

## Pupil Premium Strategy Statement: Killamarsh Infant and Nursery School

1. Summary information					
<b>School</b>	Killamarsh Infant and Nursery School.				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£34,900	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	125	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment <i>average</i> )	<i>Pupils eligible for PP (your school) (30 pupils 2016/17)</i>		<i>Pupils not eligible for PP (national</i>	
<b>FS2 IN 2016-17</b> % achieving GLD at end of FS2	6/10 pupils	60 %	16/21	76%
<b>Y1 IN 2016-17</b> % achieving expected standard in phonics	5/8 pupils	63%	22/30	73%
<b>Y2 IN 2016-2017</b> % achieving expected/ expected+ standard in reading	5/12 pupils	42%	25/29	86%
<b>Y2 IN 2016-2017</b> % achieving expected/ expected+ standard in writing	5/12 pupils	42%	25/29	86%
<b>Y2 IN 2016-2017</b> % achieving expected/ expected+ standard in maths	6/12 pupils	42%	25/29	86%

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers (<i>issues to be addressed in school</i>)</b>	
<b>A.</b>	Social and emotional issues which affect confidence, motivation and inhibit attitudes to learning.
<b>B.</b>	Identified, significant special educational needs
<b>C.</b>	Grammar, punctuation and spelling skills which impacts on sentence construction and consequently low writing attainment.
<b>D.</b>	Numeracy skills which impact on calculation and consequently lower numeracy attainment.
<b>External barriers (<i>issues which also require action outside school</i>)</b>	
<b>E.</b>	Punctuality of some pupil premium pupils reduces their preparation for the school day and lessons the time for learning.
<b>F.</b>	Low level support / routine at home, for example with reading and homework.

<b>2. Outcomes (<i>desired outcomes and how they will be measured</i>)</b>	<b>Success Criteria</b>
Increased confidence and well-being among those identified children. This will result in increased engagement in lessons and resilience/behaviours for learning.	<ul style="list-style-type: none"> <li>* Quality of work in children's books has been impacted on positively.</li> <li>* Boxall profiles show increased self-confidence and resilience.</li> </ul>
Improve grammar, punctuation and spelling skills to impact positively on children's application of correct sentence structure.	<ul style="list-style-type: none"> <li>*Continued diminishing the difference between attainment of disadvantaged children and other groups.</li> <li>*Accelerate the progress disadvantaged children make in writing (measure through work scrutiny as well as assessment and tracking)</li> </ul>
Develop number skills to impact positively on numeracy attainment.	<ul style="list-style-type: none"> <li>*Accelerate the progress made in number (measure through work scrutiny as well as assessment and tracking)</li> </ul>
Improve punctuality of the children identified.	<ul style="list-style-type: none"> <li>* Punctuality of Pupil Premium children improves to number of 'lates' reduced by at least 50% from 2016-17.</li> </ul>

### 3. Planned Expenditure: academic year 2017/2018: £ 34,900

The headings below outline how pupil premium funding is being used to improve classroom pedagogy for all pupils and to provide targeted support for whole school strategies. Where possible targeted support for pupils is outlined but where this would identify an individual pupil/s this information is held in school rather than being published.

#### I. Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Improve grammar, punctuation and spelling skills to impact positively on sentence structure. This will lead to improved outcomes for pupil premium children in writing.	Quality teaching through additional support from Teaching Assistants.  Teaching and Learning Assistant timetabled intervention work.	Through the implementation of new grammar programmes recommended by DCC to improve standards.  Focus on PP in Year 2 on gaps in spelling using teaching hours as a response to the increased impact of teacher delivery.	Through the monitoring of writing linked to the Literacy action plan; learning walks, observations, work scrutiny, pupil progress meetings and formative tracking.	Teaching staff  Headteacher	Termly
Develop number skills to impact positively on numeracy outcomes.	Quality teaching through additional support from Teaching Assistants.	Focus on PP in Year 1 on greater depth in numeracy, using teaching hours as a response to the increased impact of teacher delivery. This targets an able disadvantaged pupil.	Numeracy work scrutiny, tracking and pupil progress meetings.	Numeracy subject lead.	Termly

<p>Improving reading fluency leads to higher outcomes for pupil premium children.</p>	<p>All PP children heard read daily through reading intervention and teacher comprehension support.</p>	<p>Focus on PP in all year groups on gaps in reading using teaching hours as a response to the increased impact of teacher delivery.</p> <p>Reading inference training for teaching assistants evidence of good level of impact.</p>	<p>Reading work scrutiny through monitoring of evidence inc. guided reading tracking and pupil progress meetings.</p>	<p>Literacy subject lead.</p>	<p>Termly</p>
<p><b>Total Budget costs</b></p>	<p>Grammar/Spelling: 5 teaching assistant hours per week £15 per hour x39 = <b>£2,925</b>  Reading: 3 additional teaching assistant hours per week £15 per hour x 39= <b>£1,755</b>  Number: 5 teaching assistant hours per week £15 per hour x39 = <b>£2,925</b>  Resources = <b>£500</b></p> <p style="text-align: right;"><b>Total = £8,105</b></p>				

