

Pupil premium strategy statement.

1. Summary information					
School	Robert Miles Infant School				
Academic Year	2017-2018	Total PP budget	£27,830 1 <sup>st</sup> Oct 2017-Aug 2018	Date of most recent PP Review	July 2017
Total number of pupils	177	Number of pupils eligible for PP	Y2 -8 Y1- 19	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Y2 - Y1 – 11/19 at expected standards(EYFS outcome) <b>58%</b>	Y2 outcomes July 2017 <b>59%</b>
% making progress in reading	Y2 – 5/8 expected standards(Y1 outcome) <b>62%</b> Y1 – 11/19 at expected standards(EYFS outcome) <b>58%</b> F2 -/8	Y2 outcomes July 2017 <b>75.4%</b>
% making progress in writing	Y2 – 5/8 expected standards(Y1 outcome) <b>62%</b> Y1 – 12/19 at expected standards(EYFS outcome) <b>63%</b> F2 /8	Y2 outcomes July 2017 <b>62.3%</b>
% making progress in maths	Y2 – 4/8 expected standards(Y1 outcome) <b>50%</b> Y1 – 11/19 at expected standards(EYFS outcome) <b>58%</b> F2 /8	Y2 outcomes July 2017 <b>68.9%</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Y2 – 3/8 <b>(37.5%)</b> PP children have emotional needs.
B.	Y2 - 4/8 <b>(50%)</b> PP children have inference needs in reading.
C.	Yr 2- 3/8 <b>(37.5%)</b> PP children have gaps in their understanding of operations. Yr 1- 8/19 <b>(39%)</b> PP children are working at 40-60 months in Number and cannot reliably count to 20.
D	Yr 1-16/19 <b>(89%)</b> children do not have enough phonics knowledge to keep them on track for passing the Phonics screening check in June.

**External barriers** (issues which also require action outside school, such as low attendance rates)

- E.** Y2 1/8 (12.5%) children are persistent absentees with attendance below 90%  
 Y1 5/19 (22%) children are persistent absentees with attendance below 90%  
 Combined year 1 and 2 5/28 (19%) children are persistent absentees with attendance below 90%

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve social skills, self-esteem and confidence for PP children.	Improved engagement in lessons.
<b>B.</b>	To improve the amount of PP children reaching the expected standard in reading.	75% (6 out of 8) will reach the expected standard in reading at the end of Year 2. For 77%(14/19) of PP children in year 1 to reach expected standards in Reading
<b>C</b>	To improve the amount of children reaching expected standards in Maths.	75% (6 out of 8) of children will reach expected standards in Maths at the end of year 2.
<b>D.</b>	To have enough phonics knowledge to pass the phonics screening check.	For 81% of children to pass the screening test (in line with national average)
<b>e</b>	To improve early language skills in EYFS.	92% of F2 PP were below ARE for speaking at baseline. Target 50% at ARE.
<b>f.</b>	To improve expected ARE in writing in all year groups.	For all year groups to have PP 65%+ ARE in writing.
<b>g.</b>	Increased attendance rates for pupils eligible for PP as a whole and increase in attendance rates for persistent absentees.	86% of persistent absentee children to achieve 90% attendance. 95% of PP children's attendance to above 90%. (excluding Reception)

5. Planned expenditure					
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. To improve social skills, self-esteem and confidence.	PSHE programme to include work on emotional health and well-being.	Interventions which target social and emotional learning seek to improve attainment by improving social and emotional dimensions of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils and can add 4 months progress. This can be delivered as a universal programmes which generally take place in the classroom. (EEF)	Review of PSHE planning and assembly programme to ensure these skills are being specifically taught.	TB/LB	End of Autumn term 2017
b. To improve the amount of PP children reaching the expected standard in reading.	Ensure PP children are given feedback during a task.  Literacy shed training CPD for all KS1 Staff EEF. Change from guided reading to shared reading.  RWI training.	Feedback redirects/refocuses either the teacher or the learner's actions to achieve a goal. It is shown to have high effects on the learner. It can add 8 months of progress. (EEF)  EEF shows that teaching Reading Comprehension Strategies increases attainment by +5 Months	Book scrutiny each half term/PPG walk/Observations.  <b>Cost Training= £500.00</b> <b>Staff release time £360</b>	LB to monitor	End of October 2017.

