

Pupil premium strategy statement

1. Summary information					
School	Rothwell Victoria Infant School				
Academic Year	2017-2018	Total PP budget 5 children EYPP 1 LAC 20 PP 7 Ever 6 (However funding is on figs from Jan previous year)	£75,438.90	Date of most recent PP Review	11.09.17
Total number of pupils	331	Number of pupils eligible for PP	32	Date for next internal review of this strategy	1.12.17

2. Current attainment (2016 End of KS1 tests 2016)					
	<i>Pupils eligible for PP (school)</i>	<i>Non disadvantaged(school)</i>		<i>Pupils eligible for PP (school)</i>	<i>Non disadvantaged(school)</i>
% reaching EXS+ in Reading	57	44	% reaching GDS in Reading	17.4	33
% reaching EXS+ in Writing	44	54	% reaching GDS in Writing	9	17
% reaching EXS+ in Maths	61	59	% reaching GDS in Maths	9	21
% reaching EXS+ in GPS	N/A	N/A	% reaching GDS in GPS	N/A	N/A
% reaching EXS+ RWM	44	66	% reaching GDS RWM	4	13

3. Barriers to future attainment (for pupils eligible for PP, including more able)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children from disadvantaged homes start in Nursery and Reception with lower attainment levels, they make the same amount of progress but need to make accelerated progress to achieve the same attainment as their non disadvantaged peers. Poor speech and language combined with a lack in vocabulary has a negative impact on the development of reading skills. Poor social mobility and low aspirations has an effect on children's attitudes to learning.
B.	Many of the disadvantaged pupils start school with emotional and social concerns (56% have a cause for concern folder) these concerns also include safeguarding. The high percentage of disadvantaged children on a Child Protection Plan (22%, nearly a quarter of our disadvantaged children) also has an impact on their progress in school. 22% of Disadvantaged children are also on the Schools SEN register.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	Engagement in out of school clubs, home life, safeguarding concerns, breakfast,	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Attainment: To raise the % of children achieving EXS+ in reading, writing and maths by children making accelerated progress. This will narrow the gap between attainment of non PP and PP children.	The gap between the PP children in all 4 year groups will be within 5% of the non disadvantaged children in reading writing and maths.
B.	Wellbeing: The personal, social and emotional needs of the children will be developed through interventions to allow learning to take place. Raise aspirations.	The wellbeing interventions will result PP children being in a place where they are receptive to learning. Children will aspire to want to achieve.
C.	Clubs: Disadvantaged children to have Breakfast at school as and when required, to take part in after school clubs as appropriate.	More disadvantaged children will take part in after school clubs.

5. Planned expenditure					
Academic year		2016 - 2017			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update

<p>A. See desired outcome above</p>	<p>1.PP Lead to drive curriculum strategies and oversee Year group development plans in each year.</p> <p>2. .Complete triangulation on teaching.</p> <p>Cost: £59,501</p>	<p>1.Quality First Teaching in class (SDP Quality of Teaching and Learning priority 2,3) Training for Teachers and all TA's: Book Talk, Talk for writing, Phonics</p> <p>2.To provide effective reading interventions where appropriate, up skilling and training Pupil Premium Teaching Assistants/Teaching Assistants in these interventions. (SDP Quality of Teaching and Learning priority 2)</p>	<p>Data drops 3 times a year. SLT and Governing body to be aware of the impact of Pupil Premium funding; updates to be presented to the Governing body.</p> <p>Training for all teachers and Teaching Assistants in whole school curriculum approaches. Weekly briefings Pupil Progress meetings</p> <p>Through triangulation of teaching and learning 3 times a year (Priority 2 on SDP)</p> <p>Through triangulation of interventions 3 times a year.</p>	<p>T and L lead</p> <p>T and L lead</p> <p>T and L lead</p> <p>T and L lead SENDCO</p>	
<p>B. See desired outcomes above</p>	<p>PP Lead to make all staff aware of disadvantaged children.</p> <p>PP Lead to closely monitor progress of disadvantaged children.</p>	<p>Staff to form secure Relationships with disadvantaged children to improve wellbeing and progress. Disadvantaged children to be closely monitored. (SDP Personal Behaviour Development and Welfare Priority 1)</p>	<p>Pupil Progress</p> <p>PP TA interventions reviewed every 6 weeks for impact.</p>	<p>PP Lead</p>	
<p>C. See desired outcomes above</p>	<p>1.After school sports clubs Cost:£200</p>	<p>P.E. Coordinator to be aware and plan in to provision.</p>	<p>Meetings with P.E. coordinator, check P.E. monitoring of spend.</p>	<p>PP lead P.E. coordinator</p>	
Total budgeted cost					£ 59,701

