



ST PAUL'S INFANT SCHOOL

Pupil Premium Strategy Review 2018-2019

Context and Overview:

Academic Year	2018-2019
Number of Pupils on Roll	270
Number of Pupils Eligible for Pupil Premium	83
Total Pupil Premium Grant for Current Financial Year	£76,020
Date for Strategy Review	July 2020

No of Children Eligible for FSM Grant	EYFS	Year 1	Year2
	14	19	19

Attainment Outcomes for Free School Meal Children achieving a GLD in the Foundation Stage Compared to National and Kent Averages 2018:

	St Pauls	National	Kent
FSM	64%	57%	59%
Non FSM	71%	74%	76%
All Pupils	70%	72%	74%
All Pupil Premium	67%	No Data	No Data

The table above shows that money spent and strategies implemented from the pupil premium grant have had a positive impact on the attainment outcomes of the Pupil Premium children in the Foundation Stage. It also highlights that our Free School Meal children are obtaining a Good Level of Development and are outperforming other Free School Meal children both Nationally and in Kent.

While there are many positives to take from this data, it must be noted that we aspire for our Pupil Premium children to achieve in line with the National figures for non-disadvantaged children. Therefore after careful analysis of this year's Foundation Stage data I have identified that Writing is a core subject that we need to focus on next year in order to close this gap.

In addition to the analysis above, it should be noted that whilst there is still a gap and we will of course endeavour to close it, only 5 out of 14 Free School Meal children didn't achieved a GLD and of those 5 pupils; 1 child did not start at our school until late in the Summer term, 1 child has an EHCP and is on a part time curriculum, 2 are persistently absent and one falls under other vulnerable categories. Persistent absence is a key focus on our school development plan for next year.

Phonics Outcomes for Year One Free School Meal Children Compared to National and Kent Averages 2018:

	St Pauls	National	Kent
FSM	47%	70%	66%
Non FSM	79%	84%	No Data
All Pupils	73%	83%	82%
All Pupil Premium	66%	No Data	No Data

The data in the table above indicates that the majority of our pupils passed the Year One Phonics Screening Test and are working just below (by 10%) the percentages provided for the rest of the county/country.

In addition to this it regrettably shows that this year there is a significant gap in attainment between our Free School Meal children who passed the phonics test compared to both the National and Kent data that is available.

With this in mind Phonics and Reading have been identified as key areas that we would like to/need to develop across our school. This was identified before the Phonics Screening Tests and we have already spent some of next year's Pupil Premium Grant on the 'Read Write Inc.' programme which is already in school ready to be implemented from September 2019.

While we have identified that phonics is an area of need, it must be highlighted that of the 10 free school meal children that did not pass the test, 5 are on the Special Educational Needs Register for Cognition and Learning or Communication and Interaction and 3 are persistently absent which I have already mentioned is on our school development plan for next year.

It must also be reported that 74% of our Year Two Free School meal children are leaving us having passed the phonic screening test with those that did not also being on the Special Educational Needs Register for Cognition and Learning.

Attainment outcomes for Key Stage 1 and Free School Meal Children achieving expected and above Compared to National and Kent Averages 2018:

Reading	St Pauls	National	Kent
FSM	42%	60%	62%
Non FSM	76%	78%	No Data
All Pupils	71%	75%	78%
All Pupil Premium	63%	No Data	No Data

Reading:

The figures in the above table show that again the majority of our pupils are achieving in line with children both Nationally and in Kent with a gap of only 4% between all pupils. It does however also indicate that there is a significant gap between our Free School Meal Children and the National figures for Non-Free School Meal children. Once again, this is the target that we aspire to for our Pupil Premium children and Reading and Phonics are therefore key areas on our development plan for the academic year 2019-2020. It should also be highlighted that it is not only our school in which Reading data shows a decline- The School Summery Sheet shows that Reading data has also gone down both in Kent and Nationally.