c. To improve the amount of children reaching the expected standards in Maths.	Teaching Assistant per year group for Maths. TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge	EEF shows that effective feedback increases outcomes by +8 Months			
D. To have enough phonics knowledge to pass the phonics screening check.	Quality first teaching of phonics in ability groups for 30 mins per day following the RWI scheme.  RWI training.  RWI resources.  Phonics reading books to support teaching of phonics.	Phonics approaches have been consistently found to be effective in supporting younger readers, with an average impact of an additional 4 months progress. (EEF)	Refresh expectations around the teaching of phonics.  Release time for the Literacy coordinator to observe phonics and identify further training needs.  Offer training to staff on INSET day (6 <sup>th</sup> Oct)  Ensure lowest groups are properly equipped with magnetic letters.  Sharing assessment information with group leaders and class teachers to inform planning. <b>Cost</b> <b>Training=£3550</b> <b>Resources= £4968.00</b> <b>Release time= £360</b>	DL/RJ  LB to monitor.	End of Autumn term 2017
E. To improve early language skills in EYFS.	Elizabeth Jarman "Communication Friendly Spaces" approach CPD and associated costs for all EYFS staff	EEF shows impact of Oral Language Intervention increases outcomes by +5 Months and Early Years Interventions by +5 months	<b>Cost</b> <b>£500.00- training</b> <b>£360- release time for follow up.</b> <b>Furniture and resources- 1800</b> <b>Support from Early years practitioners- £500</b>		
<b>Total budgeted cost</b>					12, 898
<b>Targeted support</b>					

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?
<p>A. To improve social skills, self-esteem and confidence. Participation in educational trips and visits = higher achievement</p>	<p>Children assigned to individual programmes to best suit need:</p> <ul style="list-style-type: none"> <li>• Elsa programme.</li> <li>• Lego therapy.</li> <li>• Nuture group (Yr 1)</li> <li>• Communication group (Yr 2)</li> <li>• Social skills group at lunchtime.</li> <li>• Meet and Greet</li> <li>• Trips.</li> <li>• Pantomime</li> </ul>	<p>Interventions which target social and emotional learning seek to improve attainment by improving social and emotional dimensions of learning, rather than academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils and can add 4 months progress.</p> <p>The Prince's Foundation for Children and the Arts' "Start Project" found that 75 per cent of teachers felt that their pupils had improved self-esteem, and 87 per cent reported an improvement in academic skills as a result of Arts Visits.</p>	<p>Senior leader monitoring of intervention group through tracking progress and observation. TAs to begin with a baseline observation session to observe and record the children's engagement in lesson, which can then be used to measure progress.</p> <p><b>Cost</b>  <b>Elsa: £1225.00</b>  <b>Nuture: 806.91</b>  <b>Lego: £275.48</b>  <b>Meet and Greet: £1104.48</b>  <b>Pantomime: £179.80</b>  <b>Trips: £589.94</b>  <b>Social group= £762.50</b></p> <p><b>Total: £4697.73</b></p>	<p>PT, KA, LW</p> <p>LB to monitor</p>	<p>End of Autumn term.</p>
<p>b. To improve the amount of PP children in reaching the expected standard in reading.</p>	<p>Engaging with text at an early age- 1:1 with MDS</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension</p>	<p><b>Cost</b>  <b>Individual readers= £52.56</b>  <b>1:1 reading with MDS= £450.00</b></p> <p><b>Total=£ 502.56</b></p>		

