

1. Summary information					
School	St Peter's CE Infant School, Alvescot				
Academic Year	2016/17	Total PP budget (not including SPP)	£2,640	Date of most recent PP Review	n/a
Total number of pupils	59	Number of pupils eligible for PP	2	Date for next internal review of this strategy	April 2017

2. Outcomes 2015-2016				
EYFS Progress in 2016		Reading	Writing	Mathematics
Expected progress = 6 steps				
Reception	Pupil Premium	9 steps	11 steps	12 steps
	Non Pupil Premium	8.6 steps	8.6 steps	7.7 steps
	Difference	+0.4 steps	+2.4 steps	+4.3 steps

No pupils in Year 1 eligible for PP funding

KS 1 Progress in 2016		Reading Progress from entry to exit Year 2	Writing Progress from entry to exit Year 2	Mathematics Progress from entry to exit Year 2
Expected progress = 6 steps				
Year 2	Pupil Premium	8 steps	7 steps	7 steps
	Non Pupil Premium	6.1 steps	6.1 steps	6.4 steps
	Difference	+1.9 steps	+0.9 steps	+0.6 steps

EYFS Attainment 2016		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (school))	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (National))
Reception	Pupil Premium	0% (0/1)	54%
	Non Pupil Premium	86% (12/14)	72%
	Difference	-86%	-18%

KS1 Attainment 2016 Achieved expected standard against the Interim Framework		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
Year 2	Pupil Premium	100% (1/1)	78%	0% (0/1)	70%	100% (1/1)	77%
	Non Pupil Premium	75% (9/12)	78%	75% (9/12)	70%	67% (8/12)	77%
	Difference	+25%	=	-75%	=	+33%	=

3. Review of expenditure				
Previous Academic Year 2015-2016			Total PP funding (not including SPP): £3220	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved behaviour resulting in a decrease in the number of incidents that impact on the quality of teaching and learning of all	Attendance at training on 'Positive classroom management'	Medium impact Changes to approaches to teaching, and learning environments eg use of visual timetables, impact positively on all pupils and specifically those eligible for PP.	Inclusion in School Improvement Plan 2015-2016 raised priority of objective and ensured that all staff received CPD to further develop their knowledge, understanding and skills to improve behaviour management.	Cost of course: £400 Cost of cover x 2 days: £400
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved outcomes in reading and writing at the end of KS1. Rapid progress of pupils eligible for PP	Implementation of FFT intervention programme	High impact Rapid progress made: 8 steps in reading and 7 steps in writing and mathematics, compared to 6.1 steps of progress made by non-PP in reading and writing and 6.4 steps in mathematics.	FFT is a highly effective intervention programme although it is costly but should continue to be used for individual pupils eligible for PP who are falling behind in order to diminish the difference between PP and non-PP pupils.	TA salary: 0.75 hrs x 4 time / week for 20 weeks Cost: £630
Improved outcomes in all areas of Literacy and Mathematics in Reception and rapid progress of pupils eligible for PP	Targeted support (1:1) by qualified teacher for all areas of learning	High impact Rapid progress made: 9 steps in reading, 11 steps in writing and 12 steps in mathematics, compared to 8.6 steps of progress made by non-PP in reading and writing and 7.7 steps in mathematics.	Short, frequent 1:1 sessions have greatest impact on learning for pupils in Reception.	TA salary: 1 hr / day Cost: £1550
Improved outcomes in all areas of Communication and Language development in Reception and rapid progress of pupils eligible for PP	Speech and Language Therapy delivered daily by trained TA	High impact Rapid progress made: 9 steps of progress in Communication and Language, compared to 7.1 steps of progress made by non-PP children. Data shows on entry to Reception the child was working within the 22-36s+ boundary of Development Matters and on exit this had progressed to the 40-60w boundary.	Talk Boost assessment tool ensures that specific areas are identified for development and progress can be measured throughout the intervention progress. Action: consider the use of 'Early Talk Boost' and 'Talk Boost KS2' and 'Primary Talk' for future years	TA salary: 15 minutes a day (1.25 hrs a week+ 0.5 hrs preparation time) Cost: £550
Improved outcomes at the end of KS1 resulting in diminishing of the difference in outcomes of PP and non-PP pupils	Learning club	Medium impact Participation of pupils in home learning activities and opportunities for pupils to complete homework in school increased pupils self-esteem and contributed to rapid progress made and improved outcomes at the end of KS1	Impact is dependent on the quality of the provision and communication between the TA delivering the intervention and the child's classteacher. Where the TA works regularly in the child's class and is aware of the child's individual targets, the impact can be high.	TA salary: 1 hr / week (1:2 adult to child ratio) Cost: £310

