









ST PAUL'S INFANT SCHOOL

Pupil Premium Strategy Review 2016-2017

Context and Overview:





Academic Year	2016-2017
Number of Pupils on Roll	272
Number of Pupils Eligible for Pupil Premium	82
Total Pupil Premium Grant for Current Financial Year	£66,840
Date for Strategy Review	July 17

Attainment Outcomes for Children Achieving a GLD in the Foundation Stage Years 2016 and 2017:

	2016		2017	
	<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>
Reading	85.7%	85.9%	81.8%	70%
	 Gap of -0.2%		 Positive Gap of +11.8%	
Writing	82.1%	28.8%	72.7%	64.6%
	 Gap of -0.7%		 Positive Gap of +8.1%	
Maths	75%	82.8%	77.2%	67.6%
	 Gap of -7.8%		 Positive Gap of 9.6%	

The table above shows that in the Foundation Stage the gap in attainment between vulnerable children and their peers has closed and that the percentage of Pupil Premium children achieving a GLD is now higher than those that are not classed as vulnerable.




Phonics Outcomes for Previous Academic Years 2016 and 2017:

Year 1				Year 2 (Retakes)			
2016		2017		2016		2017	
<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>
71%	70%	72.7%	76.9%	83%	86%	75%	73.3%
 Gap of +1%		 Gap of -4.2%		 Gap of -3%		 Gap of +1.7	

The table above indicates that over the last two years the gap between vulnerable children and their peers in Year 1 has increased slightly. Upon inspection of this data, it is evident that this is due to the number of Pupil Premium children this year who have either Special Education Needs or English as an additional language also acting as a barrier to their education. The table also shows that the gap has closed in Year 2's data and that more Pupil Premium children are passing their phonics retakes than their peers.



















Attainment outcomes for Key Stage 1 children achieving expected and above based on their level of development when leaving the Foundation Stage:

*** Please note that the percentages for children's attainment are representative of those children that should have achieved Expected or above based on their level of development when leaving Foundation Stage ***

		2016		2017	
		<u>PP</u>	<u>Non PP</u>	<u>PP</u>	<u>Non PP</u>
Reading	Expected	78%	80%	100%	89.6%
		 Gap of -2%		 Gap of +10.4%	
	Greater Depth	100%	95%	100%	80%
		 Gap of +5%		 Gap of +20%	
Writing	Expected	78%	78%	77.7%	79.3%
		 Gap closed to 0%		 Gap of +1.6%	
	Greater Depth	100%	100%	66.6%	60%
		 Gap closed to 0%		 Gap of +6.6%	
Maths	Expected	50%	77%	100%	89.6%
		 Gap of -27%		 Gap of +10.4%	
	Greater Depth	0%	100%	66.6%	70%
		 Gap of -100%		 Gap of -3.4%	

The table above shows that over the past two years the gap between Pupil Premium and Non Pupil Premium children that should have reached age related goals based on their level of development when entering the key stage has closed. It especially highlights that children are making good progress in Reading.

Comparison of Attainment between Pupil Premium and Non Pupil Premium Children Achieving Expected and Above Years 2015/16 and 2016/17:

Year	PP Reading 15/16	Non PP Reading 15/16	PP Reading 16/17	Non PP Reading 16/17	PP Writing 15/16	Non PP Writing 15/16	PP Writing 16/17	Non PP Writing 16/17	PP Maths 15/16	Non PP Maths 15/16	PP Maths 16/17	Non PP Maths 16/17
FS	85.7%	85.9%	81.8%	70.7%	82.1%	82.8%	72.7%	64.6%	75%	82.8%	77.2%	67.6%
	 Gap of -0.2%		 Gap of +11.1%		 Gap of -0.7%		 Gap of +8.1%		 Gap of -7.8%		 Gap of +9.6%	
1	75%	86.3%	59%	75%	53.8%	71.8%	59%	75%	46%	75%	54.5%	70.3%
	 Gap of -11.3%		 Gap of -16%		 Gap of -0.7%		 Gap of -16%		 Gap of -29%		 Gap closed to -15.8%	
2	55.5%	74.5%	61.5%	67.1%	58.3%	69%	42.3	64%	55.5%	76.3%	50%	75%
	 Gap of -19%		 Gap closed to -5.6%		 Gap of -10.7%		 Gap of -21.7%		 Gap of -20.8%		 Gap of -25%	

The table above shows that Pupil Premium children in The Early Years are outperforming their peers based on the number of vulnerable children that are leaving with a Good Level of Development.

It shows that in Year 1 the gap between Pupil Premium and Non-Pupil Premium Maths has closed to almost half of what it was the previous year.

The data also shows that the gap between Year 2 Pupil Premium and Non-Pupil Premium Reading has closed considerably to the previous year.

This end of year data informs us that attainment in Reading and Writing needs to be addressed in Year 1. And that Writing and Maths needs to be addressed in Year 2. If you would like to know more about how we plan to tackle this please refer to the Pupil Premium Strategy Statement for 2017-2018.