b.	<p>Individual and small group tuition to teach the skills needed to answer inference questions.</p> <p>Switched on reading intervention</p>	<p>On average reading comprehension approaches improve learning by an additional 5 months progress. (EEF)</p> <p>Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)</p>	<p>Senior leader monitoring of intervention group through tracking progress and observation.</p> <p>TA's records.</p> <p><b>Cost</b>  <b>Switched on= £1033.63</b>  <b>Reading comprehension support= £738.88</b>  <b>Individual support= £52.56</b></p> <p><b>Total: £1825.07</b></p>		End of October 2017.
c. To improve the amount of children reaching expected standards in Maths.	Children to access 1:1/small group tuition to close the gap in ability to answer operations questions (3 x20 mins per week.)	Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)	<p>Senior leader monitoring of intervention group through tracking progress and observation.</p> <p>TA's records.</p> <p><b>Cost</b>  <b>Small groups: £1176.27</b></p>		End of October 2017.
d. To have enough phonics knowledge to pass the phonics screening check.	<p>1:2 coaching (2 x 5 mins in Autumn 1<sup>st</sup> half term. (Daily after half term)</p> <p>Phonics information session to discuss the RWI scheme with parents.</p> <p>Parent information leaflets to tell parents which sounds are being focussed on, with ideas</p>	<p>Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers, with an average impact of an additional 4 months progress. (EEF)</p>	<p>Tracking of pupil progress on a 2 weekly cycle.</p> <p>Information from end of half term assessments used to inform the coaching programme.</p> <p>Senior leader monitoring of intervention group through tracking progress and observation.</p> <p><b>Cost</b>  <b>Phonics accelerated groups= £965.47</b></p>		<p>Ongoing in 2 weekly cycle.</p> <p>Review at end of October 2017.</p>

e . To improve early language skills in EYFS.	SALT interventions.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions aim to support learners' articulation of ideas and spoken expression. Overall, studies show positive impact on learning, - on average five months' additional progress over the course of a year	<b>Cost</b> <b>SALT: 265.80</b>		
G. To improve expected ARE in writing in all year groups.			<b>Cost</b> <b>Outdoor learning: 245.00</b> <b>Writing intervention: £354.11</b> <b>Fun fit= £453.16</b>  <b>Total: £1052.27</b>		
<b>Total budgeted cost</b>					10485.17
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
f. Increased attendance rates	New attendance policy to ensure procedures are robust  Part time support worker employed to build capacity alongside the SLT identifying/addressing parental need.  6 weekly monitoring of attendance.	Children who are persistently absent are missing quality teaching and interventions so will not make progress.  Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015)	All staff and parents made aware of new attendance policy.  Meet with Head of juniors to discuss whether a family support worker could be shared.  Investigate salary range/price per hour and employ before October half term. Head/PP champion to liaise closely with support worker about existing absence issues/Weekly reviews of attendance.	Pupil Premium Coordinator	Sept 2017  Oct 2017  Oct 2017

	1 PP poor attender given a place at KoolKidz		<b>Cost. KoolKidz=£613.25</b>	
<b>Total budgeted cost</b>				6,000 (x 3 terms?)



6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: <b>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	Lessons learned <b>(and whether you will continue with this approach)</b>	Cost
a. To improve social skills, self-esteem and confidence.	PSHE programme to include work on emotional health and well-being.	The success criteria was greater engagement in lessons which is harder to measure. In general terms there has been a greater understanding from the children in strategies to use when struggling and how we can persevere. When you ask children in lessons they can tell you about what they find hard and how they work on this.	In general and at the last QA behaviours for learning e.g resilience and concentration were identified as areas to improve. This then fed into the class PSHE programme and the assembly programme has been changed to consider behaviours for learning. Work with the Nova trust on 'Novation' and the introduction of the pupil charter will have further impact next academic year as will a trust wide focus of attitudes to learning.	
b. To improve the amount of children reaching ARE in reading.	<p>Ensure PP children are given feedback during a task.</p> <p>Literacy shed training CPD for all KS1 Staff EEF.</p> <p>Change from guided reading to shared reading.</p> <p>Change from guided reading to shared</p>	<p>14/19 children (77%) was the success criteria achieving ARE/+. 12/19 (63%) achieved in Yr 1.</p> <p>In Yr 2 63% PP achieved ARE in reading.</p> <p>It is worth noting here that there was a change in the PP children.</p> <p>Children have a good understanding of how they are doing in class. Interviews with children showed that the PP children were not particularly aware of getting feedback first. They did know they were heard read more often.</p>	<p>Teachers to embed best practise in ensuring that PP children get more prompt attention in class.</p> <p>Hearing individual reader's practise has had no impact on their learning and so will not continue next year.</p> <p>There was a change in teaching personnel in 2 classes (1 class in yr1 and 1 class in year 2) which led to some degree of disruption in the children's education.</p>	<b>£860</b>

