

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 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 2018-2019

1. Summary information

School	Ladysmith Infant School				
Academic Year	2018/19	Total PP budget	£25,080	Date of most recent PP Review	April 2018
Total number of pupils	301	Number of pupils eligible for PP	19	Date for next internal review of this strategy	April 2019

Current Attainment Whole School 2017-18	<i>Pupils eligible for PP (your school)</i>
% Achieving at least expected standard in writing	+ 2.9%
% Achieving at least expected standard in reading	-16.5%
% Achieving at least expected standard in maths	-6.9%

1. Barriers to future attainment (for pupils eligible for PP including high ability)

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

A.	Monitoring of PPG chd
B.	Actions to meet the needs of PPG chd
C.	Learning Behaviours

External barriers

D.	Parental engagement
E.	Attendance of PPG chd
F.	Parental uptake of PPG

2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the monitoring of PPG chd so that it has a significant impact on outcomes	To maintain the positive outcomes of PPG GD in Yr 2 PPG Profiles reflect the child's learning journey Year Group Focus Weeks provide opportunities to assess progress of PPG in all areas of learning LT have an increased presence in classrooms Tracking of PPG chd in each/class year group is regularly monitored
B.	To action the needs of all PPG children more rapidly to improve outcomes	To narrow the Gap in Yr 2 PPG Maths from 13% and in Writing from 6% To narrow the Gap in Yr 1 PPG Maths from 60% and Reading & Writing from 43% PAMS meetings have a PPG focus with barriers and actions identified Working triads focus on rapid improvement Teachers take ownership of the next steps for PPG chd and their level of progress
C.	To assess the progress of PPG children through Learning Behaviour Profiles	Pupils are confident, self-assured learners Children can identify their own learning behaviours Positive attitudes evident through Pupil Voice
D.	To increase parental engagement	Parental uptake of PPG chd at parent consultations increases Parents are given opportunities for guidance and support around their child Children engage with reading & home learning
E.	To improve the attendance of PPG chd so that it is in line with non PPG	PPG attendance increases from last year Communication of pupil attendance increases through the school Strategies to support are most vulnerable chd have an impact.
F.	To increase the uptake of PPG chd in the Early Years	Parental engagement is more rapid in Nursery and Reception Parents are more educated about Pupil Premium

3. 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.



In School Barriers

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 To improve the monitoring of PPG chd so that it has a significant impact on outcomes	<p>PPG Profiles created for each child and are shared with all staff working around the child</p> <p>PPG chd will be closely monitored during Year Group Focus Weeks</p> <p>LT to drop into class more regularly to increase their presence and get an overall picture of learning in classes and year groups.</p> <p>Tracking of PPG chd is clearly visible to all staff in order to assess the impact of actions and interventions.</p>	<p>Poverty should not be an excuse for lower attainment. Evidence suggests that targeted support can have a positive impact on progress.</p> <p>Strong leadership with rigorous monitoring of data and effective feedback on interventions has a positive impact on pupil attainment</p>	<p>PPG Profiles on the One Drive</p> <p>PAMS Meetings minuted and shared with Year Group Teams</p> <p>Monitoring calendar in place and shared with all staff</p> <p>Widening the LT at all levels</p> <p>Data Trackers on the One Drive with % breakdowns for PPG</p> <p>Year Groups discuss progress together</p>	<p>DHT PPG Lead</p> <p>HT DHT SEND lead Year Group leads</p>	<p>Half Termly</p>

				Total Budgeted Cost	
To action the needs of all PPG children more rapidly to improve outcomes	<p>Year Group PAMS Meetings to have a PPG focus.</p> <p>CT are given the opportunity to discuss barriers to learning and action next steps that are reviewed.</p> <p>CT are given the opportunity to work alongside colleagues in Triads to focus on relevant issues discussed at PAMS focusing on vulnerable and disadvantaged pupils</p> <p>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 progress</p> <p>Teachers make effective use of TA support where necessary to help them support disadvantaged children for specific interventions</p> <p>Ensure TAs have a good understanding of the learning intentions and support children by using good questions, rather than by telling them the answers</p>	<p>EEF Toolkit recommends that teachers should target teaching and support by accurately assessing pupil needs.</p> <p>Some chd will need targeted support in order for them to be able to catch up.</p> <p>TAs need to know what children are learning and to be involved in the planning process</p>	<p>Half Termly PAMS Meetings</p> <p>Class Teachers released from class to work in Year Group Triads</p> <p>Regular Meetings with TA's/Inclusion Team</p>	HT DHT SEND lead	Half Termly
				Total Budgeted Cost	