Review of Expenditure 2016-2017

Desired Outcome	Chosen Action	Impact	Review
<p>1. For children to make accelerated progress in reception and throughout year 1 & 2 in Reading, Writing and Maths.</p>	<p>To develop communication and language by having a qualified teacher without whole-class responsibility. This will ensure children with language as a barrier are supported according to their needs.</p>	<p>Teachers report that children are able to access curriculum better as they have been pre taught vocab and language necessary.</p> <p>Impacted 16/70 Pupil Premium children</p>	<p>Although this has had a good impact on a large number of children, we no longer feel it is appropriate for our Pupil Premium grant to be spent on such provisions. While they will still continue to run, Pupil Premium money will not be allocated to this cost.</p>
	<p>To eliminate speech and language barriers by employing a specialist Therapist to work with children on a 1-1 basis and enable them to accelerate their progress in Reading and Writing.</p>	<p>The Speech and Language therapist has worked closely with 3 Pupil Premium children and all have progressed in their use of language.</p> <p>She has also trained reception TA's on all areas of language and how they should support their progression.</p> <p>Impacted 3/13 Pupil Premium Children directly and 90 children via TA training.</p>	<p>While this is a valuable and necessary expenditure for some of our pupils, we do not feel that such a large sum of money should be allocated here and therefore will continue with the provision next year but source the money from the schools budget rather than the Pupil Premium Grant.</p>
<p>2. For Pupil Premium children's attainment to equal or exceed that of non-Pupil Premium children in Reading, Writing and Maths.</p>	<p>Data to be handed in termly and Pupil progress meetings to follow after data analysis. Action plans are then to be drawn and interventions carried out.</p>	<p>While not all Pupil Premium children have achieved age related expectations, they have made good progress and should use their new understanding/skills as building blocks to success for next year's education.</p>	<p>Pupil Progress meetings have been paramount to children's interventions and their success this year. We are going to look into new ways of planning individuals interventions but will definitely continue to use the Pupil Premium Grant to fund supply Teachers in order for this valuable practise to continue next year.</p>

1 & 2	<p>SENCO to track, identify and assist the learning of children with additional needs, assist whole school provision maps and support both parents and teachers in these areas.</p>	<p>SENCO present at all Pupil Progress meetings to discuss needs of children. Provision maps were checked and corrected and meetings with parents have been held.</p> <p>Directly impacts 8/70 Pupil Premium Children. But 264 indirectly.</p>	<p>To be continued next year as this role is crucial to those with Special Educational Needs but proportion of money allocated to be adjusted according to the number of SEN children that have a Pupil Premium Grant.</p>
	<p>Year Group TA's to work with targeted children and run interventions/carpet clubs to support children in class in making accelerated progress/achieving expected or above.</p>	<p>Carpet club us having a positive impact and is reported to be closing the gaps. It is an intervention that runs on a daily basis and is reactive to the children's needs which is paramount to achieving the learning objectives. .</p>	<p>The role of TA's in our school is to act as an addition to the class teacher. They have a massive impact on pupil's progress and must continue to allocate time to Pupil Premium children next year.</p>
	<p>Intervention TA's to be employed to work outside of classrooms and run individual groups tailored to children's specific needs in order to deepen/cement their understanding of key skills and learning.</p>	<p>Teachers in reception noted that some children may not have achieved their GLD without this intervention. Year 1 & 2 teachers indicate that it has developed children's confidence and allowed them to access areas of the curriculum they otherwise would have missed.</p>	<p>Intervention TA's to be employed next year but money allocated to be reviewed due to changes in staff.</p>
<p>3. For Pupil Premium children to have an attendance score of 95% or above.</p>	<p>Family Liaison Officer to be employed to work closely with families and promote education and home/school links/partnerships.</p>	<p>Attendance for Pupil Premium Children at the end of the school year was 93.88%. The FLO knows which families need further support and is currently working alongside them to prepare for next year.</p>	<p>Positive impact, Target almost met. Families will continue to need support. To be continued next year.</p>

4. For children to be emotionally ready to access the curriculum.	Pastoral TA to be employed to work with vulnerable children in order to support their emotional needs.	Pastoral TA works closely with children and is there if ever they need her outside of planned sessions. Children are mostly ready to learn and can access the curriculum as they have had their emotional needs met. Some children are reported as making good progress in sessions but not in class.	Incredibly important expenditure that offers support accessed by a lot of Pupil Premium Children. Next year we will continue with provision but look at how to transfer into classrooms.
	Feagans Counsellor employed to support identified children with severe emotional needs.	Fegans only worked with 2 children last year and they did have a positive impact on their emotional development.	This is a very expensive outgoing for a very small group of children. Next year money will be reallocated and spent on a different programme to support larger numbers of children.
	Play Leaders to be employed to support children's emotional, social and behavioural needs to ensure they are happy and ready for education.	4 pupil premium children were targeted and their lunchtime behaviour has improved.	Although this has had a positive impact & will be continued, it is a cost will no longer come out of the pupil premium grant.
3 & 4	Parenting Group to be run and support those that are struggling and wanting help/advice with their children and home lives.	The group run had a positive impact on schools relationships with parents.	To be continued next year- FLO and Deputy to attend a course as we feel our parents will feel more comfortable with such a group being run in house.
	Breakfast club to ensure children receive breakfast and arrive at school in time to have their needs met before the school day.	Children are at school on time and have had a healthy and nutritious breakfast plus the opportunity to use some energy and socialise before they enter the classroom. They are happy, feel part of the community and are ready	Positive impact on readiness to learn, wellbeing and attendance however no pupil premium children attended so while the provision will continue to be offered, it will no longer be funded by the pupil premium grant.

	<p>Club Contributions- money to spend on activities such that some children may not be able to attend due to financial difficulties.</p>	<p>Offering clubs has raised some children's aspirations.</p>	<p>A valuable contribution that will be continued and possibly developed next year in order to provide children with first hand experiences that allow them to access the curriculum more fully.</p>