<p>c. To improve the amount of children reaching the expected standards in Maths.</p>	<p>Discuss strategies at staff meeting about ways to help PP make progress.</p> <p>Teaching Assistant per year group for Maths.</p> <p>TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge</p>	<p>75% PP achieving ARE/+ in Maths was the success criteria for year 2 and 66% was achieved.</p>	<p>It was a difficult year for year 2 because of the difficulties of an NQT that was struggling and the other class that had 6 teachers in a year. This made the impact of the interventions difficult to track and plan for. 6 out of 8 were targeted and then another PP child joined in January who struggled to engage with the curriculum.</p> <p>Steps have been taken to ensure that the coverage and pitch of the curriculum is right with the purchase of Rising stars.</p> <p>One of our foci for next academic year is to further develop AFL strategies to ensure that teachers are 'data aware' on a daily basis.</p>	
<p>d. To have enough phonics knowledge to pass the phonics screening check.</p>	<p>Quality first teaching of phonics in ability groups for 30 mins per day following the RWI scheme.</p> <p>RWI training. RWI resources.</p> <p>Phonics reading books.</p>	<p>The success criteria was for 81% of the PP children to pass the screening test. For the whole school the % was 78.9%. For PP children was 66%. This is lower than last year where 85.7% of PP children achieved the threshold.</p>	<p>The training was done in house and the work that was done in the summer term around coaching methods was starting to have an impact. We made the decision to have the RWI 2 day training to ensure that all staff can deliver the highest quality phonics.</p> <p>The phonics reading books were purchased too late on to make a significant different. More investment is needed in this book stock and removal of older books that rely on HFW.</p>	<p>Training £3550</p> <p>Resources £4968</p> <p>Release time £360</p>
<p><b>ii. Targeted support</b></p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>a. To improve social skills, self-esteem and confidence.</p>	<p>Children assigned to individual programmes to best suit need: Elsa programme. Lego therapy. Nuture group. Communication group Social skills group at lunchtime. Meet and Greet Trips. Pantomime</p>	<p>The success criteria for this was improved engagement.</p>	<p>1 yr 2 child who had meet and greet to settle him has spent all his time in the classroom by mid spring term rather than spending whole sessions a day outside the classroom with a TA.</p> <p>After the first half term looking at impact Lego therapy was not working in year 1 so did not continue. It did have a positive impact in Reception.</p> <p>More work needs to be done on how we measure the success of these programmes. Lb to work with PT and other TAs to devise a way of collecting evidence that they have ownership of.</p>	<p>£4697.73</p>
<p>b. To improve the amount of children reaching the expected standard in reading.</p>	<p>Individual and small group tuition to teach the skills needed to answer inference questions.</p> <p>Switched on reading intervention</p>	<p>6/8 (75%) PP at ARE/+ was the success criteria in yr 2. 5/9 was achieved (55%). This is compared against 80% non PP reaching ARE.</p> <p>In Year 1 53% of PP children made expected progress. Of the 8 PP children who had these reading interventions 88% of them made 2.5+ steps of progress.</p>	<p>One child who joined Yr 2 has struggled to engage in the curriculum. One child's attendance has dropped to % and GP is currently exploring a possible CAHMS referral.</p> <p>In terms of progress the interventions seemed to be successful. Switched on did not produce results that were as good as we had hoped because of the lack of continuity and trained staff to deliver the programme. We also need to look at the roles we assign to our TAs. Before assigning TAs to work 1;1 with pupils we will need to consider what skills we will be missing out on by not using them in a wider role.</p>	<p>£2327.63</p>
<p>b. To improve the amount of children reaching the expected standard in reading.</p>	<p>Engaging with text at an early age- 1:1 with MDS</p>	<p>MW moved from 22-36 month to 40-60 months in speaking and reading. He made expected progress in both areas.</p>	<p>The academic progress for this child was reasonable. However as a LAC child the 1:1 with a male role model has been very good for MW in ways that cannot be measured with figures- e.g his confidence, engagement.</p>	<p>See above</p>