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
B. See desired outcomes above	1.Parent Welfare Officer /DSL Safeguarding of children 2.Parent Support Worker Completes EHA's 3. Play Therapy Cost: £770	SDP Personal Behaviour Development and Welfare Priority 1 Disadvantaged pupils in Forest School Protective behaviours Draw and Talk Sensory Circuits	Attendance data DSL systems PP TA to lead additional provision of FS for disadvantaged children. PP TA to complete Protective Behaviours and Draw and Talk for disadvantaged children. EYPP TA to bring across from Nursery to attend sensory circuits.	Safeguarding and Inclusion Committee Senior DSL	
A. See desired outcomes	1.PP Lead to drive PP TA strategies and oversee individual action plans in each year group. 2.Review PP TA interventions every 6 weeks. 4.PP TA's x 4 (one for each year group) Cost: £43,695	1:2 support for Pupil Premium pupils. Additional phonics work will occur as and when required. Interventions to include CODE X, Numicon, Reading Reflex, PAT, phonics, words first	Regular meetings with PP TA's and PP class teacher. Discussions with year leads Teachers to complete individual action plans in the EYFS for PP children. PP TA's to complete actions in the EYFS PP TA's in KS 1 support the PP children who are all in one class. Actions reviewed every 6 weeks for impact on progress/attainment Training on interventions	PP Lead	

Total budgeted cost	£44,465
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
B. See desired outcomes	Uniform voucher £75 per pupil Cost: £4,500 Trips: £1,500 Cost: Breakfast available Cost: £150	Uniform and Trips paid for, Pupils provided with a broad range of experiences. Parents made aware of voucher and encouraged to complete PP form. Pupils given the opportunities to participate in a range of sports clubs. Clubs in and out of school paid for. Breakfast is provided for any child who has not had breakfast at home. (SDP Priority 3)	All PP spend to be tracked by Bursa on excel spreadsheet. To be shared with GB. P.E. coordinator to track Sports Premium grant spent on disadvantaged children. To be shared with GB PP Lead to set up and organise breakfast available every morning 8.55am -9.05am	Bursar Year leads PP TA's	
A. See desired outcomes B. See desired outcomes	Access to Educational Psychologist. Cost: £450	Having access to full assessment supports the school in putting specific and targeted intervention into place for a PP child.	Pupil Progress meetings inform SLT and SENDCO , referral made, report discussed, recommendations implemented by SENDCO Data drop 3 times a year	SENDCO SLT	
Total budgeted cost					£6,600

Rothwell Victoria Infant School

IMPACT STATEMENT on Pupil Premium Progress and Attainment 2016 -2017

The following grids show the attainment and progress of the disadvantaged children in RVIS 2016 – 2017. They show how the gap is closing significantly compared to 2015 -2016 in reading writing and maths. However writing had the biggest gap. Writing is on the School Development plan as a priority.

KS1 End of Year Results 2016 -2017

	Cohort Reading	Nat Av '16	PP* Reading	Cohort Writing	Nat Av '16	PP Writing	Cohort Maths	Nat Av '16	PP Maths
Kingfisher	19		1	18		1	21		2
Parrots	20		2	19		2	21		3
Chaffinch	20		3	19		2	23		5
Magpies	19		3	16		3	18		4
No. of Chn at expected	44		9	55		8	61		14
% at expected	44%	74%	57%	54%	65%	43.5%	59%	73%	61%
No. of Chn exceeding	34		4	17		2	21		2
% @ GDepth	33%	24%	17.4%	17%	13%	9%	21%	18%	9%
Total @ Expected+	77% (45%)		74.4%	71% (46%)		52.5%	80% (57%)		70%
PP Gap			-2.6			-18.5			-10

% in brackets and black were 2015-2016 results as a comparison

KS 1 RWM = 66% PP RWM= 43.5% PPGAP= -22.5%

PP GAPS against National PP

The gap between non PP and PP is closing (see above) as is our gap between the National PP gaps.