Writing	St Pauls	National	Kent
FSM	47%	53%	56%
Non FSM	75%	73%	No Data
All Pupils	71%	70%	73%
All Pupil Premium	63%	No Data	No Data

Writing:

The Key Stage One data also shows that there is a significant gap between our vulnerable children's attainment and the National figures for Non-Free School Meal children in Writing. Whilst we are targeting this in the next academic year it should be noted that the Free School Meal data is in fact almost in line with Nationals statistics on Free School Meal children. Communication and Language plays a key role in our children's Literacy attainment and it is something we will once again strive to improve next year.

Maths	St Pauls	National	Kent
FSM	63%	61%	64%
Non FSM	80%	79%	No Data
All Pupils	79%	76%	79%
All Pupil Premium	73%	No Data	No Data

Maths:

Maths has been a particular area of strength again this academic year and the data confirms this. Our Free School Meal children are outperforming Free School Meal children Nationally and are attaining in line with the data provided for children in Kent. In fact, the table above clearly highlights that as a school we are outperforming the National statistics for all pupils.

Conclusion:

We have identified that Phonics and Reading are our top academic priorities for the next school year with Writing also being impacted by this focus. Persistently absent pupils also need to be focused on and Communication and Language will be an ongoing area that we seek to improve for our Pupil Premium children.

Review of Expenditure 2018-2019

Desired Outcome	Chosen Action	Impact	Review
<p>1. Raised attainment for Pupil Premium Children in particular FSM grants.</p> <p>2. Attainment gaps to close between Pupil Premium children and their peers.</p>	<p>Pupil Premium Leader employed to work closely with families, identify barriers to learning and monitoring progress etc.</p>	<p>100% Impact- Pupil Premium children have an advocate who is there solely for their needs. Parents have engaged with the school working alongside us to support their children. Barriers to learning have been identified and plans put in place to overcome them. Pupil Premium Targets were either met or exceeded:</p> <p>67% of PP children in EYFS have achieved a Good Level of Development.</p> <p>66% of PP children passed the Phonics Screening Test in Year 1.</p> <p>74% of PP children have left year having passed the Phonics Screening Test.</p> <p>63% of PP children in Year 2 achieved expected or above in Reading.</p> <p>63% of PP children in Year 2 achieved expected or above in Writing.</p> <p>73% of PP children in Year 2 achieved expected or above in Maths.</p>	<p>We will continue to have a Pupil Premium Leader in school who is employed to impact our vulnerable children's education. We aim to close the gaps and strive to ensure that Pupil Premium children are attaining in line with the National average for non-disadvantaged pupils.</p>

	<p>Supply teachers to cover classes if a teacher is sick to ensure that learning is delivered by a qualified teacher.</p>	<p>Due to unforeseen circumstances we did not use Supply Teachers on a regular basis this academic year. Instead we chose to utilise the qualified teachers that are employed by the school who do not have class responsibility. This meant children were being taught by teachers who they already knew and respected and that lessons were delivered to a high standard by professionals who understand our school, our children and their needs. We enjoyed working alongside our key children and have had an additional impact on their learning on a termly basis.</p>	<p>Although we may not use them frequently we will continue to allocate some money from the Pupil Premium Grant for supply teachers as it is not always possible for our staff to cover classes.</p>
	<p>SENCO to track and 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 attended all Pupil Progress meetings and influenced the decisions made with regards to the Pupil Premium children's special educational needs. This year in particular she has focused on improving their independence when working on tasks alone. Meetings have been held with parents on a regular basis alongside teachers and other professionals.</p> <p>Impacted 15/15 pupils.</p>	<p>This role is crucial to the progress and development of children with Special Educational Needs and the impact is evident. A portion of the Pupil Premium grant will therefore be used to fund the role of the SENCO according to the number of vulnerable children who also have Special Educational Needs next year.</p>
	<p>Intervention TA employed to work outside of classrooms. Through a precision teaching approach, the TA will work with pupils on a plan tailored to each individual's specific needs in order to master key skills and learning.</p>	<p>Due to unavoidable staffing issues and children's additional needs within school this year the Intervention TA was unable to work with pupils for the majority of the year. This means that regrettably children who she would normally see did not have the 1:1 attention they required and therefore did not make as much progress as would have been expected.</p>	<p>While the impact of the Intervention TA was not possible to link to our 1:1 children this year she has supported several different classes and had a profound impact on all children's daily education. The role is of a high importance to our Pupil Premium children and we will continue to allocate money on this provision next year.</p>