Improved relationships with family and peers/ increased self-esteem/ improved management of anxiety	Educational Psychologist	Medium impact Professional advice and support of Educational Psychologist provided for teachers and parents which supports SEN provision and review of Pupil Profiles.	Continuity of Ed. Psych. enables positive relationships to be built with parents over time and increases effectiveness of support.	Cost: £480
---	--------------------------	--	--	------------

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Equal opportunities for all pupils to participate in school trips, events, after-school clubs	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	High impact All pupils are able to participate fully in school events and trips. First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.	Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.	Cost: £252.50

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
<i>Due to the low number of pupils eligible for PP and their specific needs, it is difficult to identify common barriers to learning</i>	
A.	Speech, language and communication difficulties of pupils eligible for PP slows progress, particularly in reading and writing
B.	Poor home learning environment is detrimental to development of basic language skills and impacts on learning at school
C.	The behaviour of children eligible for PP is having detrimental effect on their academic progress and impacting on the learning of their peers
D.	Social and emotion development (attachment issues) and attendance impacts on children's ability to make and sustain appropriate relationships with peers
External barriers	
D.	Attendance rates for pupils eligible for PP are 88% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech, language and communication skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations.
B.	Increased engagement of parents in home learning Support provided for pupils who have limited opportunities to participate in home learning	Homework consolidates learning and prepares pupils well for work to come. Parents develop understanding of how well their child is progressing, and what their child needs to do to improve.
C.	Growth Mindset culture and increased sense of wellbeing through implementation of ELSA program resulting in improved behaviour for effective learning	Fewer behaviour incidents recorded for these pupils
D.	Increased attendance rates for pupils eligible for PP.	Improve PP attendance from 88% to 98% in line with other pupils. Reduce the number of absentees among pupils eligible for PP to 10% or below.

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	Review date/s
Improved Quality First Teaching	Peer to peer coaching Staff training on high quality feedback	Effective peer-to-peer coaching is a recognised approach to improving the quality of teaching learning... PP funding will be invested in developing strategies which will help all pupils. Many different evidence sources, e.g. Sutton Trust and EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that can be embedded across the school.	The SENCo/ Headteacher and ODST adviser will monitor the effectiveness of Quality First Teaching through learning walks, lesson observations, work scrutiny and discussions with pupils.	SENCo / PP co-ordinator	June 2017
B. Increased engagement of parents in home learning Increased participation of pupils in home learning activities. Opportunities for pupils to complete homework in school	Introduction of 'Homeroom' to share children's learning in the classroom with parents through photographs and video and to provide parents with information as to how to support their child's learning at home. The introduction of a 'Home Learning' record for parents to share how their children are doing in their learning at home with the classteacher and for teachers to be able to share 'next steps' of learning with parents. Learning club to run three days a week for identified children to attend, to support home learning activities (priority given to pupils eligible for PP and SP funding)	'Homeroom' selected as preferred app following review of similar products and discussion with other schools currently using Homeroom. Improved outcomes for pupils attending Learning Club in 2015-2016	Responses of parents to Homeroom posts will be carefully monitored and feedback will be sought from parents on how well they feel they are informed about their children's learning. Feedback will be sought from parents as to how well they feel that they are supported in supporting their children's learning at home and how well they are informed of their children's next steps of learning. Percentage of parents engaging in sharing home learning in 'Home Learning Records' on a regular basis (weekly) will be monitored. The impact of attendance at learning club will be monitored through discussions with pupils, classteachers, TAs and parents.	Headteacher SENCo / PP co-ordinator	Jan 2017 April 2017
C. To develop a growth Mindset for all pupils in order to develop self-confidence, self-	For staff and parents to attend training by Will Ord to develop understanding of 'Growth Mindset' and strategies for developing 'Growth Mindsets' in school and at home.	Based on the work of psychologist Carol Dweck, the idea of a growth mindset enables pupils to understand where their ability comes from and can have a significant impact on pupils' achievement.	The Headteacher and Governors will monitor the use of strategies to develop a culture of Growth Mindsets throughout the school eg the use of language, GM praise and the learning environment through learning walks, lesson	Headteacher	Jan 2017 April 2017 July 2017

