

Pupil premium strategy statement: Spixworth Infant School

1. Summary information					
School	Spixworth Infant School				
Academic Year	2017-18	Total PP budget	£15,680	Date of most recent PP Review	
Total number of pupils	125	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Apr 18

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	67% (3 children)	71%
% achieving Phonics Pass at Y1	80% (5 children)	81%
% achieving Expected+ in reading	75% (4 children)	76%
% achieving Expected+ in writing	50% (4 children)	68%
% achieving Expected+ in maths	50% (4 children)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Working memory skills are poor	
B.	Emotional intelligence is low, sometimes linked to poor oracy	
C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Irregular support from home with reading/other homework activities	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's working memory skills will be improved. This will be evident through their improved ability to follow instructions or recall phonic knowledge for example	Children will make rapid progress. Children in EYFS will achieve GLD by the end of the year. Children in Y1 will pass their phonic screening. Children in Y2 will achieve Expected+.
B.	Children's self-confidence and self-esteem will be raised. They will be able to use words to describe their feelings and be keen to contribute to groups	Children in EYFS will achieve their PSED and CL ELGs. Children in KS1 will demonstrate progress through questionnaire responses, behaviour and commitment to pupil responsibility roles (school council etc) Transitions between year groups will be smooth.

C.		
D.	Parents will contribute more frequently to Tapestry. Children will access Reading Eggs and Mathseeds at least weekly.	Children will make rapid progress. Children in EYFS will achieve GLD by the end of the year. Children in Y1 will pass their phonic screening. Children in Y2 will achieve Expected+.

5. Planned expenditure

Academic year	2017-18
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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

Desired outcome	Chosen action / approach(es)	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. Emotional intelligence/ oracy D. Parental contributions	Child Whispering: CPD for staff (£0) and workshop for parents (£230) UN Rights of the Child: CPD for staff (£0) Enhanced curriculum inc enrichments, clubs and outdoor learning (£350)	EEF state that social and emotional learning interventions have identifiable and significant impact on attitudes to learning, social relationships and attainment Involvement in artistic, creative and sporting activities are stated by EEF to have benefits on attitude to learning and well-being	INSET day used for whole staff training Expert to lead CW workshop for parents Learning walks undertaken to ensure learning is implemented/ feedback given to support improvements Staff strengths utilised for enrichments. Feedback on curriculum sought from all stakeholders	HJ and FJ	Summer term
D. Parental contributions	New, more regular, parent teacher meetings that focus on progress and next steps (£0) New online assessment system for all year groups (Tapestry) (£220) Subscriptions for all children to Reading Eggs, Mathseeds and Pobble (Writing) (£826)	EEF recognises parental involvement is consistently associated with pupils' success at school but also states the importance of a flexible approach to fit around parents' schedules EEF states that effective homework is associated with greater parental involvement and support	Information to parents in September with rationale for use/changes Monitoring of use/attendance Parent feedback requested mid-year	Subject leaders	Termly

B. Emotional intelligence/ oracy	Development of cookery room. This will enable children across the school to work in small groups on low threat high engagement tasks that will develop a range of skills inc those related to language, PSED, motor skills, Maths and Science (£10,200)	There are links with collaborative learning and oral language interventions here; both highly rated for impact by EEF who state that structured approaches with well-designed tasks lead to the greatest learning gains	Initial feasibility study Procurement process Planning across the school to ensure the room enhances the school curriculum and is routinely accessed	HJ	Summer Term
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Total budgeted cost £11,826

ii. Targeted support

Desired outcome	Chosen action/ approach(es)	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. Working memory	Weekly small group sessions (4hrs=£1399.92)	EEF state that small group tuition is most effective if targeted at specific needs TAs who provide 1:1 support based on a clearly specified approach can have a strong positive benefit	CPD provided by SENDCo with input from Educational Psychologist Monitoring through progress information and pupil voice	SENDCo	4x yearly following pupil progress meetings
A. Working memory (phonic specific)	Daily in-class phonic focus plus weekly small group phonic support (4hrs=£1399.92)	EEF find that Phonics approaches are particularly beneficial for younger learners but should be embedded in a rich literacy environment	Learning walk undertaken to ensure quality of learning environment and ensure quality of discrete phonic teaching/feedback given to support improvements	DM	Spring and Summer 18
B. Emotional intelligence/ oracy	Nurture club – weekly at lunchtime (£330.52) Opportunities for PP children to attend school visits and clubs and enrol in Children’s University free of charge (£185)	EEF suggest social and emotional skills should be taught explicitly, but also be embedded into routine practice (see quality of teaching for all, above) Extra-curricular school hours are suggested by EEF to have most benefit when run by well trained staff with a clear structure	Attendance on visits, at clubs and with CU will be high Feedback from staff lead will evidence improvements in social and emotional skills inc increased friendship groups	DH	Summer term

