



## Padnell Infant School - Pupil Premium Statement

The Pupil Premium is allocated to all children who are currently known to be eligible for free school meals or have been eligible at any point in the past 6 years and children who have been looked after for 1 day or more, are adopted or leave care under a Special Guardianship Order or a Residence Order.

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 disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how to spend Pupil Premium, allocated as they are best placed to assess what is needed. However they will be held accountable for how they have used this additional funding to support pupils from low-income families.

Schools are free to spend the Pupil Premium as they see fit, however they will be held accountable for how they have used the additional funding to support. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. Schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

## Padnell Infant School - Pupil premium strategy statement

1. Summary information			
<b>Academic Year</b>	2016-2017	<b>Total PP budget 2016-2017</b>	(£35,660)
		<b>(2017-2018)</b>	£38,460
<b>Total number of pupils</b>	259	<b>Number of pupils eligible for PP 2016-17</b>	39
		<b>(2017-2018)</b>	

2. End of Year attainment 2016- 2017		
<b>Year 2</b>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving ARE in reading	<b>68%</b>	<b>79%</b>
% Writing	<b>63%</b>	<b>70%</b>
% maths	<b>62%</b>	<b>76%</b>
<b>Year 1</b>		
% achieving ARE in reading	<b>54%</b>	<b>81%</b>
% Writing	<b>38%</b>	<b>73%</b>
% maths	<b>61%</b>	<b>84%</b>
<b>Year R</b>		
% achieving ARE in reading	<b>90%</b>	<b>77%</b>
% Writing	<b>90%</b>	<b>76%</b>
% maths	<b>100%</b>	<b>88%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<ul style="list-style-type: none"> <li>• 8 pupils in receipt of PP funding have additional Special educational needs. ( 1- Year R, 4-Year 1, 3- Year 2)</li> <li>• 4 PP funding pupils have significant social, emotional and mental health difficulties.</li> <li>• Some PP pupils have lower self-esteem and motivation</li> </ul>	
<b>External barriers</b>	
<ul style="list-style-type: none"> <li>• Attendance and punctuality can be a concern for some PP children</li> <li>• Some pupils do not engage with home learning tasks.</li> <li>• Some pupils eligible for PP are experiencing social or emotional difficulties.</li> </ul>	
<b>4. Desired outcomes</b>	<b>Success criteria</b>
All pupils eligible for PP to make good progress in reading writing and maths	Pupils eligible for PP make at least the same amount of progress as other pupils in all subjects across the key stage (Measured by school tracking systems, standardised and scale scores in published tests and moderated teacher assessment.
Children who are experiencing difficulties reaching expected standards of behaviour to develop strategies to help them	Fewer incidents recorded for these pupils. There will be a reduction in the amount of incidents they are involved in. Behaviour for learning improves. Successful implementation of strategies taught or suggested by ELSA
Attendance and punctuality for specific pupils with PP improves	PP attendance is in line with national expectations. Punctuality improves for these targeted pupils.

5 Review of expenditure			
Academic Year		2016 – 2017	
Objective	Action/strategies/approach	Cost	Impact
To co-ordinate the support in place for children from PP families to ensure these children reach their full potential. To ensure the budget is spent effectively to support these children.	Inclusion Manager 1.5 days per week to monitor, track and support the progress and achievement of PP children ( 1.5 days to support children with SEND)	£11,475	The role of the INCO continues to be having an impact on whole school support for PP and SEND children through completing the following job description: To lead in the management and delivery of provision for Pupil Premium pupils and for those who require support; to ensure that the Pupil Premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education. To provide a clear and concise action plan for Pupil Premium and SEND provision. To provide additional educational support to improve the progress and raise the achievement of these pupils. To liaise with other staff responsible for interventions and pupil progress.
To provide intervention programmes 1: 1 support	LSA targeted intervention time to provide intervention programmes such as precision teaching/FFT/SIDNEY/First class at number and 'LIFT OFF' 4 x week in the afternoon  <u>Autumn and Spring 16-17</u> 11 PP children received intervention 4x week  <u>Summer term 17</u> 8 PP children received intervention 4 x week	£4224  £1536	see data above End of year data 17 shows that of the PP children who did not make ARE The following children were beginning to work within ARE thanks to QFT and impact of the interventions. <b>Year 1 PP-( 4 of these children also have SEND)</b> Reading 23% were close to ARE Writing 46% were close to ARE Maths 30 % were close to ARE