	School PP Achieved Expected 2016	PP National Average 2016	Gap between school and National 2016	School Achieved Expected 2017	PP Gap 2017 against 2016 National Average
Reading	37%	78%	-41	71%	-7
Writing	26%	70%	-44	53%	-17
Maths	40%	77%	-37	70%	-7

The gaps at the end of KS 1 in reading, writing and maths have been closed considerably compared to 2016. In reading the gap closed by 37%, in writing by 27% and in maths by 30%.

Percentage of Children at expected/Exceeding Levels June 2017 Year 1

In the grid below it shows that the gaps in year 1 have been reversed in reading and maths with the Disadvantaged (PP) children outperforming their peers. There is still a gap in writing but it is a whole school priority on the School Development Plan.

	Reading			Writing			Maths		
	Cohort	Non PP	PP	Cohort	Non PP	PP	Cohort	Non PP	PP
Owl	52	45	100	60	55	100	64	59	100
Woodpeckers	48	43	100	57	57	50	48	48	50
Hummingbird	48	50	33	65	70	33	57	65	0
Robin	61	60	67	57	55	67	61	60	67
% at expected	52	49	73	52%	59	64	57	56	75
Owl	24	27	0	12	14	0	12	14	0
Woodpeckers	39	43	0	17	19	0	26	29	0
Hummingbird	30	35	0	13	15	0	17	20	0
Robin	22	20	33	13	15	0	13	15	0
% exceeding	29	31	9	29	16	0	17	17	17
	based on reading colour								
Total % @ expected +	81	80	82	74	75	64	74	73	92
PP @ expected+	82	82		64	64		92	92	
PP gap against Cohort	+1%	+2%		-10%	-11%		+18%	+19%	

% @ Expected for R W M for the cohort = 69% % @ Expected for R W M Pupil Premium = 45%

Safeguarding PP = **1 child CP/3 children EHA** No of PP children who are IEP/SEN = 3

EYFS

Reception Disadvantaged EYFS Data 2016-17

There is still a gap between the disadvantaged (PP) and non-disadvantaged (Non PP) within our school. However, 15% more PP children achieved GLD than the national figure for PP children at the end of the academic year 2016-2017. We were also above the national PP figure for Reading, Writing and Number.

	2016 -2017		National PP	Non PP National
	PP School	Non PP School		
% of pupils achieving GLD	67%	78%	52	79
% of children achieving at least expected				
Reading	75%	84%	62	79
Writing	67%	82%	56	74
Numbers	75%	83%	64	80

Nursery Disadvantaged EYFS Data 2016-17

	December			Easter		June	
	% at expected +			% at ARE expected +		% at expected + (30-50H)	
	Non PP	Cohort	PP	Cohort	PP	Cohort	PP
Communication and Language						86%	60%
Listening and attention		82	40	78	60	83	70
Understanding		82	80	80	60	88	50
Speaking		80	60	78	50	88	60
Physical development						88%	65%
Moving and Handling		80	60	78	60	85	50
Health and self care		80	70	78	60	90	80
PSED						82%	60%
Self confidence/awareness		80	50	90	50	80	60
Managing feelings and behav		74	60	84	60	85	70
Making relationships		78	60	72	60	80	50
Literacy						79%	60%
Reading		84	70	78	60	88	60
Writing		73	60	65	50	70	60
Mathematics						81%	45%
Numbers		78	50	75	50	78	40
Shape, space and measures		80	60	73	60	83	50

GLD %							
Understanding the world						78%	60%
People and communities		72	60	69	50	83	60
The world		71	60	69	60	73	60
Technology		80	50	69	50	78	60
Expressive art and design						79%	65%
Exploring media and materials		78	60	77	50	78	50
Being imaginative		80	70	74	70	80	80
Overall Average						82%	59%

ANALYSIS

There is a **23%** difference in the overall average of attainment in the 7 areas of the EYFS between EYPP and Non EYPP children in the Nursery setting. The Non PP children have achieved well this year.

The biggest gap is in Number. The gap will need to be addressed next year as the gap is still too wide.

The EYPP data does include:

. Some of our biggest successes this year have been PP children, who have made amazing progress due to persistent targeted interventions.