



Galleywood Infant School Pupil premium strategy statement 2018-19

1. Summary information					
Academic Year	2018-19	Total PP budget	52,460	Date of most recent PP Review- external	July 16
Total number of pupils	175	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP at Galleywood Infant Sch 18</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% reaching a Good Level of Development at the end of Foundation Stage	61.5	71 (Nat 2017)
% reaching expected standard in Yr1 phonics check	77	83 (Nat 2017)
% achieving at least expected level at the end of Key Stage 1 in reading	70	78.9
% achieving at least expected level at the end of Key Stage 1 in writing	50	73.8
% achieving at least expected level at the end of Key Stage 1 in maths	80	79.6

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Communication and lang, reading and writing skills in Foundation Stage are often lower for pupils eligible for PP than other pupils. |
| B. | In writing fewer children eligible for PP are reaching expected levels in FS, Yr1 and Yr2 than other children. |
| C. | Maintain and increase our efforts to find ways to engage families in supporting learning for disadvantaged children |
| D. | Some children, including many eligible for PP, can lack resilience, self belief, hunger to overcome challenges in their learning. |

External barriers

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| E. | Attendance rates for pupils eligible for PP are 93%, below our school target of 97% for all pupils. |
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4. Desired outcomes		Success criteria
A.	<p>Improve oral language skills for children eligible for PP in Foundation Stage. Continue support into Key Stage 1 where necessary.</p>	<ul style="list-style-type: none"> • Pupils eligible for PP are supported to establish a good vocabulary that enables them to explain their thinking and talk about their learning. • Pupils eligible for PP make rapid progress in the Foundation Stage so that all pupils eligible for PP meet age related expectations in Communication and Language. • Children eligible for PP in all year groups hold conversations with familiar adults about matters of importance to them. They say aloud a sentence they want to write until they no longer need this strategy to record their ideas independently.
B.	<p>Provide a range of experiences and opportunities for children to develop their expressive language, to communicate through writing and to develop children's motivation to write.</p> <p>Improve memory skills so children retain sentences for writing and are able to learn sight words/ spelling patterns.</p> <p>Use a range of approaches to get children eligible for PP in FS writing words and short sentences independently using classroom resources.</p> <p>Staff support and encourage children from the beginning of FS to develop an accurate and efficient handwriting style.</p>	<ul style="list-style-type: none"> • All learning themes include a range of rich and engaging experiences which children are eager to talk about. Pre-teaching of vocab for children eligible for PP if appropriate. • Quality First Teaching ensures writing is taught well in all year groups, with high quality modelling of the writing process, writer talk & use of resources to support writing. • Pupils eligible for PP recognise at least 100 words on sight by the end of FS. • All pupils eligible for PP can spell all common exception words for their year group by end of spring term. • Pupils eligible for PP are confident writers, able to access classroom resources to support and enhance their work. • Children eligible for PP establish the gross and fine motor skills needed for writing. They write in a style that is clear and easy to read. Writing is in a joined style by the end of KS1.
C.	<p>Increased parental skills and understanding about how we move learning forward in school and how families can support learning at home.</p>	<ul style="list-style-type: none"> • Parents of pupils eligible for PP say they find it easy to approach the school and feel well informed about their children's learning. They feel confident to support with homework. • Parents of pupils eligible for PP contribute to Tapestry Online Learning Journey for FS. • Parents of pupils eligible for PP attend review meetings, parent consultations and where appropriate Structured Conversations. • All pupils eligible for PP read regularly at home, learn sight words, spellings and maths facts appropriate for year group.
D.	<p>Children eligible for PP build and develop the meta-cognition skills they need to be life-long successful learners with self belief and aspiration. They develop strong behaviour for learning.</p>	<ul style="list-style-type: none"> • Pupils eligible for PP concentrate and become engrossed in activities. They listen to constructive feedback from peers/adults, using this to develop and improve their work. • They think back to previous experiences and persevere to overcome difficulties. • Children eligible for PP develop a wide range of interests, ask questions to learn more and are enthusiastic about new learning experiences. • Children eligible for PP enjoy being challenged, have a range of strategies for getting "unstuck" and aim for the very best they can achieve.

E.	Improved attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Overall PP attendance is within 2% of attendance for other pupils. • Parents and families of pupils eligible for PP engage with the school and prioritise attendance and punctuality
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Planned expenditure

Academic year	2018-19
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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