			<p><b>Year 2 PP ( 3 of these children also have SEND)</b></p> <p><u>Reading</u> 12% of PP were <b>close to</b> achieving ARE</p> <p><u>Writing</u>-25% of PP were <b>close to</b> achieving ARE</p> <p><u>Maths</u> –31% of PP were <b>close to</b> achieving ARE</p>
To raise attendance levels and punctuality levels for some all pupils eligible for PP	Attendance monitored through termly meetings, letters sent to parents and absences followed up.	None	<p><u>May 17 attendance report</u></p> <p>Pupil Premium children 95.53%</p> <p>Non pupil Premium 96.84%</p>
To ensure that children reach their full potential in phonics and aim to be in line with national with the phonics test results in Year 1. To ensure children in Year 2 who did not pass phonics test in year 1 make good progress.	<p><u>Autumn/spring 2017</u></p> <p>Teacher 3x week 15 min sessions support for children in year 2 who did not pass phonics in year 1</p> <p><u>Summer 17</u></p> <p>LSA 3x week 15 min sessions - support for year 2 children who did not pass the phonics test in year 1</p> <p>Teacher support children due to take the phonics test in year 1.</p>	<p>£720</p> <p>£72</p> <p>£360</p>	<p>92% of Year 2 have now all passed phonics test</p> <p>44% of Year 2 children who received phonics intervention passed the retake.</p> <p>76% of all Year 1 children passed the phonics test in year 1</p> <p>58% of Year 1 children who received phonics intervention passed.</p>
To ensure that pupils with emotional, behavioural or social needs can be supported so they are able to access learning.	<p><u>ELSA</u></p> <p><u>Autumn term /Spring term 16/17</u></p> <p>4.5 days per week</p> <p><u>Summer term</u></p> <p>5 days per week.</p> <p>17 children PP receiving intervention</p>	£6072	<p>ELSAs training and supervision up to date. Teacher, parent and child feedback as well as assessments such as the Boxall profile show significant impact for children receiving targeted support for their emotional health.</p>

Additional lunchtime support	Supporting children who find lunchtimes difficult to manage	£1400	Child in care required support throughout lunchtimes in year 1 and in year 2 to keep himself and others safe.  This extra adult has proved essential to ensure this child is able to access the playground at lunchtimes
To provide additional support for a child with significant social and emotional needs.	15 hours per week 1:1 support ( further support funded by DSG funding for this child)	£4800	Child in care. Very difficult start to year 2. Struggled with the change in expectations. By the Summer term 17) thanks to the employment of 1:1 support through PP and DSG funding and the support of Robins Oak this child was able to begin to access the curriculum and feel safe and happy in school.
To continue to support children with speech, language and communication needs	License for Speech and Language Link	£275.00	
To provide improved support for speech and language development with a focus on children within Early Years	ELKLAN training developed role for a Speech and language specialist teaching assistant in school to target support in year R	£800	82% of Year R children achieved GLD for communication and language .

6 Planned expenditure			
Academic year	2017 - 2018		
Objective	Action/strategies/approach	Cost	Measuring Outcome/Impact
To ensure that the number of pupils eligible for pupil premium are on track to achieve and exceed age related expectations is at least in line with national averages	Inclusion Manager 1.5 days per week to monitor, track and support the progress and achievement of PP children ( 1.5 days to support children with SEND)	£11,475	What % of children achieve ARE in reading writing and maths at end of key stage compared with national averages. What % of children make at least expected progress in RWM at end of key stage compared with national averages.
	LEXIA CORE 5 intervention. To begin from September 17. All PP children will be able to access this computer based learning programme as well as all SEND children and children who are falling behind.	£2,887. ( to be paid again April 18)	What % of children who complete the LEXIA programme make at least expected progress in RW at end of key stage compared with national averages. What impact will the LEXIA programme have on the attainment of all children who use the programme?
	LSA targeted intervention across KS1 to provide intervention programmes such as precision teaching outside classroom.	£ 7,488	End of year data 18 to shows good progress for children with SEND/PP. What impact will this have on their attainment?
To ensure that pupils with emotional, behavioural or social needs can be supported so they are able to access learning.	Summer school – 6 half days summer club for those PP or other identified needs. Children will participate in activities planned and run by a teacher and LSA.	£1000	Reduced anxiety about new school year. Is attendance and punctuality of these pupils in line with other groups in school and nationally
	Use ELSA sessions to support vulnerable pupils for specific needs. Number of PP to be determined	Salary contribution £6000	Children receiving ELSA support reach individual targets set. Improved confidence in some pupils.

			Reduction in number of incidents of wrong behaviour choices
	ELSA to attend termly supervision and training sessions to keep up to date with current practice.	£400	ELSAs are up to date with strategies ELSAs have opportunity to maintain own emotional needs.
	Home School Link Worker employed across both schools to support the academic and emotional needs of the pupils. FSW to signpost for support to other agencies. ( sept 17 onwards)	10 hours per week £ 4,440	Families in need of support or guidance will have a support system to access in school from Inclusion Manager-ELSA-Home school Link worker.
To raise attendance levels and punctuality levels for some all pupils eligible for PP	Attendance monitored through termly meetings, letters sent to parents and absences followed up. Support for children before school on the First class at number programme. ( Some PP children benefit from this)	None	
	Summer school (see above)	See above	see above
	<u>Sept 17</u> Employ (alongside Junior school) a Family Support Worker to work with families	£4,440	Attendance of vulnerable pupils should be in line with other groups within the school
To continue to support children with speech, language and communication needs	License for Speech and Language Link	£275.00	