Total budgeted cost £3,315.36

iii. Other approaches

Desired outcome	Chosen action/ approach(es)	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. Working memory	Neurodiversity: CPD for whole staff leading to whole school focus on multisensory learning approaches and understanding and responding to different needs (£100)	EEF states that learners are unlikely to have a single learning style Meta-cognition and self-regulation approaches have consistently high levels of impact, the necessary skills can be taught through this approach	INSET day used for whole staff training Learning walk undertaken to ensure teaching methods comply with training/feedback given to support improvements	SENDCo	Summer term
Total budgeted cost					£100

6. Review of expenditure				
End of Academic Year		2017-18		
i. 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
Emotional intelligence/oracy Parental contributions	1.Child Whispering CDP and parent workshop 2.UN Rights CPD 3.Enhanced curriculum 4.New parent/teacher meeting structure 5.Tapestry – all years 6.Online app subscriptions 7.Cookery Room	1.Child Whispering is embedded across the school. Attendance at parent workshop was acceptable. Parent involvement has been enhanced through a dedicated page on the website and use of tools for individual families. Behaviour incidents are low and an 8-week project evidences increased use of vocabulary and understanding of own and others emotions 2.UN Rights Bronze Award has been gained and progress is being made towards Silver Award. A dedicated website page offers information to parents. School Council and some other children can talk about UN Rights 3.The enriched curriculum continues to grow inc new clubs, new enrichment afternoon opportunities and the 8-week outdoor learning project. The strength of the broad curriculum was verified by Ofsted in March 2018 and by pupil and parent questionnaires 4.Teacher and parent feedback is positive. Children’s next steps are well known and understood 5.Tapestry for all year groups has been very well received by parents (parent questionnaire) 100% of parents accessed Tapestry at least once 6.Mathseeds was accessed most regularly of all of the apps. Those children/families that used other apps feedback very positively about them, but overall uptake remained low 7.Room complete by Summer term allowing Y2 children first use. Impact for identified children/groups cannot be measured until 18-19	1.Approach to continue as part of school offer. No new training for staff or parents planned for 18-19 2.Approach to continue with Silver Award emphasis being on raising awareness across all children 3.Approach to continue. Mandarin added to 18-19 offer. 4.New format to continue 5.Tapestry to continue across all year groups 6.Reading Eggs and Pobble ended for 18-19. Espresso available as part of school package for online home learning across the curriculum. Mathseeds to continue 7.All children to access cookery 18-19 as well as identified children/groups	£11,826
ii. 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

Working memory Emotional intelligence/ oracy	1.Small group sessions 2.Nurture club 3.Free attendance at extra-curricular activities	1.Small group in-class sessions inc related to phonics had positive impact on outcomes 2.Qualitative data suggests nurture continues to be effective to support very specific, individual needs. A quantitative record will be considered for 18-19 3.PP and non-PP children access extra-curricular activities	1.Small group intervention in response to pupil progress meetings/tracking information will continue 2.Nurture club will continue. Boxall assessment may be relevant and useful 3.Free access to activities will continue. Children's University will continue for 18-19 but will be reviewed due to significant price increase after this	£3,315.36
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iii. 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
Working memory	Neurodiversity CPD	All teaching staff able to use neurodiversity checklist. All classrooms enhanced with visual support tools	Approach to continue as part of quality first teaching	£100

7. Additional detail

Additional information used to inform the statements above:

Parent Questionnaires Autumn 2017, Spring 2018
 Children's Questionnaire Summer 2018
 Behaviour log 17-18
 Ofsted report March 18
 Tapestry management 17-18
 School/National comparison data Summer 2018
 Phonic outcomes (Y1 and Y2) Summer 2018
 GLD outcomes Summer 2018
 KS1 outcomes Summer 2018
 Club attendance registers/CU passport administration records 17-18
 Learning Walk feedback 17-18