**Pupil Premium Strategy for Ladysmith Infant and Nursery School**

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority for at least six months and the children of armed service personnel. The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers. We are committed to targeting PPG funding to support the raising of attainment for the most vulnerable children in our school. Schools are required to report on the amount of funding received; how this is being used and the difference it is making.

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| **The Pupil Premium Grant Annual Report for the year:** | | | |
| **2015-2016** | | | |
| Number of pupils and projected pupil premium grant (PPG) for 2015/16 | | | |
| Total number of pupils on roll | | | 270 |
| Total number of pupils eligible for PPG | | | 27 |
| Total amount of PPG received (£1320 per pupil) | | | £35640 |
| How the PPG is being spent in 2015 - 2016 | | | |
| PPG Area | PPG Intervention/support | Cost | |
| Extended School Support | Early Morning Club | £1,881 | |
| After school Activities |
| Lunch Time Activities |
| Specific Targeted Support | Thrive | £12,378 | |
| From Counting to Calculating |
| Numbers Count |
| Language Link |
| Speech Link |
| Funfit |
| Creative Therapy |
| Play Therapy |
| 1:1 Reading support |
| 1:1 Speed read/speed spell |
| Curriculum Development | Member of SLT responsible for “Closing the Gap” | £20,525 | |
| Quality First Teaching – CPD and resources |
| 1:1 meetings with Family Support Worker |
| Family Support Advisor Behaviour workshops |
| Home Visits to FS children |
| Family Support Worker |
| Enrichment | Wildlife champions | £1,576 | |
| Themed Weeks |
| Visitors to school |
| Educational visits |
| Targets and Outcomes for 2015-16 | | | |
| **PPG children will make accelerated progress and achieve in line with all other pupils** | | | |
| Outcome:  All PPG children (with the exception of one) have made identifiable progress within their Learning Behaviour Profiles. Although at this early stage in their school career they may be behind age related expectations in Reading, Writing and Maths their progress in the prime areas (personal, social, emotional, physical, communication and language) has accelerated. Teachers work closely with parents and other skilled professionals to meet the needs of these children by thinking about the whole child within the context of the family. Data Comparison between previous year end with end of year demonstrates that the gap between PPG children and all other pupils has significantly narrowed in maths and slightly narrowed in writing. In reading the gap has increased. This pattern is the same for year one and two. In the Reception year, the pattern is reversed with gaps widening in Writing and Maths, and narrowing in Reading. | | | |
| **Children will be assessed rigorously and accurately to ensure that support is targeted appropriately** | | | |
| Outcome:  Assessment this year has been focused on achievement within age related expectations rather than progress as with previous years. Systems for assessment are being trialled based on the new curriculum and interim statements which became available during the year. Learning Behaviour Profiles have enabled teachers to focus in on barriers to learning for individual pupils. Support has then been consistently targeted through identification in Pupil Achievement Meetings, SENDCo surgeries, Thrive Surgeries and Inclusion team meetings. Support includes specific interventions which are monitored for impact, family support through the family support worker, the early morning club and Teaching assistants who act as advocates for our Pupil Premium Children and their families. | | | |
| **Staff will deliver an engaging curriculum that enables all children to make good progress** | | | |
| Outcome:  Engagement through the provision of an exciting curriculum has been apparent this year. The first half term introduced a whole school topic which allowed children, families and teachers to learn about each other and included home visits for reception children at the start of the year. This knowledge was then used to design the curriculum around the interests of the children. The continued use of a “hook” day and working towards an outcome at the end of the topic gave the children an exciting start, an opportunity for teachers to assess what children knew and understood before they began work and for parents to share in the learning by joining the children for an “event” at the end of the topic. This approach is embedded into English and Maths wherever possible. Achievement for the reception year was lower than in previous years but reflects the specific characteristics of the cohort. 92% of children in Year One achieved the pass mark in the phonic screening test compared with 77% nationally last year. Achievement against National results in Key Stage One will be analysed and updated once the data is available. | | | |
| **Enrichment activities will provide memorable life experiences for children** | | | |
| Outcome:  Educational visits were very successful this year and the “Honey Scribe” project and continuation of “Wildlife Champions” produced outstanding results in terms of community engagement, environmental understanding and developing the PPG children as advocates for wildlife within their community. It cumulated in the winning of an award from the Devon Wildlife Trust at the end of the year which had a profound effect on the self-confidence for some of the children. Whole school involvement in the Garden Party was very valuable and PPG children all played a part in the day. Other visits including to Babbacombe model village, Paignton Zoo, the local park and visitors such as the Egyptian Archaeologist gave all the children memorable life experiences outside the school site. Within the school, extending Forest School for every year group has meant that children have had varied and extensive experiences in the outdoor environment. | | | |

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| **The Projected Pupil Premium Grant for the year:** | |
| **2016-2017** | |
| Number of pupils and projected pupil premium grant (PPG) for 2016/17 | |
| Total number of pupils on roll | 330 |
| Total number of pupils eligible for PPG | 33 |
| Amount received per pupil:  • **£1320** for children known to be eligible for free school meals (FSM)  • **£1900** for Children in Care continuously for at least six months  • **£300** for children whose parents are recorded as in the Armed Forces | |
| Total amount of PPG received | 43560 |
| Barriers to Achievement | |
| Children who are eligible for the Pupil Premium Grant have particular barriers to overcome. As an Infant and Nursery School, we are in the early stages of working with parents to identify barriers. Children are disadvantaged at this school due to the following factors:   * May have family members who have a disability, special educational need or long term illness * Belong to a family who have been through the asylum seeking process * Have parents that are out of work or struggle financially * Belong to a family who live a chaotic lifestyle or where parents find managing the behaviour of their children difficult * Have family members that are or have been in the care or penal system * Where family relationships have broken down, particularly between parents * Belong to a family that speaks a different language at home and/or has different cultural expectations * Where family members do not value or feel confident within the education system | |
| Objectives for the PPG 2016/17 | |
| **Objective One:** | |
| To tailor strategies to engage parents in the life of the school through:   * Early Morning Club * 1:1 Thrive meetings with parents * Home Visits at the start of the reception year * Family support worker * Close monitoring of attendance and increasing support where barriers exist * Pro-active promotion of school social and learning events with particular families | |
| **Projected Costing for Objective One:** | |
| £7331 | |
| **Assessing Impact of Objective One through:** | |
| * Monitoring parent attendance at school and keeping records of timings. * Use of Learning Behaviour Profiles to demonstrate achievement at age related expectation. * Parent feedback and questionnaires | |
| **Objective Two:** | |
| To improve social mobility by using funds strategically to enable all children to attend clubs and trips through:   * Increasing parental awareness of what is available and the financial support that is in place for children with the PPG * Encouraging children to take up opportunities when they are offered – both teacher and teaching assistant advocate to be pro-active in this | |
| **Projected Costing for Objective Two:** | |
| £12000 | |
| **Assessing Impact of Objective Two through:** | |
| * Measuring uptake of free places on trips and at clubs * Triangulating evidence of the above with Learning Behaviour Profiles and achievement at age related expectations | |
| **Objective Three:** | |
| To boost the achievement of children in reading, writing and maths from the earliest opportunity through:   * Targeted support in the form of interventions including From Counting to Calculating, Numbers Count, Language Link, Speech Link, Funfit, 1:1 mentor support, Phonics and Reading interventions * 1:1 reading daily reading * Parent and Family workshops * Effective use of Quality First Teaching strategies including use of the growth mindset | |
| **Projected Costing for Objective Three:** | |
| £14400 | |
| **Assessing Impact of Objective Three through:** | |
| * Intervention assessment feedback meetings between trained practitioners and teachers * Percentage achieving age related expectations when compared to previous year end, all children in the cohort locally and nationally * Parent and Family feedback and evaluations * Lesson observations | |
| **Objective Four:** | |
| To close the gap between the learning behaviours demonstrated by PPG children and other children through:   * Thrive sessions and development of the “Thrive Approach” throughout the school * 1:1 mentoring, creative and play therapy * Assessment and monitoring using LBPs (Learning Behaviour Profiles) * All adults being aware of the needs of specific children and having the skills to support them effectively | |
| **Projected Costing for Objective Four:** | |
| £9829 | |
| **Assessing Impact of Objective Four through:** | |
| * LBP data analysis * Evidence of lesson observations and learning walks | |
| Date for Pupil Premium Strategy Review: | |
| Monday 11th September 2017 | |