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<p>To support the social and emotional development of PPG children</p>	<p>Learning Behaviour Profiles are monitored for all PPG chd with a consistent approach throughout the school.</p> <p>LBP to be part of the transition process so that PPG chs non academic progress can be tracked year on year.</p> <p>A Thrive type approach to be implemented throughout the school and more intensive Thrive to support the needs of the most vulnerable children</p> <p>Curricular enrichment activities offered each half term to provide new opportunities such as dance, music, storytelling, sports and art.</p> <p>Wildlife Champions is used as a project to engage PPG Children outside the classroom at Forest School.</p> <p>To provide chd with a range of learning opportunities through half price School trips and clubs</p> <p>To raise the self esteem of chd with the offer of a free school jumper</p>	<p>Chds social and emotional intelligence is valued as highly as their academic progress.</p> <p>Research shows that Thrive is effective in addressing social and emotional issues and is recommended by Devon Local Authority.</p> <p>To ensure that all children have access to trips and visits that enrich and extend the curriculum</p> <p>Enrichment 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. To ensure that all children have access to trips and visits that enrich and extend the curriculum</p> <p>Research shows that children's self esteem improves if they have correct school uniform</p>	<p>Chds non academic progress is tracked through the Learning Behaviour Profiles. Thrive Assessments for individual chd are completed regularly.</p> <p>Pupil Interviews to capture Pupil Voice.</p>	<p>HT DHT SEND Lead</p>	<p>Termly</p>
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Ambition  Adventure  Achievement

					Total Budgeted Cost
External Barriers					
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?
To increase parental engagement of PPG parents	<p>To take a no excuses approach to attendance at Parent Consultations</p> <p>Parents are invited to parent workshops throughout the year in non threatening environments, such as the Link Room.</p> <p>Parents are given resources to help support their child at home with their learning.</p> <p>CPTT to engage hard to reach parents through social events</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p> <p>PAMS Meetings show that those pupils who make accelerated progress have a supportive home environment where they read regularly at home.</p> <p>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</p>	<p>Non attenders at parent consultation are picked up by SLT</p> <p>Registers taken at parent meetings/workshops</p> <p>Monitor Parent Reps for each class and involvement in CPTT</p>	HT DHT	Termly

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<p>To improve the attendance of PPG chd so that it is in line with non PPG</p>	<p>Attendance officer in school to monitor closely the attendance of PPG chd.</p> <p>CT to be regularly updated on PPG progress and communicate any concerns with parents ant parent consultations.</p> <p>SLT to meet with parents of persistant non attenders to identify the barriers.</p> <p>Family Support Worker to work with families that are struggling to get their children to school and pick them up iff necessary.</p> <p>Breakfast Club to be open as an option to families that are stuggling.</p> <p>To work in collaboration with other colleagues that form part of the River EXE to share ideas and approaches to improve attendance of hard to reach parents.</p>	<p>When chd are regularlry absent from school their learning is disrupted and gaps begin to appear.</p> <p>The EEF Toolkit states that there is clear evidence that engaging parents with their childrens learning and development in the early years I valuable and will likely have an impact on later success.</p> <p>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 possible</p>	<p>Attendance of PPG reviewed and communicated more regularly with the attendance officer.</p> <p>Inclusion Meetings to focus attention of PPG children</p>		<p>Half Termly</p>
					<p>Total Budgeted Cost</p>

Ambition  Adventure  Achievement



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To increase the uptake of PPG chd in the Early Years	<p>PPG focus at Welcome Talk to New Parents each year.</p> <p>Flyers regularly distributed to parents and available at Reception.</p> <p>Support from Family Support worker to help families that are struggling financially to find out if they are eligible.</p> <p>To target PPG siblings across the Federation</p> <p>To work with colleagues as part of RELP to trial strategies to encourage more Early Years parents who are eligible to sign up.</p>	<p>Increased funding for PPG chd will have a positive impact on the additional and targeted support that can be offered.</p>	<p>Regular Monitoring of PPG uptake with a particular focus on New Parents. Communication across the Federation CPOMS used to monitor vulnerable families and Inclusion Team</p>	<p>HT DHT SBM</p> <p>LB</p>	
					Total Budgeted Cost

4. Review of expenditure

Previous Academic Year 2016-17

November 2017

Ambition  Adventure  Achievement

i. 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
To narrow the gap between PPG and non PPG to achieve age expectations in maths	Quality first teaching to embed a maths mastery approach across the school. CT to target PPG chd at PAMs meetings. PPG parents invited to maths workshops. Counting to calculate interventions before school. Sumdog lunch club	Invited parent workshops were moderately successful at engaging hard to reach parents in maths and the early morning interventions did accelerate progress of some chd that had been identified as being at risk of not meeting age expectations. Maths Yr 2- PPG 67% Non PPG 75% Maths Yr 1 EXP PPG 71% Non PPG 84%	The attainment in maths has increased throughout the school but there are still gaps to focus on in the coming year. Poor attendance was linked to some PPG chds progress last year that will need to be addressed. To continue:- Class trackers to be monitored regularly to track progress of PPG chd and individual PPG profiles to be regularly updated during PAMs and focus weeks. Identifying barriers to learning more quickly and strategies to support. Parental engagement to be key with a no excuses approach to non attendance at meetings	£6,877
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
To wider the experiences of PPG chd through a range of enrichment opportunities.	Free Trips and Clubs Half Termly enrichment days to offer new experiences in the form of sport and arts Wildlife Champions	A wider range of afterschool clubs were introduced last year but the uptake of PPG pupils was still limited. PPG are now taking up the offer of free school trips. Enrichment opportunities increased throughout the school with a wider range of activities available	The uptake of clubs can only be increased with better communication to parents so that they know that they are eligible. To continue:- Enrichment Days every half term, Wildlife Champions and free school trips..	£27,340

5. Additional detail

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.

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