

# Pupil premium strategy statement: Spixworth Infant School

1. Summary information					
School	Spixworth Infant School				
Academic Year	2018-19	Total PP budget	£11,660	Date of most recent PP Review	Summer 18
Total number of pupils	114	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Apr 19

2. Current attainment (2017-18 outcomes)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	0% (1 child)	72%
% achieving Phonics Pass at Y1	67% (3 children)	82%
% achieving Expected+ in reading	83% (6 children)	75%
% achieving Expected+ in writing	67% (6 children)	70%
% achieving Expected+ in maths	67% (6 children)	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attention and concentration skills are poor
<b>B.</b>	Confidence in Maths is low
<b>C.</b>	Spelling is purely phonetic (Reception, High prior attaining)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Support for home learning is low

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children's attention and concentration skills will be improved. This will be evident through their improved ability to follow instructions, complete tasks or recall knowledge for example	Children will make rapid progress. Children in EYFS will achieve GLD in PSED and CL by the end of the year. Children in Y1 will pass their phonic screening. Children in Y2 will achieve Expected+.
<b>B.</b>	Children will develop growth mindsets in Maths and experience success regularly to raise their confidence. Parents will be enabled to support positivity related to Maths. Pupil voice as well as outcomes will evidence improvement	Children will make rapid progress. Children in EYFS will achieve GLD in Numbers and Shape, Space and Measures by the end of the year. Children in Y1 will be teacher assessed as Expected+ and children in Y2 will achieve Expected+ by the end of the year.

<b>C.</b>	Children, particularly high prior attaining YR, will gain strong visual memories for non-phonetic, common words and apply these in their writing	Children will make rapid progress. Children in EYFS will achieve GLD+ in Writing
<b>D.</b>	Children will receive regular support at home for school related learning. Families will be clear how they can support. Monitoring of home learning will demonstrate increased uptake. Parent and pupil voice as well as outcomes will evidence improvement	Children will make rapid progress. Children in EYFS will achieve GLD in Literacy and Mathematical development. Children in Y1 will be teacher assessed as Expected+ and children in Y2 will achieve Expected+ by the end of the year.

## 5. Planned expenditure

**Academic year**

**2018-19**

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

<b>Desired outcome</b>	<b>Chosen action / approach(es)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Attention and concentration	Attention Autism training for 1x staff and dissemination to whole staff (£200 for training plus £23.09 for dissemination time) SENSi training twilight to all staff via cluster (£100) Activall units for inclusive, physical learning (£4400 (48% of total))	On behaviour interventions, EEF states that impacts are largest for targeted interventions matched to specific students with particular needs EEF state that sports and physical activity is likely to have wider health and social benefits and a connection with academic learning will make a greater difference	Expert to lead training sessions Time allocated for dissemination of AA Learning walks undertaken to ensure learning is implemented/ feedback given to support improvements Training for best use of Activall included in price	ED	Termly
B. Confidence in Maths C. Reception Writing D. Support from home	Growth Mindset in Maths for parents and children workshop (£188 for cover and £40 materials) Maths Day event for all children (£188 for cover and £70 materials) Mathseeds subscription (£599) Home Reading and key assessment challenges (£0) Number Masters intervention (£1500 (50% of total))	Approaches which promote talk and interaction between learners, according to EEF, tend to result in the best gains. EEF states that making the school welcoming and involving parents in children's learning activities within the school can be associated with success. Furthermore effective homework is associated with greater parental involvement and support Related to Number Masters, EEF state that small group tuition can ensure effective progress whilst mastery learning is particularly effective when children work in groups and a high bar is set for achievement	Monitoring of use/attendance Parent feedback requested mid-year	KH/ST	Termly
<b>Total budgeted cost</b>					£7,308.09

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Attention and concentration	Weekly small group interventions through cookery (4hrs HLTA=£2,115.39)  Weekly Attention Autism small group (4hrs TA=£1,800)	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	Learning walks undertaken to ensure quality of intervention input Monitoring through progress information and pupil voice	ED	4x yearly following pupil progress meetings
B. Confidence in Maths	GD Maths lunchtime club (£0) Small group interventions through cookery (30 mins per week HLTA for 2 terms £157.29)	Extending core teaching time beyond regular hours, the EEF suggests, can have a positive impact EEF find that linking creative subjects with core subjects can have wider benefits such as more positive attitudes to learning and increased well-being.	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 19
C. Reception Writing	GD Writing in-class support (£0) Visual memory for spelling strategies – home and school use (£0) Visual memory games using Activall pods (inc as above)	Within-class attainment grouping is suggested by EEF as effective for higher attaining children, coupled with early years literacy approaches, targeted to small groups, the impact increases even further	Learning walks and work scrutiny (books or Tapestry) to ensure quality first teaching is consistent, challenging and responsive to needs. Progress information will be monitored	LE	4x yearly following pupil progress meetings
<b>Total budgeted cost</b>					£4,072.68
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Attention and concentration B. Confidence in Maths C. Reception Writing D. Support from home	Free access to after-school clubs, trips and Children's University (£15 passports + £60 of subscription, cookery £15, other clubs £40, trips £150)	EEF states that additional experiences will raise confidence generally that is likely to impact more specifically on core learning Involvement of parents and opportunities for collaborative learning will also be beneficial from this approach	Attendance on visits, at clubs and with CU will be high	DH/JK	Summer 19
<b>Total budgeted cost</b>					£280

6. Review of expenditure				
End of Academic Year		2018-19		
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
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
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

7. Additional detail
Additional information used to inform the statements above:

