

# *Meadow Lane Infant School*

## PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
Academic Year	2016-17	Total PP Budget	£29140	Date of most recent PP review	n/a
Total Number of Pupils	210	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Feb 2017

2. Current Attainment		
	Pupils eligible for PP at Meadow Lane	Pupils not eligible for PP nationally
% achieving the expected standard in reading, writing and maths		
% achieving the expected standard in reading	67%	74%
% achieving the expected standard in writing	56%	65%
% achieving the expected standard in maths	67%	73%
% achieving a GLD	50%	74% (2015 figure)

3. Barriers to future attainment (for pupils eligible for PP, including high-ability)	
<b>In-school barriers</b>	
A.	A large proportion of pupils eligible for PP in this school are subject to factors affecting emotional health and well-being. This can have a detrimental effect on behaviour and academic progress for some of these pupils.
B.	Fewer children eligible for PP are making accelerated progress than other children in school, resulting in fewer children moving from emerging at FS to expected at KS1 and expected a FS to greater depth at KS1.
C.	No children eligible for FSM achieved greater depth at KS1.
<b>External barriers</b>	
D.	Parents of pupils eligible for PP are less likely to read with their child at home.
E.	Absence is significantly higher for pupils eligible for PP than children non eligible for PP (PP 6.7% of sessions missed compared to 4% non PP)

#### 4. Desired Outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A.</b>	The emotional health and well-being of pupils eligible for PP is supported.	Fewer behaviour incidents are recorded for these pupils. Children eligible for PP will make good progress. Identified children receive support from outside agencies as required.
<b>B.</b>	A higher proportion of pupil premium children will move from emerging to expected and expected to greater depth.	Pupils eligible for PP who could make accelerated progress identified and targeted in class and through intervention. Their progress will be monitored every half term and intervention/provision provided as necessary. % of PP children making accelerated will be higher than 2015/2016
<b>C.</b>	More pupils eligible for PP will achieve exceeding in FS and greater depth at the end of KS1.	Pupils eligible for PP who could make greater depth identified and targeted in class and through intervention. Their progress will be monitored every half term and intervention/provision provided as necessary. % of PP children achieving greater depth will be higher than 2015.
<b>D.</b>	More pupils eligible for PP read regularly (ideally 4 times a week).	Teachers will set individual targets for PP pupils not reading regularly at home. Teachers will ensure all reading volunteers are targeted at pupils eligible or PP to ensure they are heard read regularly by an adult. Teachers to use TAs to read with target children where volunteers not available.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Monitor attendance of PP children. If child's absence dropped below 95% support parents into getting children into school, following LA policy and involving other agencies as required. Overall PP attendance rate improves from 92.2% to 95%.

## 5. Planned Expenditure

Desired outcome		Chosen action/approach	What is the rationale?	How will we know it is implemented well?	Staff lead and expected cost	Review its implementation (Feb 2017)
A	The emotional health and well-being of pupils eligible for PP is supported.	<p>To subsidise trips and Residentials for PP children to ensure involvement in whole school events.</p> <p>Subsidise after school clubs and other extra curricular activities. PP children prioritised when clubs are oversubscribed. SENDCo release time to monitor and plan support for emotional needs of PP children.</p> <p>Nurture support through lunchtime nurture group.</p> <p>Meet and greet sessions in the morning for vulnerable PP children. Further emotional/behavioural support through use of TAs in class in the morning (to work with children or to free up teacher time). Social behavioural interventions as required.</p> <p>Other agency involvement as required, for example think children.</p> <p>Staff to work with parents to build relationships and support home life. JR to attend regular meetings with parents of adopted children.</p> <p>Working with other agencies to support learning.</p> <p>Weekly homework club targeted specifically at PP children</p> <p>Termly meetings with adoptive parents.</p>	<p>It can be an issue for some families to afford enrichment activities and children could feel isolated from the group leading to low self esteem. In addition many families on low incomes are unable to afford after school activities, leading to fewer opportunities and less chance to develop interests and talents.</p> <p>Nurture time and meet and greet are an opportunity for children to talk through problems and makes them feel more secure in school. If school is unable to meet emotional needs, agencies such as think children are required.</p> <p>Vast majority of children make expected or below expected progress. To improve attainment children need to make accelerated progress so that they make at least expected or better progress.</p>	<p>Records are kept of nurture, meet and greet sessions and these show improvement in mental health and addressing of issues where possible. Behaviour/social issues are logged and shows improvement over time. PP children are recorded as attending trips, residentials, after school activities. Think Children reports show improvement or development points. Academic progress of children with social/emotional needs is good, as they feel secure and supported. Parents feel supported at home and have a positive attitude to school.</p> <p>The termly data indicates an increase in the number of pupils on target to achieve expected or above expected progress. Interventions and support are in place and are reviewed regularly.</p>	<p>SENDCo/Senior TA</p> <p>SENDCo release: 2hrs per HT= £264</p> <p>Lunchtime nurture = £650</p> <p>TA support for Meet and Greet etc: 2.5hrs per week total = £1880</p> <p>Clubs/trips/activities etc: £2500</p> <p>Other agencies: £400</p> <p>Total: £8638</p>	
2	A higher proportion of pupil premium children will move from	<p>Progress of PP children tracked and work/support targeted at them making maximum possible progress. Children capable of making accelerated progress identified.</p> <p>TA support in every classroom every morning, with a focus on vulnerable children, including PP children.</p>	<p>Fewer PP children are making accelerated progress. Extensive targeted support in the classroom and focused interventions will enable higher levels of progress to be made.</p>	<p>Termly tracking data will show progress and attainment. Staff will use visual maps to target children appropriately in relation to their starting point.</p> <p>Attainment of children in</p>	<p>AH/JR/SENDCo</p> <p>TA Class time 2hr per class per week: £9464</p> <p>SENDCo release: 2hrs per term= £132</p> <p>Intervention time: Average 1hr per week =</p>	

