**Ladysmith Infant School Strategy Statement**

At Ladysmith Infant and Nursery School we have high aspirations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential using ambition and adventure to achieve.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to to schools per FSM pupil, is spent as they are best placed to assess what additional provision should be made for individual pupils from low income families. We will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the money is to be spent, how impact is to be measured and the date the strategy will be reviewed. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school through tracking of progress and targeted interventions we are working to eliminate barriers to learning.We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil’s achievement.

 **Ladysmith Infant School Pupil Premium Strategy 2017-2018**

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| 1. **Summary information**
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| **School** | Ladysmith Infant School |
| **Academic Year** | 2017/18 | **Total PP budget** | £38,800 | **Date of most recent PP Review** | October 2017 |
| **Total number of pupils** | 262 (+ 54 Nursery) | **Number of pupils eligible for PP** | 22 + 1 SC | **Date for next internal review of this strategy** | April 2018 |

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| 1. **Current attainment – 2017 KS1**
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|  | *% PP Achieving the Expected Standard*  | *% National Non PP Achieving the Expected Standard* | *% PP Achieving a High Standard* | *% of National Non PP Achieving a High Standard* |
|  **writing**  | 70 | 72 | 0 | 18 |
|  **reading** | 70 | 79 | 20 | 28 |
|  **maths** | 50 | 70 | 0 | 17 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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| **These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.**  |
|  **In-school barriers**  |
|  | Learning Behaviours |
|  | Experiences to build learning upon |
| **C.** | Understanding of mathematical concepts |
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|  **External barriers** |
| **D.**  | Extent to which parents engage / support their children at home |

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| 1. **Outcomes**
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|  | ***Desired outcomes and how they will be measured*** | ***Success criteria***  |
|  | Children become more independent and resilient learners with good attitudes to learning | Children demonstrate a Growth Mind-setChildren can identify their own learning behavioursPositive attitudes evident through Pupil VoiceBehaviour Logs |
|  | Children engage in a wide range of enrichment opportunities | Increased uptake in school clubs/tripsEnrichment interventions in each year group including Forest School |
|  | Gap closes between PPG and non-PPG for EXP in maths | Children demonstrate a mastery approach in T & L observationsBooks reflect links between key concepts in mathsReasoning skills are evident through Pupil Voice |
|  | Parents are aware of the expectations set by school in terms of supporting children with learning, including reading regularly at home. | Parents attend parents meetings/phonic workshopsParents engage with interventionsChildren engage with reading & home learning |

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| 1. **Planned expenditure**
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| **Academic year** | **2017/18** |
| 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 Children become more resilient learners****Children can identify their own learning behaviours** | Teachers consistently use a Growth Mind-set approach that they refer to on a regular basis in teaching and learning. Children have a range of strategies to use when thy are stuckLearning behaviours are consistently referred to throughout the school. All teachers and children use the same language and this is reflected in reward systems.Thrive Sessions and the development of the Thrive approach throughout the school to support children with specific needs | Growth Mind-set evidence suggests that children need to embrace strategies such as resourcefulness and resilience to solve their own learning problems.Children in EYFS & KS1 find the animal learning behaviours easy to refer to. | CPD Resources for T updated monthlyStory Books used during PSHEClassroom/School display to promote Growth Mind-set strategiesWeekly AssembliesClassroom /Schools displaysReward SystemsSchool Council to promote* 1. Thrive Meetings with parents

