more frequently if attendance is a particular issue for a child
Total budgeted cost					£3,000

6. Review of expenditure

Review of expenditure for 2015-2016 and impact on pupil outcomes is available within the Pupil Premium Statement published on the school website.

7. Additional detail

Funded School Trips (£450)

School trips provide an essential element of the curriculum, helping children see new learning in context, whilst extending their wider experience and knowledge of the world. Trips are often used to 'hook' children into a new topic, creating real enthusiasm and intrinsic motivation for learning.

Funded After School Clubs (£1000)

From dancersize to football, extra-curricular clubs and activities help children to socialise, feel part of a team and learn a new skill. We have noticed increased confidence and self-esteem, as well as observed new friendships develop.

Free School Uniform (£350)

It is essential for all our pupils to feel included and part of the school. Uniform can help with this and to provide a sense of equality. Having smart, warm and practical clothing is essential to ensure children feel ready to learn.

8. Evidence of impact