	emerging to expected and expected to greater depth.	Interventions targeted at PP children who have the potential to make accelerated progress. Progress monitored by Class teachers and overseen by SENDCo		interventions will be monitored and progress reviewed regularly. Greater levels of progress shown in children's books. A higher percentage of PP children who achieved emerging/expected will reach expected/GLD respectively.	£676  Total: £10272	
3	More pupils eligible for PP will achieve exceeding in FS and greater depth at the end of KS1.	Ensure that staff are aware of PP children in planning and progress meetings and identify those with potential for exceeding and greater depth. New curriculum closely monitored to ensure differentiation and high expectations. TA support in classroom used to ensure HA PP children adequately challenged with 1:1, small group time etc as required (with TA or teacher freed up to do this) FS staff looking at high ability pupils as appraisal target. Send on LA course. Enrichment activities investigated for HA pupils.	Not enough PP children are attaining exceeding and greater depth. Higher attaining Pupil Premium Pupils need to be target to ensure they are meeting their potential.	Tracking data and pupil progress meetings show children on track to reach exceeding or greater depth at end of year. Planning and work in children's books shows greater challenge. TAs are used to support HA pupil premium children in the classroom.	JR/AH/RD/DO  TA Class time 2hr per class per week: £9464 SENDCo release: 2hrs per term= £132 Total: £9596	
4	Ensure pupils eligible for PP read regularly at home or school (ideally 4 times a week).	Monitor reading diaries and address with parents of children who do not read at home. Use reward systems. Reading volunteers targeted to PP children. TAs read individually with PP children who do not read at home. Ensure children who do not have access to own books at home can borrow from school, included library to read for pleasure. BRP and better word interventions targeted as appropriate. Staff training in reading – staff meetings/Inset/courses.	Attainment and progress in reading for PP children is lower than others. Reading regularly is shown to have a large impact on attainment in reading and therefor it is crucial to ensure PP children have appropriate reading practise.	PP children are reading at least four times a week as evidence in reading diaries, either at school or home. Interventions target PP children to ensure they make best possible progress in their reading. Teachers have good relationships with parents to encourage reading at home.	SENCo/Class teachers  TA time for individual children: total 2hrs per week = £1520  Interventions ½ hr per week = £380  Total: £1900	
5	Increased attendance rates for	Office manager quickly follows up absences Formal meeting with parents identifying	Attendance rates for PP children can fall below that of other children leading to	Attendance for PP has improved overall and particularly for the few	JR/AH/Office  Time for following up	

pupils eligible for PP.school policy	reasons for absence and ways forward to improve the situation. Referral to school nurse/Early Help if necessary Referral to LA if necessary	lower attainment and progress.	targeted children. Parents are supportive and will work with school.	attendance and meeting with parents approx. £500	
<b>Total Estimated Spend: £28594</b> £546 Withheld to respond to Pupil Progress meetings and additional needs as identified.					

### 6. Review of Expenditure (2015-16)

Resource	Unit Cost	Total	Percentage	Number of Pupils	Intended impact	Actual impact
Books from book fayre	£10	£200		All PP	Improved reading attainment	2015 Y2 reading gap reduced
After school clubs	£30	£560		All PP Children	Improved self-confidence and self-esteem	All PP pupils attended an after school club at school or in the community
Residential visit	£40	£360		All PP Y2s	Improved social and emotional behaviour	All Y2 PP pupils attended the residential visit. This improved their social and emotional behaviour and prepared them for transfer to the junior school
Day visits	Average £12 per trip	£720		All PP	Improved self-confidence and self-esteem	All PP pupils attended day visits relevant to their year group. This contributed to curriculum topics, widened their experiences and improved their social

						and emotional behaviour.
Uniform/PE kit	£25	£50		2 PP Children	Improved self-confidence and self-esteem	All PP pupils have high quality appropriate uniform. This ensures they feel an equal part of the school and improves their social and emotional behaviour.
Think Children	£370 per 2 children + £100	£635		3 children	Improved social and emotional behaviour	Behaviour in school continues to be consistently good
TA intervention – reading	£13 per hour	£1338		All Year 2 PP pupils accessed at least one intervention in school year	Improved reading attainment	8/9 children shown to make good progress against FS profile scores.
TA intervention – spelling	£13 per hour	£676			Improved writing attainment	
TA intervention – maths	£13 per hour	£1338			Improved maths attainment	
TA intervention – nurture -	£13 per hour	£650			Improved social and emotional behaviour	Behaviour in school continues to be consistently good
Meet and Greet	£13 per hour	£1180				
Classroom support	£13 per hour	£18968			Improved attainment and progress in Year each class.	75% of PP children made good progress overall.
Reading with PP Children	£13 per hour	£380		7 PP Children	PP children read regularly	All PP children able to practise their reading 4 times per week.

## 7. Additional Detail

- This action plan is one the main priorities of the 2016-17 School Improvement Plan. It will be revised and added to by Feb 2017.
- Progress and attainment of pupils eligible for PP funding will be included in all teaching staff appraisal objectives.