

# Denmead Infant School Pupil Premium Strategy / Self-evaluation 2018-2019



1. Summary information					
<b>School</b>	Denmead Infant School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£30,610	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	258	<b>Number of pupils eligible for PP</b>	23	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (Denmead)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>36%</b>	<b>65%</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>91% with 27% greater than expected</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>91%</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>91% with 18% greater than expected</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Within some cohorts of children, those eligible for pupil premium present with social, emotional and mental health difficulties
<b>B.</b>	Within some cohorts of children, those eligible for pupil premium enter school with language skills below age related expectations
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	The average attendance for those children eligible for pupil premium is lower than the average attendance for the school as a whole

4. Intended outcomes ( <i>specific outcomes and how they will be</i> )		Success criteria
<b>A.</b>	Improved emotional resilience and positive learning behaviours	ELSA targets met Targets on individual child's pupil premium plans met
<b>B.</b>	Progress in spoken language development enables children to make at least expected progress in reading and writing	%age of children eligible for pupil premium working at ARE expectations in reading and writing in each year group increases
<b>C.</b>	Improvement in attendance	Gap between average attendance of children eligible for pupil premium and the average attendance of the whole school decreases

5. Review of expenditure					
Previous Academic Year		See separate report			
6. Planned expenditure					
Academic year	2018-2019				
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 implementation?
Increase whole staff understanding of how to develop language skills	Staff prioritise the teaching of key vocabulary and create language rich classrooms	Research shows that children who have a language gap with their peers are less likely to reach age related expectations in all curriculum areas	Lesson observations and observations of group work Work scrutiny Learning walks	JC CF	At each data milestone and then fully in July 2019
Identify key language for each subject/ topic area	Children know and understand the key language needed for each unit of new learning			JC JL	February 2019 and then again in July 2019
Staff development linked to assessment for learning	Teachers are confident in using assessment for learning in all tasks to vary tasks to meet with needs of individual children	Research shows that good assessment for learning has a direct impact on pupil attainment and achievement	Action plan to detail steps to be taken Peer observations, lesson observations, looking at books to enable teachers to learn from good practice of others	JC JL	February 2019 and then again in July 2019. Focus of all monitoring activities
Training from primary behaviour support team on developing positive relationships with children	Vulnerable children have a secure relationship with at least one key adult that they work with regularly	Children who feel emotionally secure are ready to learn	Focus of on-going staff development Staff to identify key children to work with	JC	Focus of all monitoring activities July 2019
Engage in peer reviews with other infant school settings	Sharing of good practice from other schools and increased staff awareness and skills	EEF project with clear processes for peer review	On-going cycle for reviews, monitoring activities to focus on the impact of agreed actions	JC	June 2019
<b>Total budgeted cost</b>					<b>£3,500</b>

## 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 implementation?
Special time for CLA to foster secure relationships with adults	CLA are able to talk about how they feel and manage change more effectively	Children who have secure attachments and strong PSED skills are able more able to be successful learners	Led by designated teacher who attends LA training	AB	Half termly
Groups focused on developing social skills for those children for whom this is needed	Identified children will make progress against their personal PSED targets		Staff training and observations of sessions	Year group leaders	Pupil progress meetings throughout the year
ELSA provision personalised to the needs of individual children	Identified children will make progress against their personal ELSA targets		ELSA to attend supervision sessions and have regular meetings with HT	JC	Half termly
Improved attitudes to learning and self-esteem	ELSA –supporting vulnerable families; completing home learning, celebrating achievements and meeting with parents	Children often feel upset by lack of perceived parental interest but parents/carers often have preconceived idea about school from their own experiences.	Regular meetings with parents, including meetings involving Children’s Services ELSA meets regularly with HT to review progress	JC	Six weekly
Groups focused on the development of language and communication skills for those children for whom this is needed	Identified children will make progress against their personal targets	Children with secure language skills are able to make good progress in all areas	Staff training, observations of sessions and scrutiny of plans/assessments	CF	Pupil progress meetings throughout the year

HLTA to release class teachers for half a day a week to work with children, including those eligible for pupil premium on key literacy and numeracy skills	All children eligible for pupil premium make at least expected progress	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	Class teachers to take responsibility for identification of needs, planning and assessing impact Pupil premium support plans reviewed regularly	Year 2 teachers	Pupil progress meetings throughout the year
<b>Total budgeted cost</b>					<b>£25,000</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Offer of parenting courses and support from the behaviour support service for strategies to support families	Parents/families have the confidence to support their children's learning	The children of parents/families who engage regularly make better progress than those from families which do not	Evaluate each programme through talking to parents and monitoring impact on children	JC JL TC	Ongoing throughout year to ensure offer is meeting the needs of our families
Extended parent consultations during the school day	Teachers have more time to talk through barriers to learning and ways in which families can support home learning	Some parents find attendance at evening event challenging and some families need longer to discuss their children's progress	Class teachers to identify those families who would benefit. Class teachers to organise timings/ structure of conversation dependent on individual needs	Class teachers	After each round of parent consultations analyse uptake and evaluate value of conversations
Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform	All children feel a sense of belonging to the whole school community	Children who feel secure and have a sense of belonging are better placed to learn.	Through newsletters etc ensure all parents are aware they can ask for assistance. Class teachers to let office staff/ senior leaders if there is anyone they think who is not accessing this support	Office staff	Ongoing throughout year to ensure offer is meeting the needs of our families
<b>Total budgeted cost</b>					<b>£2,400</b>