



Galleywood Infant School Pupil premium strategy statement 2017-18

1. Summary information					
Academic Year	2017-18	Total PP budget		Date of most recent PP Review- external	July 16
Total number of pupils	176	Number of pupils eligible for PP		Date for next internal review of this strategy	Dec 17

2. Current attainment		
	<i>Pupils eligible for PP at Galleywood Infant Sch</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching a Good Level of Development at the end of Foundation Stage	70	70
% reaching expected standard in Yr1 phonics check	54	83
% achieving at least expected level at the end of Key Stage 1 in reading	50	78
% achieving at least expected level at the end of Key Stage 1 in writing	25	70
% achieving at least expected level at the end of Key Stage 1 in maths	63	77

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

In-school barriers

A.	Communication and language, reading and writing skills in Foundation Stage are lower for pupils eligible for PP than other pupils.
B.	In writing fewer children eligible for PP are reaching exceeding (FS) or greater depth (Yr1 and Yr2)
C.	A number of children eligible for PP have additional learning needs, which leads to a complex pattern of provision.
D.	Some children, including many eligible for PP, can lack resilience, self belief, hunger to overcome challenges in their learning.

External barriers

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.	Improve oral language skills for children eligible for PP in Foundation Stage. Continue support into Key Stage 1 where necessary.	<p>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.</p> <p>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 write independently.</p>
B.	Improve memory skills for learning sight words, spelling patterns and mental maths facts.	<p>Pupils eligible for PP recognise at least 100 words on sight by the end of Foundation Stage. All pupils eligible for PP can spell all common exception words for their year group by end of spring term.</p> <p>All pupils eligible for PP meet maths challenge expectations: Year 1: Cloud challenge by March, Sunshine by June. Year 2: Seahorse by Dec, Caterpillar by March, Dinosaur by June.</p>
C.	Increased parental skills and understanding about ways to support learning at home	<p>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 tasks.</p> <p>Parents of pupils eligible for PP attend review meetings.</p> <p>All pupils eligible for PP read regularly at home, learn sight words, spellings and maths facts appropriate for year group.</p>
D.	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>Pupils eligible for PP concentrate and become engrossed in activities. They listen to constructive feedback from peers and adults, using this to develop and improve their work.</p> <p>Children eligible for PP develop a wide range of interests, ask questions to learn more and are enthusiastic about new learning experiences.</p> <p>Children eligible for PP enjoy being challenged, have a range of strategies for getting "unstuck" and aim for the very best they can achieve.</p>
E.	Improved attendance rates for pupils eligible for PP	<p>Overall PP attendance improves from 93% to 97% in line with 'other' pupils.</p> <p>Parents and families of pupils eligible for PP engage with the school and prioritise attendance.</p>

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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oral language skills for children eligible for PP in all year groups	<ul style="list-style-type: none"> Staff training- vocabulary 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 (all yr groups) Attend sp&l assessments for pupils eligible for PP Daily conversation in breakfast club, 1-1 and small group sessions. 	<p>Early identification of language gaps.</p> <p>Group or 1-1 provision for children screened as red or amber.</p> <p>Evidence from EEF toolkit. Ensures attendance, support for parent.</p> <p>Builds relationships, familiar adults prompt detail and extended sentences.</p>	<p>SENCo to undertake screening with Sp&L TA.</p> <p>SENCo to establish programme of catch up work with class teachers, TAs.</p> <p>SLT monitor breakfast club.</p>	<p>SENCo</p> <p>FS leader</p>	July 2017, January 2018
Improve memory skills for learning sight words, spelling patterns, mental maths facts for children	<ul style="list-style-type: none"> Staff training on building memory skills. Memory games as class activities, retelling stories, nursery rhymes, followed up in small group work. Daily phonics and spelling Maths facts in lessons Maths challenge activities as homework 	<p>Feedback from Basic Skills Quality Mark assessment linked to variation in retention of sight words, progression through Maths challenges, spelling scores.</p> <p>We want to build memory training in for all children, and know this will benefit pupils eligible for PP.</p>	<p>SLT monitor daily & weekly planning.</p> <p>Lesson dips</p> <p>Learning conversations with SLT, Governors.</p> <p>Feedback from maths subject leader</p> <p>Phonics review- Jonathan Bond</p>	<p>HT,</p> <p>SENCo</p>	July 2017, January 2018
Total budgeted cost					

ii. 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	When will you review implementation?
Improve oral language skills for children eligible for PP in all year groups	Staff training on developing oracy across the curriculum. Learning Mentors and class teams target children eligible for PP daily-embed new subject vocab, extended explanations. Talk Boost, First Class at maths, daily reading and discussion about stories, books, text. Speech and Language TA 2 mornings a week.	Targeted support to enable children to catch up-evidence based interventions with start/ end point assessments.	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.	SENCo Learning mentors	July 17 January 18
Improve memory skills for learning sight words, spelling patterns, mental maths facts for children	5minute box (English, maths) 1-1 and small group time with learning mentors Ed Psychologist maths prog. Programme to address specific reading difficulties. Breakfast club- spelling games on iPads.	EEF evidence based interventions, TA led, skills taught in group applied in while class lessons.	SENCo overview of interventions. Pupil Progress meeting-update barriers & provision grids.	SENCo Subject leaders Learning mentors.	July 17 January 18
Increased parental understanding of ways to support learning at home	Structured conversations with Learning Mentor, SENCo, CT Modelled reading, phonics & maths games sessions 1-1. Reading clinic Parent and child workshops	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.	Pupil prog reviews SEN review meetings Structured Conversation reviews	SENCo Class teachers	July 17 January 18
Total budgeted cost					

iii. 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	When will you review implementation?
Children develop good attitudes to learning, understand how to learn successfully, take responsibility for their own learning and progress.	<p>Whole staff training NPD Growth Mindset approach.</p> <p>Learning Council</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>Happy to be me group</p> <p>Smart thinking group</p>	<p>Meta-cognitive approach empowers learners, children better able to receive and act on feedback to improve their learning.</p> <p>Children become less reliant on adult support, build skills for independent learning.</p> <p>Children with turbulence at home may need counselling support before they can access 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>HT</p> <p>SENCo</p> <p>Learning mentors.</p>	<p>July 2017</p> <p>January 2018</p>
Attendance	<p>Family support worker YMCA</p> <p>Admin officer leads Sch Attendance meeting. Close monitoring of late book, 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>HT</p>	<p>July 2017</p> <p>Dec 2018</p> <p>March 2018</p>
Total budgeted cost					

For review of expenditure 2016-17 see separate plan (in diff format)

End of Key Stage data to be added by end June 2017.