 

**Pupil premium strategy statement: Moorside Infant School**

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| 1. **Summary information** | | | | | |
| **School** | Moorside Infant School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £34,660(23x £1320  1x£1900  4x£300 service  4x300 EYPP) | **Date of most recent PP Review** |  |
| **Financial year** | 2016/17 | **Actual budget** | £19,197 |  |  |
| **Total number of pupils** |  | **Number of pupils eligible for PP** | 24 FSM  4 service | **Date for next internal review of this strategy** | Jan 2017 |

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| 1. **Current attainment** | | |
| **% achieving Expected Standard** | *Pupils eligible for PP (your school)* | *Other (national average)* |
| **Reading** | 33% | 78% |
| **Writing** | 0% | 70% |
| **Maths** | 0% | 77% |
| **Phonics % achieving Expected Standard** |  |  |
| **End of year 1** | 29% | 70% |
| **End of year 2** | 100% | 86% |
| **End of Reception % achieving a Good Level of Development (GLD)** | 33% | 69% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Children’s oracy which currently impacts on children's reading and writing |
|  | Understanding of learning to learn skills (meta-cognition) and aspirations to improve. |
| **C.** | Demonstrating impact that teaching assistants and quality wave one teaching has impact to close the gap for all groups. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Engaging parents to support children with their motivation for learning and aspirations for the future |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech and language. | Staff from the Infant school will disseminate training for speech and language so that intervention begins in EYFS.  Nursery Narrative and individual intervention will be delivered in the EYFS.  Improved vocabulary for writing and sentence structure so that more children are judged as W and S against end of year expectations.  Children can speak in full sentences and select appropriate vocabulary to engage their audience in their writing.  -able to communicate thoughts effectively |
|  | Higher rates of progress as children apply learning to learn skills across the curriculum. This will remove underperformance at all levels as learning strategies will have improved. | The gap in achievement between PP and non PP is closing in all subjects.  In the EYFS, children with a starting point assessment of 22-36 within or below will demonstrate an improving trend towards ARE.  Children in KS1 with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95.  Children show resilience and use effective learning strategies (metacognition) to solve problems, reflect on and evaluate results and modify their practice.  Successful strategies will be shared through peer mentoring and colllaborative learning which will be progressive across the school.  Meta cognition will support booster and catch up activities. |
|  | The impact of teaching assistants is improved and collaboration between staff to improve professional practise is highly effective | The impact of teaching assistants in lessons to support and promote learning is effective.  Outcomes for children receiving evidence-based interventions is at least good.  Teachers and TAs share information effectively through vulnerable registers, to maximize their impact on outcomes through a personalised approach.  The gap in achievement between PP and non PP is closing in all subjects.  In the EYFS, Teaching Assistants are involved in setting appropriate targets for children and carrying out interventions.  In the EYFS,children with a starting point assessment of 22-36within or below will demonstrate an improving trend towards ARE.  In KS1 Children with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95. |
|  | Relationships with hard to reach parents are improved | All parents attend meetings with teachers to discuss their child’s progress, targets and barriers to progress.  Effective procedures in school enable outside agencies to engage with families and school to improve emotional and basic needs for all vulnerable children.  Attendance, behaviour and wellbeing measures for vulnerable children are in line with the average for the school/year group. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2016/17** | | | | | |
| 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. | | | | | | |
| 1. **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** | **When will you review implementation?** |
| A. Improve the quality of peer to peer mentoring to raise achievement.  C. The impact of teaching assistants is improved and collaboration between staff to improve professional practise is highly effective. | A lead member of staff will trial and research a suitable training resource (Talk for writing).  Staff will receive internal and/or external training for talk for writing to teach children and use effectively in lessons.  Peer lesson studies will evaluate talk for writing strategies used during lessons across the curriculum.  Progress in lessons and the quality of learning for all children is good.  Teachers and TAs share information effectively to maximize their impact on outcomes.  The gap in achievement between PP and non PP is closing in all subjects.  Children with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95.  Follow up training and monitoring of TAs by SENCo | In reciprocal peer tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.  Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This will be delivered In conjunction with an emphasis on the importance of spoken language and verbal interaction in the classroom.  This is based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:  •Targeted reading aloud and discussing books with young children  •Explicitly extending pupils’ spoken vocabulary  •The use of structured questioning to develop reading comprehension  All of the approaches reviewed in this section support learners’ articulation of ideas and spoken expression, such as Thinking Together.  The essence of the guidance for schools on making best use of TAs (through the MITA course) is to deploy them in ways that supplement, not replace, teachers and high quality teaching. There now exists an impressive evidence base on the use of TAs to deliver curriculum interventions.  The priority now is on developing a similar and secure foundation for what works in terms of using TAs in everyday classroom settings.  Actions from MITA: training include  •Quality liaison time for teachers and TAs pre/post lesson  •Sharing planning  •Appropriate training to match role (afaeducation.org)  The project will formally evaluate the effects of changing practices. The aim of MITA is to find good evidence that when schools invest time up-skilling their TAs and carefully rethinking their deployment, they can thrive in their role and ensure they make a positive contribution to learning in classrooms. (Rob Webster, Maximising the Impact of Teaching Assistants). | Pupil progress meetings lead to aspirational target setting and the identification of suitable interventions to meet personal barriers.  Data analysis and action planning by teachers to address areas of underperformance.  Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews.  Observations in lessons and delivering interventions.  Outcomes from interventions against targets.  Targeted children make good progress to meet ARE.  TA CPD is evaluated for impact for personal development and outcomes for children | | Deputy Headteacher  SENCo | Jan 2017  Jan 2017  April 2017  July 2017 |
| B.  To improve the children’s Meta-cognition (strategies to learn effectively). | A lead member of staff will trial and research a suitable training resource (ReflectED lessons)  Staff will receive internal and/or external training to teach children and use effectively in lessons. A range of activities/lessons will be planned to teach the children the effective strategies.  A case study of two children per class will monitor the impact of the strategies used as part of a programme of lesson studies.  Learning champions mentoring (KS1). Teachers meet with learning champions four times per term to discuss/share their progress and learning journeys in maths and literacy. A format for questioning and evidence collection will be used consistently to address both learning and social and emotional needs. | Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.  These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.  School-based mentoring programs have on average been less effective than community-based approaches, possibly because school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour. The school have chosen to use teachers as mentors to improve attendance and attitudes to learning/school. | Pupil progress meetings lead to aspirational target setting and the identification of suitable interventions to meet personal barriers.  Data analysis and action planning by teachers to address areas of underperformance.  Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews.  Attendance data analysis. Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews. | | SENCo/SLT/staff research groups  CR | Jan 2017 |
| **Action research Training: 3 days for 7 teachers and consultant**  **SENCo support**  **PP champion leader**  **Teaching Assistant**  **Well-being mentor and PSA** | | | | **Total budgeted cost** | | £4500  £1000  £1500  £8000  £1500 |