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Review?
<p>Improve oral language skills for children eligible for PP in all year groups</p>	<ul style="list-style-type: none"> • Just Imagine Staff training- vocab building across FS & KS1. • Language screening for all FS children, • Language groups & programmes to fill vocab/ lang gaps identified. • Oral rehearsal of sentences for writing, Talk for Writing, retelling of stories, Readers' Theatre. • Pre-teaching of vocab • Daily conversation in breakfast club, 1-1 and small group sessions. 	<p>Broad & rich vocab to engage fully in aspects of learning Early identification of language gaps: RAG assessment Group or 1-1 provision for children screened as red or amber. Evidence from EEF toolkit. Builds knowledge of story language for writing. Builds relationships, familiar adults prompt detail and extended sentences.</p>	<p>Vocab captured on planning, curious word walls, reading question prompts. Key words for a topic or theme shared with parents via Tapestry? Sp&L TA & SENCO plan interventions following Welcomm Assessments. Integrate with class provision. SLT monitor breakfast club.</p>	<p>Pupil Prog reviews Dec 18, March 19</p>
<p>Improve memory skills for learning sight words, spelling patterns, mental maths facts for children</p>	<ul style="list-style-type: none"> • Simple screening for memory skills in all year groups- particular focus on FS cohort. • Staff training on building memory skills. • Memory games as class activities, retelling stories, nursery rhymes, followed up in small group work. • Making children aware of how they activate memory- metacognitive skills. • Daily phonics and spelling • Maths facts used & applied in lessons 	<p>National research projects in progress. EEF Metacognition report. Feedback from Basic Skills Quality Mark assessment linked to variation in retention of sight words, progression through Maths challenges, spelling scores. We want to build memory training in for all children, and know this will benefit pupils eligible for PP.</p>	<p>Close work with SENCo, Sp&L TA Evidence of linking learning, active teaching of memory skills on daily/ weekly planning. Lesson dips Learning conversations with SLT, Governors. Feedback from maths subject leader Phonics dips- Natalie & Chloe</p>	<p>HT, SLT, SENCo</p>

Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
<p>Improve oral language skills for children eligible for PP in all year groups</p>	<p>Staff training on developing oracy across the curriculum. Learning Mentors and class teams target children eligible for PP daily- pre-teaching, embed new subject vocab, extended explanations. Talk Boost & Talk time, daily reading and discussion about stories, books, text. Speech and Language TA 5 mornings a week.</p>	<p>Articulating ideas, thinking, helps children reason, link learning, develop idea for writing. Targeted support to enable children to catch up- evidence based interventions with start/ end point assessments.</p>	<p>Barriers & interventions reviewed in detail at Pupil Progress meetings each half term. Records kept by TAs, shared with class team. Sp&L Therapist (Provide) to oversee programmes, monitor progress.</p>	<p>All class teams SENCo Learning mentor</p>	<p>Pupil Progress reviews</p>
<p>Improve memory skills for learning sight words, spelling patterns, mental maths facts for children</p>	<p>5minute box (English, maths) 1-1 and small group time with learning mentor, classroom TAs Programme to address specific reading difficulties- use Clarity approach. Learning mentor to model & support home learning with individual parents. Breakfast club- spelling games on iPads.</p>	<p>EEF evidence based interventions, TA led, skills taught in group applied in whole class lessons.</p>	<p>SENCo overview of interventions. Pupil Progress meeting- update barriers & provision grids.</p>	<p>SENCo Subject leaders Learning mentors.</p>	<p>Pupil Progress reviews</p>
<p>Increased parental understanding of ways to support learning at home</p>	<p>Structured conversations with Learning Mentor, SENCo, CT Learning Mentor & teachers model reading, phonics & maths games sessions 1-1 Reading clinic for FS parents Parent and child workshops- Learning mentor Model talk during Forest Sch sessions Talking homework on Tapestry</p>	<p>Where strong relationships established in FS year gaps in learning can be closed at an earlier stage. Children with SEND make more progress when families engage with sch.</p>	<p>Pupil prog reviews SEN review meetings Structured Conversation reviews</p>	<p>SENCo Learning Mentor Class teachers & classroom TAs</p>	

Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
<p>Children develop good attitudes to learning, understand how to learn successfully, take responsibility for their own learning and progress.</p>	<p>Whole School Learning Council with representatives from disadvantaged group</p> <p>High expectations for behaviour- low level disruption managed in a consistent, positive way</p> <p>Lego club to support social skills development, successful lunchtimes</p> <p>Boxall Profile Assessments</p> <p>Ready To Learn training- Wendy Roser</p> <p>Happy to be me group- Learning Mentor</p> <p>Smart thinking group- Learning Mentor</p>	<p>Meta-cognitive approach empowers learners, children better able to receive and act on feedback to improve their learning.</p> <p>Learning time maximised</p> <p>Good peer relationships support children to build self confidence, establish paired & team work.</p> <p>Children become less reliant on adult support, build skills for independent learning.</p>	<p>Boxall profile- starting point, specific targets for each child shared with class team, breakfast club staff. Recheck after 1 term- provision still needed? Adjust/ end.</p> <p>Half termly pupil progress reviews</p> <p>SENCo work closely with class teams and learning mentors.</p> <p>SENCo to support Ready to Learn & ensure ideas cascaded appropriately.</p>	<p>HT</p> <p>SENCo</p> <p>Learning mentors.</p>	
<p>Attendance</p>	<p>Family support worker YMCA</p> <p>Admin officer leads Sch Attendance meeting. Close monitoring of late slips, First day calling by 9:30am.</p> <p>Learning Mentors liaise with admin team, HT, YMCA to encourage/ support/ challenge families and follow up concerns.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step. Interventions and targeted teaching can't have an impact unless attendance is consistently good.</p>	<p>Governors monitor attendance data termly.</p> <p>Small number of families working with Social Care- attendance being monitored closely at CP/CIN meetings.</p>	<p>Admin officer</p> <p>Class teams</p> <p>Learning Mentor</p> <p>HT</p>	
Total budgeted cost					