	<p>Beanstalk- 1:1 reading support to boost children's confidence and reading abilities whilst providing opportunities for children to read who don't have this availability at home.</p>	<p>Beanstalk has not had an impact on the 6 children who were seen each week. While the children enjoyed going to read with the volunteers, we did not feel that they were being taught the correct skills needed to progress in their reading. In addition to this they began to miss key learning in the classroom. Instead I have been using my time in school as a qualified teacher to read and practise phonics with identified Pupil Premium children.</p>	<p>Sadly no impact and something we will not be investing any of the Pupil Premium Grant in next year.</p>
	<p>Tiger Troop- To help develop personal learning skills to help children become confident, successful learners and responsible pupils. Children should develop a sense of individual pride, self-worth and fulfilment.</p>	<p>Tiger Troop was run by an outside company who provided provision for 14 children. Of those 14 children it dramatically boosted 9 children's confidence and academic progress and helped to build some children's resilience too. The remaining 5 were reported to have made progress in these areas but not in such a profound way.</p>	<p>Tiger Troop will be booked again for next year but I will also explore other opportunities for our vulnerable children that will boost confidence and resilience etc.</p>
	<p>Aspire- School development support from an outside agency to enhance learning opportunities, strengthen assessment systems and enable teachers to plan from ongoing assessments.</p>	<p>Aspire has had a profound impact on all of our children. Planning reflects children's understanding and assessment is at the heart of this which has led to good progression from all. At the end of this year I met with Aspire and we have discussed a personalised mentoring programme that we will endeavour to run with our Pupil Premium children next year.</p>	<p>Aspire will continue next year and the cost will be worked out according to the number of Pupil Premium children on role.</p>

	<p>Achievement for All- School development support from outside agency who 'transforms the lives of children, young people and their families who are vulnerable to underachievement by raising educational aspirations, access and achievement'.</p>	<p>Unfortunately Achievement for All was unsuccessful in our school. We followed the programme for the year but feel that it had virtually no impact. Parents enjoyed an aspect of the programme called 'Taking Time for Talk' and the teachers felt this was valuable to their understanding of key children so we will look into a way of continuing this next year. In addition to this we have identified some areas that we would like to develop with regards to planning and use of TA's, so while the impact was low we have made some useful findings that will have an impact next year.</p>	<p>We have pulled out of the programme and will not be investing in Achievement for All next year.</p>
	<p>Reading Works: Building Reading Stamina- Training for Teachers and Teaching Assistants in developing key skills and understandings of how to teach reading and in the delivery of an effective reading intervention. Pupils are expected to make an average of 6-9 months gain in reading age.</p>	<p>Teachers and Teaching Assistants attended the course and were trained in Reading Works: Building Reading Stamina but reported that it was not something that would work in our school or with our children. Instead we have used members of teaching staff to read with the children on a 1:1 basis at a suitable point in the day.</p>	<p>No impact and no other courses identified. Read Write Inc. has been purchased instead.</p>
	<p>Speech and Language TA employed to work outside of classrooms. The TA will work with pupils on a plan tailored to each individual's specific needs in order to develop their speech and pronunciation.</p>	<p>The Speech and Language TA went on maternity leave in December and due to unavoidable staffing issues and children's additional needs within school this year there was not an appropriate member of staff that could step in and fulfil the role. Instead Teaching Assistants have worked with the pupils on their individual programmes.</p>	<p>Speech and Language is key to children's development and will continue to be a focus next year but TA's will work on the programmes with their pupils rather than another member of staff be employed for this role.</p>