Behaviour LogsIndividual Passports | HP HTHT/ DHTSENThrive Lead | TermlyHalf Termly |
|  **Total budgeted Cost** | £1,528 |
| **ii. Targeted Support** |
| **C To close the gap between PPG and non-PPG for EXP in maths** | Teachers to target PPG children through Quality First Teaching and use of additional adults in maths through mastery approach.Year 2 PPG to have additional maths in school through Sumdog program on the computer.I pads to be installed with software & children to have an additional 10mis every day and a lunch club. |  | Mastery of Maths CPDT & L Observations to focus on maths in the first Term. Book Scrutiny to focus on Maths PPG.Pupil Interviews to encourage PPG children to  | HSHTDHT | Half Termly |
| **To accelerate the progress of all PPG** | Teachers take increased ownership for the progress of disadvantaged children in their class. They analyse the needs of disadvantaged children and put in extra support to ensure that they make accelerated progressTeachers make effective use of TA support where necessary to help them support disadvantaged children for specific interventionsEnsure TAs have a good understanding of the learning intentions and support children by using good questions, rather than by telling them the answers | EEF shows that used well, TA support has a positive effect on learning.TAs need to know what children are learning and to be involved in the planning process | PAMS Meetings with a specific focus on monitoring data trackers with a specific focus on PPG progress Children’s books will show that disadvantaged children are receiving extra support. Individual passports will show the journey of learning and progress made.Regular Meetings with TA’s | **HT****DHT****SLT****Year** **Group Leads** |  |
| **Total budgeted cost** | £6877 |
| **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?** |
| **B Children engage in a wide range of enrichment opportunities** | To offer PP Children with Free Trips and Clubs.Enrichment activities offered each half during curriculum planning days to offer new opportunities such as dance, drumming and sporting activities.Wildlife Champions is used as a project to engage PPG Children | To ensure that all children have access to trips and visits that enrich and extend the curriculumEnrichment activities were popular with children and staff last year – staff reported good levels of engagement and children given opportunities they would not other wise have had to try new activities. | Monitor take up of clubsMonitor the progress | DHT | Termly |
| **To raise the self esteem of PPG pupils** | Provision of a jumper for all disadvantaged children  | Research shows that children’s self esteem improves if they have correct school uniform. | Uniform grant take up report from Thomas MoorePPG leaflet | HT | Jan 2018Each term |
| **D To increase parental engagement** | Early morning breakfast club for Disadvantaged children and familiesTeachers to target parents of PPG children for Parent Consultations. Any non attenders to be chased up.Phonics workshops to be offered in all Year groups to support parents with learning at home.Disadvantaged Lead to meet with PPG Parents in regular Coffee mornings for parents to get any support they need with their child’s learning.Close Monitoring of attendance and increasing support where barriers exist.The library will be open at times which are convenient to parents to encourage engagement with reading Encourage the use of reading records to increase parental engagement and increase the amount children are reading at home.CPTT to engage hard to reach parents through social eventsFamily Support Worker to work closely with parents, including through regular attendance at “Breakfast Buddies” | Children start the day with a breakfast in a homely environment and time to talk to trained adults. Relationships grow through parental access to adults running the club, early intervention is possibleParents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)PAMS Meetings show that those pupils who make accelerated progress have a supportive home environment where they read regularly at home.The EEF states that there is ‘clear evidence’ that engaging parents with their children’s learning and development in the early years is valuable and will likely have a positive effect on later academic success | Registers keptFSW reports on effectiveness of regular daily contact with parentsAttendance to be monitoredHT to be briefed on target parentsInclusion Meetings to focus attention of PPG children.Monitor Reading RecordsVolunteers to read regularly with PPG childrenTA’s to regularly check Library booksMonitor Parent Reps for each class and involvement in CPTT | HTDHT | Weekly at intervention meetings |
| **Total budgeted cost** | £27,340 |

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| 1. **Review of expenditure**
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| **Previous Academic Year 2016-17** | **November 2017** |
| 1. **Targeted Support**
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| **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** |
| To tailor strategies to engage parents in the life of the school and improve social mobility. | Breakfast club, thrive, family support worker, use of learning behaviour profiles.Cover costs of trips and clubs.  | Individual Learning Behaviour (LBPs)showed progress for children and highlighted where progress was slow. Breakfast club is a successful as it allows greater contact between home and school in a relaxed setting. Trips usually parents try and find a way to pay. Some evidence that this was helpful to families but didn’t increase take-up. Clubs was slow to start but had an effect on a limited number of children.  | To continue:-Breakfast ClubLBPsFamily Support Worker employed across the federation for four days a week. Better awareness raising needed.  | £31,560 |
| 1. **Targeted support**
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| **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** |
| To boost the achievement of children in writing, reading and maths.  | Targeted support through interventions eg1:1 reading. | Cohort data suggests the gap for Y2 pupils at age-related expectations and all pupils from end of Y1 to end of Y2 reduced significantly:-Writing – from a gap of 26% to 4%Reading – from a gap of 39% to 6%Maths – from a gap of 36% to 20% | The gap in Maths remained significant. This is an area for focus in the coming year.  | £14,400 |

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| 1. **Additional detail**
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| Parental engagement remains a key area for improving the outcomes for disadvantaged children. The links between pupils who do well at the end of KS1 and the level at which their parents engage in school life is apparent. We will need to focus on lowering the barriers for these parents and the work of the lead for disadvantaged pupils and Family Support Worker will need to be supported and developed over the year.  |