

# Pupil premium strategy statement- Denmead Infant School

1. Summary information					
School	Denmead Infant School				
Academic Year	2017-18	Total PP budget	£28,360	Date of most recent internal PP Review	13.10.17
Total number of pupils	261	Number of pupils eligible for PP	16	Date for next internal review of this strategy	10.7.18

2. Current attainment			
	<i>Denmead 2017 5 pupils/ progress 4 pupils</i>	<i>Denmead 2018 11 pupils</i>	<i>National 2018 Pupils not eligible for PP</i>
Year 2 achieving expected level in reading	<b>40%</b>	<b>55%</b> of which 18% greater depth	<b>78%</b>
Year 2 achieving expected level in writing	<b>40%</b>	<b>36%</b>	<b>73%</b>
Year 2 achieving expected level in maths	<b>20%</b>	<b>64%</b> of which 9% greater depth	<b>79%</b>
Year 2 who made expected progress in reading	<b>100%</b>	<b>91%</b> of which 27% made greater than expected	
Year 2 who made expected progress in writing	<b>100%</b>	<b>91%</b>	
Year 2 who made expected progress in maths	<b>80%</b>	<b>91%</b> of which 18% made greater than expected	

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Significant proportion of children eligible for PP are demonstrating social, emotional and mental health needs which impact on their ability to learn (13/17). This is a combination of anxiety, low self-confidence and attachment issues
<b>B.</b>	In year 1, higher %age of children eligible for PP have identified SEN than within the school population (2/3 compared with 11%);
<b>C.</b>	Learning behaviours – characteristics of effective learning are low on entry

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Although improved, %age attendance for children eligible for PP in 2016-2017 was still below that of the rest of the school (92.3% up from 88.4% compared with 96.1%)
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<b>4. Desired outcomes</b>		<b>Success criteria</b>	<b>EVIDENCE OF IMPACT –JULY 2018</b>
<b>A.</b>	Increase levels of pupil engagement in their learning	Children have improved learning behaviour shown on readiness for learning scales	The school directed the majority of the ELSA support to the children in year 2 eligible for pupil premium as we identified that this was the group with the greatest SEMH need. The ELSA also worked with the parents of these children and supported many with other outside agency work. The children showed greater resilience and improved learning behaviours.
<b>B.</b>	Improve the SEMH of children eligible for pupil premium	Children achieve or exceed ELSA targets	
<b>C.</b>	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	Of the 20 children eligible for pupil premium, 6 are also on the SEND register. This represents 30% of this group, higher than that for the school as a whole. All met the personal targets set within their support plans and in some areas individual children achieved the age related expectations. For those not on the SEND register the school can evidence that 9 were working at the age related expectations in all areas. Of the remaining 5, three were in year 2. None of these children achieved at GLD at the end of year R but throughout key stage one they made accelerated progress in order that by the time they entered year 3 there were close to the age related expectations.
<b>D.</b>	Increase parental confidence/engagement/awareness	Increased participation home learning Attendance at Stay and Play/ Workshops Attendance at progress meetings	Of the 20 children eligible the school had regular contact and engagement with the families of 14. The remaining 6 would attend school events but did engage so positively with the home learning on offer.

<b>E.</b>	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)	Too small a group to publish outcomes – reported to governors
<b>F.</b>	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	The attendance of this group of children remained constant at 92.1% which remains below the level for the rest of the school. 6 of the 20 were persistent absentees (30% compared with 10% across the school or 8% of non –pupil premium). Ensuring good attendance continues to be the greatest barrier to the progress of this group.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-2018</b>			
The three headings demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Head teacher and year group leaders	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 and year group leaders	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
<b>Total budgeted cost</b>					<b>£3,500</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improved emotional literacy	ELSA – using story books to make links ELSA – working as learning mentor for those children who need extra emotional support, predominantly in year 2	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	Head teacher	At the end of each phase
Improved attitudes to learning and self-esteem	ELSA – working as learning mentor and supporting vulnerable families; completing home learning, celebrating achievements and meeting with parents	Children often feel upset by lack of perceived parental interest but parents/cares often have preconceived idea about school from their own experiences. ELSA to support both the children and the parents for a joined up approach	Regular meetings with parents, including meetings involving Children’s Services ELSA meets regularly with HT to review progress	Head teacher	Six weekly
Improve learning outcomes	Under the direction of the year group leader, TA to provide targeted support across the year group for basic literacy and numeracy skills	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 TA 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 SENDCO	Pupil progress meetings SEN review meetings End of each phase
<b>Total budgeted cost</b>					<b>£24,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
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	Acting deputy head	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
<b>Total budgeted cost</b>					<b>£3,000</b>

## 6. Review of expenditure

Review of expenditure for 2016-2017 and impact on pupil outcomes is available within the Pupil Premium Statement published on the

## 7. Additional detail

### **Funded School Trips (£300)**

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 (£500)**

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.