<p>c. To improve the amount of children reaching expected standards in Maths.</p>	<p>Children to access 1:1/small group tuition to close the gap in ability to answer operations questions (3 x20 mins per week.)</p>	<p>In yr 2 75% (6/8) of PP reaching ARE/+ was the success criteria. 6/9 (66%) reached the target in yr 2. Overall as a school the % of children reaching ARE has gone up from 68.9% to 73%. One child who joined Yr 2 has struggled to engage in the curriculum.</p> <p>In Yr 1 74% PP achieving ARE/+ in Maths. Out of the 8 children having these intervention 5 made 3.5/+ steps of progress.</p>	<p>In Year 1 the interventions combined with the in class support has been successful. Again because of staffing issues they were not as consistent as they may otherwise have been, so there may have been scope for bigger improvements.</p>	<p>£1176.27</p>
<p>d. To have enough phonics knowledge to pass the phonics screening check.</p>	<p>1:2 coaching (2 x 5 mins in Autumn 1<sup>st</sup> half term. (Daily after half term)</p>	<p>The success criteria was for 81% of the PP children to pass the screening test. For the whole school the % was 75. For PP children was 66%. Of the 8 PP children who didn't pass 2 were SEN. The other 6 also made at least 3 bands forward through the scheme.</p> <p>Retake percentage was 90% for all the year 2s. 100% of PP children retaking passed.</p>	<p>The method of 1:1 coaching for the Yr2 re-takers was much more successful than previous interventions as it is our highest retake percentage.</p> <p>The 1:1 coaching was successful and now more staff have been trained (and will be more highly skilled after the 2 day RWI training) it can be offered more consistently and earlier and will replace individual reading that was proven to have no impact. Also the Yr1s came up at a very low starting point because of inconsistent RWI coverage in Reception. This will not be an issue next year.</p>	<p>£965.47</p>
<p>e. To improve early language skills in EYFS.</p>	<p>SALT interventions.</p>	<p>85% of Reception at ARE for speaking. 2/3 PP children who had SALT intervention made ARE/+. 58% of PP children were at ARE in summer term compared to 9% at baseline</p>	<p>The curriculum itself ensured that there was a 49% rise in children at ARE in speaking. The interventions ensured that 66% of PP children got to ARE.</p>	<p>£795.00</p>
<p>f. To improve expected ARE in writing in all year groups.</p>	<p>Outdoor learning. Writing intervention groups.</p>	<p>In Yr 1 9 children had these interventions. 4 children reached ARE (44%) In yr 2 1 child had a writing booster and did not reach ARE.</p>	<p>The writing boosters had limited effectiveness and will not continue in this form next year.</p>	<p>£1052.27</p>

iii. Other approaches

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
<p>Increased attendance rates for PP as a whole and increase in attendance rates for persistent absentees</p>	<p>New attendance policy to ensure procedures are robust</p> <p>Part time support worker employed to build capacity alongside the SLT identifying/addressing parental need.</p> <p>6 weekly monitoring of attendance.</p> <p>1 PP poor attender given a place at KoolKidz</p>	<p>The attendance policy has worked for the general whole school figures as out attendance had improved. However for PP children the target was 95% of children to be above 90%. The figure was 59% pp above 90% (excluding Reception).</p> <p>6 weekly attendance monitoring and letters home did work for some children, including 2 PP children. In other cases there were slight improvements after letters but this was not sustained.</p> <p>The part time support worker was put on hold due to finance issues.</p>	<p>6 of the PP children with attendance below 90% are in Year 2 so will be leaving us. However there are 11 PP children (including reception) who are below 90% so will need to be targeted.</p> <p>The attendance policy and letters did not have a big enough impact on the PP children.</p> <p>The attendance policy can be reiterated at the start of term and by Christmas persistent absentees will go towards fines.</p> <p>Letters have been sent out to persistent absentees at the end of this term requesting a meeting, stating that this year's attendance has been a major cause for concern.</p> <p>Figures can be looked at to see if offering some sessions at breakfast club may be useful.</p>	<p>£613.25.</p>