

Pupil premium strategy statement: Killamarsh Infant and Nursery School

1. Summary information					
School	Killamarsh Infant and Nursery School.				
Academic Year	2016/17	Total PP budget	£35,480	Date of most recent PP Review	Oct 2016
Total number of pupils	145	Number of pupils eligible for PP	25	Date for next internal review of this strategy	

2. Current attainment	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
FS2 IN 2015-16 % achieving GLD at end of FS2	6 pupils	33%	72%
Y1 IN 2015-16 % achieving expected standard in phonics	13 pupils	38%	83%
Y2 IN 2015-2016 % achieving expected/ expected+ standard in reading	7 pupils	43%	78%
Y2 IN 2015-2016 % achieving expected/ expected+ standard in writing	7 pupils	29%	70%
Y2 IN 2015-2016 % achieving expected/ expected+ standard in maths	7 pupils	43%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school)		
A.	Quality first teaching – improve % of good and outstanding teaching	
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils.	
C.	Acquisition and application of phonemes.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
A.	100% of teaching judged to be good or better	All pupils achieve in line with National standards.
B.	Raised Teacher expectations and challenge. Matching pupils needs.	Increased % of PP pupils achieving at greater depth/ making accelerated progress.
C.	Pupils are confident in recognising the 40+ phonemes and can apply in reading and writing.	% of pupils achieving benchmark in screening is at national standard.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
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	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 100% of teaching judged to be good or better. B Raised expectations and challenge for all pupils.	Support from Lead Teachers/ visits out to observe outstanding practice – FS and KS1. Input on more active Learning/ Talk less teaching. Environments. Confident use of exemplification materials and next steps.	Building on improvements already seen from the T&L adviser input - embed practice and explore further good practice. <ul style="list-style-type: none"> • Planning • Timetabling • Use of P.O.S • MATHS –White Rose • Marking and pupil self-assessment. 	Ongoing support and feedback. ROV	Acting Head	Ongoing.
B. Improved progress for high attaining pupils C Pupils are confident in recognising the 40+ phonemes and can apply in reading and writing.	CPD for all staff T/TA SPAG/ PHONICS TA – to provide smaller pupil groups. Quality and consistency in marking. Development of use of TA to facilitate Teacher Time For Teacher /PP time.	High ability pupils eligible for PP are making less progress than other higher attaining pupils. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’	Observation of phonics with feedback. Pure sound training. Tracking of progress.	T&L adviser DHT	Ongoing
Total budgeted cost					
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	When will you review implementation?
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 and response to success.	Interventions chosen Better Reading for Y2/ First Class Maths based on previous success. Nurture Provision specifically for pupils not achieving ELGs at end of FS2. Challenge group to address exp/exc differences in reading and writing in more able pupils.	Files are in place for all classes with monitoring intervention sheets in place. Ensures progress is monitored and T/TA communication.	Class Teachers/ DHT	Termly pupil progress meetings with HT.
Total budgeted cost					
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	When will you review implementation?
D. Increased attendance rates	Consistent approach using Pupil herringbones. Work with MAT team – following procedures.	OFSTED data dashboard.	.Attendance % monitored and procedures followed.	HT	Ongoing
Total budgeted cost					