awareness and understanding of how to be a successful learner.	To provide 'Growth Mindset' displays to support the use of GM language and encourage children to develop a GM learner. To increase the effectiveness of questioning to extend children's thinking/ learning		observations, work scrutiny and discussions with pupils.		
			Total budgeted cost: £1230		

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	Review date
A. Improved speech, language and communication development	Implementation of 'Talkboost' Intervention Programme to assess gaps in pupil's language development and to identify specific areas of development. Programme to be delivered to individuals and groups of children to improve speech, language and communication skills.	Extensive evidence shows that the Talk Boost intervention programme has a significant impact on the progress of pupils with their language and communication skills.	The SENCo will monitor attainment and progress of pupils participating in the Talk Boost intervention programme using the schools system, Target Tracker as well as the Talk Boost assessment tools.	SENCo	Half termly (6x/ year)
	Targeted support for small groups of children to increase vocabulary and use of language through sharing books and playing games	For children eligible for PP funding, who are achieving expected standards in Reception and do not have a specific S&L difficulty, to further develop language skills and increase vocabulary which may enable them to exceed expected standards as they progress into Key Stages 1 and 2.	The SENCo, classteacher and TA will monitor attainment and progress of pupils targeted for support using the schools system, Target Tracker	SENCo Classteacher	Half termly (6x/ year)

<p>Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others</p>	<p>TA to attend six day training programme to develop:</p> <ul style="list-style-type: none"> • Whole school approach to developing emotional literacy • Security and building resilience- Attachment theory and helping children to feel secure • Self-esteem Motivation Attribution / Motivational Interviewing • Emotional management and dealing with Anger • Loss and bereavement, Separation and loss Active listening and communication <p>SENCo, CTs and TA to identify and prioritise children who would benefit from ELSA intervention</p> <p>Intervention programme to be implemented for individuals/ groups of children including:</p> <ul style="list-style-type: none"> • agreeing targets measurable and achievable targets • Reviewing progress • liaising effective with other staff and parents, 	<p>The Children’s Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all round development of children. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children.</p>	<p>The ELSA’s performance will be monitored through the school’s appraisal process, agreeing targets for professional development</p>	<p>SENCo</p>	
---	---	---	---	--------------	--

Total budgeted cost: £1150

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	Review date
<p>D. Increased attendance rates</p>	<p>New office administrator appointed with responsibility for monitoring pupils daily attendance and following up quickly on absences, in accordance with the school’s Attendance Policy.</p>	<p>In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment</p> <p>The findings are based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2012/13 academic year, compared to their level of absence across all years in the relevant KS.</p> <p>Key findings show that the higher the</p>	<p>The headteacher will analyse attendance of all pupils and specifically those whose attendance falls below 95%.</p> <p>Governors will monitor attendance termly through reports provided by the Office Administrator and actions to address any issues will be reported by the Headteacher.</p>	<p>Headteacher/ Pupil Premium Coordinator</p>	<p>Half termly (6x/ year)</p>

		percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2: pupils with no absence are 1.6 times more likely to achieve expected standards, and 4.7 times more likely to exceed expected standards, than pupils that missed 15-20 per cent of all sessions			
<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <i>Learning outside the classroom: How far should you go?</i> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.	The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.	Headteacher/ EVC/ Pupil Premium Coordinator	Half termly (6x/ year)
			Total budgeted cost: £250		
<i>The Governing Body of St Peter's will review this strategy during the Spring Term and at the end of the school year .</i>					

