

Pupil Premium Strategy Statement

1. Summary information					
School	Liss Infant School				
Academic Year	2018/19	Total PP budget	£16,820	Date of most recent PP Review	N/A
Total number of pupils	159	Number of pupils eligible for PP	12	Date for next internal review of this strategy	April 2019

2. Current attainment at end of Key Stage

ARE = Age Related Expectation	Pupils eligible for PP (6 Pupils,)	Pupils not eligible for PP
% achieving ARE or above in reading, writing & maths	17%	49%
% achieving ARE in reading	67%	75%
% achieving ARE in writing	17%	53%
% achieving ARE in mathematics	33%	60%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some pupils in receipt of PP require support to help them to focus on their work.
B.	Some pupils in receipt of PP require support to improve basic skills and fluency.
C.	Teaching does not always address the specific needs of every child.

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

D.	Attendance rates for some pupils have been low.
E.	Some children do not have support for home learning

4. Intended outcomes *(Specific outcomes and how they will be measured)*

Success criteria

A.	Ensure that all pupils see themselves as learners and value education. Fully embed 'Building Learning Power' so that all children consider themselves to be learners and use the image of the learning pit to support their development.	Observations and pupil conferencing note positive attitudes to learning and greater engagement for all
B.	Improve basic skills and fluency for pupils eligible for PP and diminish the difference with other pupils.	Pupils eligible for PP make good progress in learning and develop basic skills in line with their peers.
C.	Improve the quality of teaching so that teachers are able to effectively assess, identify barriers and take appropriate action to improve outcomes for pupils eligible for PP.	All teaching (including LSA support) is securely good and 25% is outstanding.
D.	Increased attendance rates for all pupils eligible for PP.	PP attendance is in line with 'other' pupils.
E.	Address the sometimes limited support / interaction at home for pupils in receipt of PP.	Additional support in school ensures that pupils achieve in line with their peers. Home School Worker support for families

5. Planned expenditure					
Academic year	2018 / 2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Introduce Building Learning Power and the idea of the Learning Pit.	Whole school focus on BLP and the Learning Pit.	We want all pupils to see themselves as learners, think about their learning and self-regulate. Research – Carol Dweck, John Hattie, Guy Claxton, EEF Toolkit	Staff training on BLP and the Learning Pit BLP and Learning Pit focus in assemblies – termly theme Pupil attitudes monitored through pupil conferencing by SLT and Governors Behaviour data tracking.	SLT	Mar 2019
B Improve basic skills and fluency	CPD on using assessment to inform learning for all pupils. CPD focused on key skills in En & Maths CPD for LSA's	We want pupils eligible for PP to attain in line with their peers. Research – John Hattie, Lev Vygotsky, EEF toolkit	Use INSET days to deliver training. Use LA support to develop teachers. Data tracking and reports Governor monitoring	SLT	Mar 2019 LA Support = £3,050
C Improve quality of teaching to enable all children to 'keep up' rather than 'catch up'.	CPD on using assessment to inform learning for all pupils. Further develop feedback to pupils. Develop subject knowledge and understanding of the 'learning journey' and mastery learning.	We want pupils eligible for PP to attain in line with their peers and all staff to deliver high quality lessons for all pupils. Research – John Hattie, Lev Vygotsky, EEF toolkit	Use INSET days to deliver training. Use LA support to develop teachers. Tackling Educational Disadvantage training HAM project group HT termly report to Governors on quality of teaching	SLT	Mar 2019 T&L Adviser = £2700 Training Budget = £2805

Total budgeted cost £8,555

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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A. Further work on Building Learning Power and Emotional Literacy Support in order to impact positively on learning.	1:1 or small group support	We want to provide additional support so that all pupils to see themselves as learners, think about their learning and self-regulate. Research – Carol Dweck, John Hattie, Guy Claxton, EEF Toolkit	Support through ELSA or Robins Oak if necessary Lunch Club Impact overseen by HT	SENCO	Mar 2019 ELSA = £2,184 SLA = £1,000 Lunch Club £1,805
B Improve basic skills	1:1 or small group support	We want to provide additional support to ensure basic skills are developed Research – John Hattie, Lev Vygotsky, EEF toolkit	Training for LSA's & HLTA Data tracking SENCO reports	SENCO	Mar 2019
D Increased attendance	Admin / HT to monitor pupils and follow up quickly on absences.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Briefing of Admin Team, collaboration between Admin Team and HT. Report to Governors	HT	Mar 2019
E Support for those with limited interaction from home	1:1 or small group support Opportunities to access school beyond the school day	We want to provide additional opportunities for learning. Research – John Hattie, EEF toolkit	Briefing of all staff Review of access Governor monitoring	SLT	Mar 2019
Total budgeted cost					£4,989
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D Increased attendance	Focus on attendance by team in assembly.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	SLT ensure completion Winning team reported in Friday Flyer	HT	Mar 2019

E Support for those with limited interaction from home	Support from Home School Link Worker Sessions for parents led by PBS	EEF Toolkit shows that parental involvement has a positive effect	Home School Link Worker reports	SENCO	Mar 2019 HSLW = £3,276
Total budgeted cost					£3,276
Total cost for 18/19					£16,820

6. Review of expenditure				
Previous Academic Year	2017 – 2018		Total PP Budget £17,000	
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff Professional Development	Training from EPS team; Helping Harry Learn (1.5 INSET days)	Not met – this work did not have a great enough impact on teaching and learning.	This may be revisited with the new team.	£1,000

Inclusive homework initiative to promote arts, wider life experiences and interest and engagement in the wider world	Home Learning strategy – 6 activity choices including arts & culture	More engagement in writing and work as a result of this. Attitude towards learning improved as it was project-based.	This has continued within a slightly different format.	Nil
To encourage pupil premium children to engage in a wide range of extra-curricular provision.	After school & in school clubs	Maths Club was deemed to have an impact on mathematical understanding.	Tracking of this was not sufficient to review the impact of this strategy.	£830

ii. Targeted support

Intended outcome	Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To accelerate progress, improve children's confidence and fluency as readers and to help them catch up & keep up.	Boosting Reading Potential (BRP) (A reading support programme) delivered by specialist trained Teaching Assistant	Data for 1 child shows improvement in reading accuracy and reading rate over two terms.	There is a more robust tracking system in place and children are identified using more stringent criteria.	£4,477

To address pupils' individualised learning needs by identifying and addressing specific gaps in their understanding	Catch-up Maths intervention programme delivered by specialist trained Teaching Assistant	Data for 3 pupils shows an average of 4 months of progress over a 4 month period.	There is a more robust tracking system in place and children are identified using more stringent criteria.	£5,273
Specialist support for pupils with diagnosed Speech & language difficulties. To enable the delivery of SALT programmes in school. To meet the needs of all pupils with Speech and Language difficulties by supplementing NHS provision	A private Speech & Language Therapist to deliver SALT programmes	Two pupils 'greatly improved' and 1 child signed off.	Continue this approach.	£411
Reduce anxiety which impacts upon learning.	2 Emotional Literacy Support Assistants to support emotional development	This provision was reduced due to financial constraints and staff re-structuring.	There is now provision in place with adequate staffing and a robust tracking system.	£400
Increase parents' confidence in supporting learning.	Home School Link Worker employed to support children and parents in vulnerable circumstances.	This provision was reduced due to financial constraints and staff re-structuring.	There is now provision in place with adequate staffing and a robust tracking system.	£7,976

7. Additional detail

The school had to restructure due to financial constraints during 2016-2017 and has been federated with Liss Junior School since September 2018.