<b>II. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this approach</b>	<b>Monitoring and evaluation strategies to be used to ensure effective implementation</b>	<b>Staff Lead</b>	<b>Review of implementation</b>
Increased confidence and emotional well-being amongst those identified Pupil premium children.	Positive Play programme / Descriptive Play Programme for those identified PP children + family support worker for specific need where required.	This is a proven intervention which addresses the emotional and social needs of children. It's positive impact on children's social and emotional needs and barriers to learning are measured using the Boxall Profile. This is completed at the beginning and end of the intervention to measure progress.	Monitoring of completed Boxall profile outcomes.  Termly pupil progress reviews to monitor progress of PP children.	SENCO	Termly external review  Half termly internal review
	Forest School Sessions for identified PP children	This is a proven intervention to improve team work, self-esteem and confidence within children. It can also be adapted to involve literacy and numeracy work on targeted areas.	Tracking of pupils involvement in school activities and willingness to engage in the classroom.	Forest School Leader	Termly
Improve grammar, punctuation and spelling skills to	1:1 or 1:2 intervention sessions with	Intervention is used in line with the schools phonics programme with proven	Monitoring of sessions Discussions with pupils End of Year outcomes.	KS1 class teachers.	Half termly review of impact.

<p>impact positively on sentence structure. This will lead to improved outcomes for PP children in writing.</p> <p>Increased writing and mathematics practise of learnt skills. This will lead to improved outcomes for PP children in mathematics and writing.</p>	<p>teaching assistant for identified pupil premium children.</p> <p>Group 'booster' sessions with class teacher for identified PP children.</p>	<p>impact reported. In addition children work on specific objectives to meet in order to reach the expected standard for their year group in writing.</p> <p>Sessions will be tailored to specific objectives that children need to meet in order to reach the expected standard for their year group whilst TA support enables the other pupils to be suitably supported.</p>	<p>Monitoring of sessions Discussions with pupils End of year outcomes.</p>	<p>KS1 class teacher.</p>	<p>Half termly review linked to 'booster' content.</p>
<p><b>Total budget cost:</b> Positive Play = 6 hour per week £15 per hour TA support = £3,510  1:1 intervention = 6 hours per week £15 per hour TA support= £3,510  Booster support = 6 hour per week x 3 classes TA support = £10,530  Intervention programme Positive Play = £600  (TA training Positive Play) = 2 TAs x 3 days training (6 hours per day) =£540  Forest School Sessions = 1 x weekly 3 additional teacher hours per week £33 per hour = £3,861  Resources = £824</p> <p style="text-align: center;"><b>Total Cost = £23,375</b></p>					

<b>III. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this approach</b>	<b>Monitoring and evaluation strategies to be used to ensure effective implementation</b>	<b>Staff Lead</b>	<b>Review of implementation</b>
<p>Improve the punctuality arriving at school of Pupil Premium children.</p>	<p>Termly monitoring</p> <p>More direct contact with parents and increased challenge for late attendance at school.</p> <p>Regular referrals to the MAT team where necessary.</p> <p>Increase profile of high attendance through newsletters.</p>	<p>Early identification of poor punctuality to improve time in school for learning.</p> <p>Families of disadvantaged pupils have access to support network to ensure that pupils are on time e.g, breakfast club.</p> <p>Families are supported in morning routines where necessary.</p>	<p>Regular monitoring of 'late' attendance.</p>	<p>SENCO</p>	<p>Termly</p> <p>(Half termly with Multi Agency Team involvement)</p>
<p><b>Total budget cost: Breakfast Club £3 per day x 6 places (£18 per day x 190 days) = £3,420</b></p>					
<p><b>Total overall expenditure for strategy: £3,420</b></p>					

**4. Review of expenditure = £35,480**

**Previous academic year: 2016 / 2017**

**I. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
A 100% of teaching judged to be good or better.	Support from Lead Teachers/ visits out to observe outstanding practice – FS and KS1. Input on more active	Lead Teachers impacted to a high degree the practice of the school. Teachers' expectations were raised. CPD and focused support ensured improved teaching standards.	Teachers engagement and quality first teaching is essential.	£10,530
B Raised expectations and challenge for all pupils.	Learning/ Talk less teaching. Environments.  Confident use of exemplification materials and next steps.	Teachers have a more embedded understanding of assessment levels to better judge pupils' attainment.		
B. Improved progress for high attaining pupils	CPD for all staff T/TA SPAG/ PHONICS  TA – to provide smaller pupil groups.	There was an increased level of attainment for phonics ensuring that the school fell broadly in line with national expectations.	Specific and structured phonics teaching will be embedded annually.	£10,530
C Pupils are confident in recognising the 40+ phonemes and can apply in reading and writing.	Quality and consistency in marking.  Development of use of TA to facilitate Teacher Time  For Teacher /PP time.			

<b>II. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
A. Gaps diminishing.  B. Improved progress for high attaining pupils	Limited use of out of class interventions with more emphasis on targeted classroom provision from data analysis.  Consistent approach using procedures to ensure success.	Children feel more engaged with the class, have a raised self-esteem and are more able to judge their ability and have higher expectations.  Targeted pupils achieved higher expectations set upon them.	Engagement in the classroom empowers children to do well.  Children were able to raise their expectations of themselves by direct input.	£10,530
<b>III. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
D. Increased attendance rates	Pupil herringbones. Work with MAT team – following	Improved attendance rates following extensive work.	With ongoing parent support attendance can be improved.	£3,890