<p>3. Attendance rates for Pupil Premium children to improve.</p> <p>4. Pupil Premium families to be engaged with school and a partner in their children's education.</p>	<p>Family Liaison Officer to be employed to work closely with families to help achieve family stability and promote education and home/school links/learning and partnerships.</p> <p>First day phone approach for absentees.</p>	<p>Again a profound impact especially on the Free School Meal pupils; FLO spent a lot of time safeguarding children, working with parents, families and other professionals. Pupil Premium Lead led 'Achievement for All' which engaged parents and made them a partner in their children's education.</p> <p>Pupil Premium attendance rates have dropped from 95.10% in 17-18 to 92.9% this year.</p> <p>13/51 Free School Meal children were persistently absent this year which is 25% of the vulnerable group.</p>	<p>Positive impact, Families will continue to be supported by FLO next year and a new target for attendance will be set.</p> <p>Persistently absent pupils are targeted on the school development plan as a result of this year's attendance records.</p>
<p>5. Pupil Premium children to be emotionally ready to learn.</p>	<p>Pastoral TA to be employed to work with vulnerable children in order to support their emotional needs.</p> <p>THRIVE Programme- Pastoral TA to be trained to better understand children's behaviour and what it signals about their emotional development leading to targeted strategies and activities to help them re-engage.</p>	<p>Due to unavoidable staffing issues and children's additional needs within school this year the Pastoral TA was unable to work with pupils for the majority of the year. This means that regrettably children who she would normally see did not have the 1:1 attention they required and therefore did not make as much progress as would have been expected.</p> <p>Sadly this also applies to our THRIVE programme as it is led by the Pastoral TA.</p>	<p>This role is incredibly important for our vulnerable families and must continue next year. Support will continue to be offered both in class and in sessions in the nurture room.</p> <p>The THRIVE programme had a direct impact on our Pupil Premium children in the previous year and will most definitely be funded by the Pupil Premium Grant next year.</p>

	<p>Buttercup Goat Sanctuary- Children identified by Thrive profiling as having additional emotional needs that can be met by providing access to outdoor education i.e. farms where they can be curious creative and active.</p>	<p>Again Buttercups Goat Sanctuary was not available to the children due to staffing and children's needs.</p>	<p>Last year the selected children took a lot from having access to outdoor education and this is something we will offer the children again next year.</p>
	<p>Basic Needs- uniform, glasses, breakfast etc. Children will be granted some money where appropriate when their basic needs are not being met due to circumstances at home.</p>	<p>Several families were offered items of clothing, shoes and glasses etc. This had a profound impact on their progression as their needs were fulfilled and they were ready to learn and access the curriculum.</p>	<p>This is a valuable and effective use of the Pupil Premium Grant. Not all families were willing to accept it when offered but it will continue to impact those who need it in the future.</p>
	<p>Breakfast Club- offered to targeted children and families to support emotional wellbeing and readiness to learn.</p>	<p>Breakfast club was offered to 4 families. 3 children attended regularly which meant that they were at school on time, their wellbeing was high and they were ready to access the curriculum fully.</p>	<p>Breakfast club had a positive impact on the children that attended. We will continue to offer this provision to targeted families.</p>
<p>6/. Pupil Premium children and families to participate in extracurricular activities.</p>	<p>Curriculum enhancement- Pupils will have access to educational and enrichment opportunities, including music, sports, school trips and residential visits.</p>	<p>We have used some of the Pupil Premium grant to fund trips this year. The children thrive from the experiences and develop key skills for life.</p> <p>In addition to trips we have funded some clubs which provide the Pupil Premium children with opportunities that may otherwise have missed and give them aspirations for their future.</p>	<p>This is something I would like to develop next year in line with providing experiences linked to the topics they are learning about.</p>

<p>7/. Pupil Premium children with English as an additional language to be able to access the curriculum more fully.</p>	<p>To develop communication, language and understanding by having a qualified teacher without whole-class responsibility. This will ensure children with language as a barrier are supported according to their individual needs. Parents will also be invited to attend some interventions and trained in how skills are taught in our country.</p>	<p>This impacted all children who attended EAL groups. Provision was tailored to individuals needs and delivered by a qualified teacher.</p> <p>A Language fair was held in school where members of families came and ran stools displaying examples of possessions from their culture and foods to sample etc. This gave all pupils a sense of pride and self-worth and encouraged all to be aware and respectful of each other's home languages. It also gave parents who participated a feeling of belonging and a desire to become more involved in school.</p>	<p>Impact was profound and money from the Pupil Premium grant will continue to be spent on this provision. Next year I would like to increase this provision to include parents being invited in and taught how to support their children in this country.</p>
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