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| 1. **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** | **When will you review implementation?** |
| A. Improved oral language skills in reception/EYFS | TAs will deliver ‘Nursery Narrative’, an intervention which will target children who scored low in the baseline for communication and language and/or PSED. Some children will also receive individual support to accelerate progress in these areas. | Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months’ progress, and appear to be particularly beneficial for children from low income families.  According to evidence in the EEF toolkit,  oral language interventions have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils’ talk and interaction in groups. Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | EYFS teachers to share with SENCo at MJS | May 2017 |
| D. Improve relationships with hard to reach parents. | Staff have agreed protocols to meet with parents and engage them in the development of their child.  All parents/carers of children identified as PP attend a meeting with their child’s class teacher, at least once a term.  Opportunities to invite parents into school for informal events are targeted at hard to reach families.  Our MARVELLOUS ME App will enable regular communication about children’s achievements and rewards with parents to encourage celebration and talk about learning at home. | Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive.  Parental engagement in early years education is consistently associated with children’s future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months’ progress over the course of a year. (EEF Early Years toolkit)  This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. | Monthly attendance reviews.  Monthly red card reviews to monitor trends and impact of behaviour strategies.  Annual well-being measures to monitor progress of emotional well-being for the whole school.  Well-being assessments for children receiving ESBD support.  Attendance of PP parents at meetings and school events.  Data and statistical measures will enable us to monitor parental response to praise and information through interaction with the ‘Marvellous Me’ APP. Leadership will monitor and offer support to parents with the app to ensure that they are able to engage. | HT/SLT | May 2017 |
| **Elkan training and supply cover/Mavellous Me subscription and training Total budgeted cost** | | | | | EYPP and FS2  £3000 |
| 1. **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** | **When will you review implementation?** |
| B. Higher rates of progress in the EYFS as children apply learning to learn skills and emotional resilience across the curriculum | Leader of the EYFS uses data to target pp children. Weekly staff meetings enable staff to address gaps in learning for pp children in the EYFS.  PP children receive additional 1:1 time for an hour per week to support development of learning skills and emotional resilience. This might involve  - reading stories together with morals to discuss  - playing a game 1:1 with a competitive nature.  This is tailored to the individual child. | Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. | Key workers can identify pp children and discuss the provision in line with their needs and interests.  Observation of targeted activity time with pp children.  Progress in personal, social and emotional development for individual children. | HJ |  |
| **Additional leadership time Total budgeted cost** | | | | | £3500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| PP children receive opportunities to improve learning outcomes | Additional TA hours for catch up and in class support  First class @ number and reading intervention. | End of year outcomes for pp children-Raise data | The chosen approaches were put in place by the previous leadership team. TA impact is being addressed through MITA training this academic year (2016-17) | £5000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| Children who receive pp funding are targeted for additional intervention and emotional support to improve learning outcomes. | .To provide specific emotional input to enhance children’s well-being or to provide literacy and numeracy support for all pupil premium children. | The gap between pupil premium and non-pupil children is diminishing. | The chosen approaches were put in place by the previous leadership team. Quality teaching for all will be the focus, through communication and language interventions, and a focus on feedback and learning to learn skills (metacognition). |  |

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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **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** |
| Nurture activities to improve well-being. | Curriculum enhancement, theatre groups, workshops, trips, Eco club, music makers  Busy bees nurture activities | Pupil well- being is improved through curriculum enrichment. Children are more resilient in learning, which is reflected in outcomes for all. | The chosen approaches were put in place by the previous leadership team. Learning champions in KS1 and 1:1 target time in the EYFS will enable staff to focus on well-being and personal development for all children receiving pp funding. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |