**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 2018-2019**

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| 1. **Summary information** | | | | | |
| **School** | Ladysmith Infant School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £34,000 | **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 |

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| Review - Current Attainment KS1 January 2019 | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% Achieving at least expected standard in writing** | 53% | 65% |
| **% Achieving at least expected standard in reading** | 53% | 73% |
| **% Achieving at least expected standard in maths** | 47% | 75% |

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| 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** | |
|  | Monitoring of PPG children |
|  | Actions to meet the needs of PPG  children |
| **C.** | Learning Behaviours |
| **External barriers** | |
| **D.** | Parental engagement |
| **E** | Attendance of PPG children |
| **F** | Parental uptake of PPG |

BRAG Rated – February 2019

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| 1. **Outcomes** | | |  |
|  | ***Desired outcomes and how they will be measured*** | ***Success criteria*** | ***Summary*** |
|  | To improve the monitoring of PPG children so that it has a significant impact on outcomes | To maintain the positive outcomes of PPG GD in Yr 2. PPG Profiles reflect the childs 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 children in each/class year group is regularly monitored | Monitoring of PPG is multi-layered with PPG children being the first foci of focus week:  \*Book Looks \*Pupil interviews \*Drop-ins  PAMs meetings, class trackers and Inclusion meetings also focus on progress of PPG children. |
|  | 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 children and their level of progress  Success Criteria does not include the gap in the Foundation Stage between PPG children and their peers. PPG achieve above their peers in the combined prime areas, and this has increased (positively) in C&L and PD. However in two of the specific areas (Writing and Maths) they are currently below their peers. | Gap has narrowed between PPG and Non-PPG to:  Y2 Maths – 4%  Y2 Writing - 16% above non-PPG  Y1 Reading – 33%  Y1 Writing – 27%  Maths – 40% |
|  | 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 | Learning Behaviour Profiles feed into the Pupil Premium Profiles – individual analysis, bringing together hard and soft data with known barriers and a log of actions to tackle the barriers. Pupil voice demonstrates a positive and ambitious view by the time children are in Year Two. PPG pupils have a good understand of their own learning behaviour. |
|  | To increase parental engagement | Parental uptake of PPG children at parent consultations increases  Parents are given opportunities for guidance and support around their child  Children engage with reading & home learning | At date of review anecdotal evidence is that this is having an impact. |
|  | To improve the attendance of PPG children so that it is in line with non PPG | PPG attendance increases from last year. Communication of pupil attendance increases through out the school. Strategies to support vulnerable children have impact. | PPG attendance - comparison to the previous year is very similar 0.26% difference. Percentage of PPG children arriving late has dropped by 0.5% when compared to the previous year. |
|  | To increase the uptake of PPG children in the Early Years | Parental engagement is more rapid in Nursery and Reception  Parents are more educated about Pupil Premium | A large uptake recently has increased numbers of PPG children in FS from 6 children to 10, although the reception year is still uncharacteristically low (only 4 pupils) |

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| 1. **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 children so that it has a significant impact on outcomes** | | PPG Profiles created for each child and are shared with all staff working around the child  PPG children will be closely monitored during Year Group Focus Weeks  LT to drop into class more regularly to increase their presence and get an overall picture of learning in classes and year groups.  Tracking of PPG children is clearly visible to all staff in order to assess the impact of actions and interventions. | | Poverty should not be an excuse for lower attainment. Evidence suggests that targeted support can have a positive impact on progress.  Strong leadership with rigorous monitoring of data and effective feedback on interventions has a positive impact on pupil attainment | | | | PPG Profiles on the One Drive  PAMS Meetings minuted and shared with Year Group Teams  Monitoring calendar in place and shared with all staff  Widening the LT at all levels  Data Trackers on the One Drive with % breakdowns for PPG  Year Groups discuss progress together | | DHT  PPG Lead  HT  DHT  SEND lead  Year Group leads | Half Temly | |
| 1 day per week DHT | | | | | | | | | | Total Budgeted Cost £11,515 | | |
| **To action the needs of all PPG children more rapidly to improve outcomes** | | Year Group PAMS Meetings to have a PPG focus.  CT are given the opportunity to discuss barriers to learning and action next steps that are reviewed.  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  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  Teachers make effective use of TA support where necessary to help them support disadvantaged children for specific interventions  Ensure TAs have a good understanding of the learning intentions and support children by using good questions, rather than by telling them the answers | | | | EEF Toolkit recommends that teachers should target teaching and support by accurately assessing pupil needs.  Some children will need targeted support in order for them to be able to catch up.  TAs need to know what children are learning and to be involved in the planning process | | Half Termly PAMS Meetings  Class Teachers released from class to work in Year Group Triads  Regular Meetings with TA’s/Inclusion Team | | HT  DHT  SEND lead | Half Termly | |
| £2700 for triads (£900 per term supply cover)  Inclusion Team (£105.71 pw to cover staff costs, SENDCo, FSW and HT) | | | | | | | | | | Total Budgeted Cost £6686.96 | | |
| **To support the social and emotional development of PPG children** | | Learning Behaviour Profiles are monitored for all PPG children with a consistent approach throughout the school.  LBP to be part of the transition process so that PPG children's non academic progress can be tracked year on year.  A Thrive type approach to be implemented throughout the school and more intensive Thrive to support the needs of the most vulnerable children  Curricular enrichment activities offered each half term to provide new opportunities such as dance, music, storytelling, sports and art.  Wildlife Champions is used as a project to engage PPG Children outside the classroom at Forest School.  To provide children with a range of learning opportunities through half price School trips and clubs  To raise the self esteem of children with the offer of a free school jumper | | | | Childrens social and emotional intelligence is valued as highly as their academic progress.  Research shows that Thrive is effective in addressing social and emotional issues and is recommended by Devon Local Authority.  To ensure that all children have access to trips and visits that enrich and extend the curriculum  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  Research shows that children’s self esteem improves if they have correct school uniform | | Childrens non academic progress is tracked through the Learning Behaviour Profiles.  Thrive Assessments for individual children are completed regularly.  Pupil Interviews to capture Pupil Voice. | | **HT**  **DHT**  **SEND Lead** | Termly | |
| Curriculum enrichment: £2400 PA  Thrive staffing costs: £3512.34 PA | | | | | | | | | | | Total Budgeted Cost:  £5912.34 | |
| **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** | | | To take a no excuses approach to attendance at Parent Consultations  Parents are invited to parent workshops throughout the year in non threatening environments, such as the Link Room.  Parents are given resources to help support their child at home with their learning.  CPTT to engage hard to reach parents through social events | | | | Parents 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 | | Non attenders at parent consultations are picked up by SLT  Registers taken at parent meetings/workshops  Monitor Parent Reps for each class and involvement in CPTT | HT  DHT | Termly | |
| **To improve the attendance of PPG children so that it is in line with non PPG** | | | Attendance officer in school to monitor closely the attendance of PPG children.  CT to be regularly updated on PPG progress and communicate any concerns with parents ant parent consultations.  SLT to meet with parents of persistent non attenders to identify the barriers.  Family Support Worker to work with families that are struggling to get their children to school and pick them up if necessary.  Breakfast Club to be open as an option to families that are struggling.  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. | | | | When children are regularly absent from school their learning is disrupted and gaps begin to appear.  The EEF Toolkit states that there is clear evidence that engaging parents with their children's learning and development in the early years I valuable and will likely have an impact on later success.  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 | | Attendance of PPG reviewed and communicated more regularly with the attendance officer.  Inclusion Meetings to focus attention of PPG children |  | Half Termly | |
| Breakfast Buddies Staff costs: £2692 PA Drop-ins 6 times yearly: £293.52 Attendance officer time 1 hour per week: £377.52 | | | | | | | | | | | Total Budgeted Cost:  £9277.58 | |
| **To increase the uptake of PPG children in the Early Years** | | | PPG focus at Welcome Talk to New Parents each year.  Flyers regularly distributed to parents and available at Reception.  Support from Family Support worker to help families that are struggling financially to find out if they are eligible.  To target PPG siblings across the Federation  To work with colleagues as part of RELP to trial strategies to encourage more Early Years parents whole are eligible to sign up. | | | | Increased funding for PPG children will have a positive impact on the additional and targeted support that can be offered. | | 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 | HT  DHT  SBM  LB |  | |
| FSW staff costs: £414.96 – 1 hour Per Week, follow-up from Breakfast Buddies etc. | | | | | | | | | | | Total Budgeted Cost:  £414.96 | |
| 1. **Review of expenditure** | | | | | | | | | | | | |
| **Previous Academic Year 2017 - 18** | | | | **February 2018** | | | | | | | | |
| 1. **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  2017 – Gap was 20%  2018 – Gap was 8% | | Quality first teaching to embed a maths mastery approach across the school.CT to target PPG children 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 children 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 children's progress last year that will need to be addressed.  To continue:-  Class trackers to be monitored regularly to track progress of PPG children 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 | |
| 1. **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 widen the experiences of PPG children 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 | |

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| 1. **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. |