

Pupil premium strategy statement 2018-2019

The staff and governors of The Avenue Infant School are fully aware of their responsibility and committed to ensuring that 'socially disadvantaged' pupils achieve their potential. We aim to meet the social, pastoral and academic needs through a range of measures. Ultimately The Avenue Infant School is committed to diminishing the difference between these pupils and their peers. The pupil premium funding is a vital mechanism to achieving this.

Staff and governors ensure the funding is deployed to meet the needs of each and every eligible pupil. The manner in which this is achieved will vary from cohort to cohort and individual to individual. Support will ensure that pupils supported by this funding are enabled to make the best possible academic progress but the school and governors also recognise that pastoral and emotional support may well be vital for some pupils to ensure that they are 'ready to learn' and achieve the most from school life. Thus pupils' social and emotional well-being is essential to maximise academic progress.

The governing body reserve the right to allocate pupil premium funding to other pupil(s) the school has legitimately identified as being socially disadvantaged. This will be on an exceptional basis.

Reporting Pupil Premium

The Avenue Infant School will publish detailed of pupil premium expenditure and its impact annually on the school website and this will be shared with parents. The report will include the impact of the spending on the attainment and progress of the pupils supported by this funding. The report will also outline the progress made towards narrowing the gap, including school data.

Regular reports will also be presented to the governing body of The Avenue Infant School. These reports will evaluate the impact of the funding throughout the year and make adjustments to provision as needed.

Reporting to Parents

Parents will be able to obtain information on pupil premium spending via the annual report on the school's website.

Responsibility for reporting

The Headteacher will be responsible for reporting. Other staff who provide interventions and support will contribute to the report, providing information on the success of the intervention and its impact.

1. Summary information					
School	The Avenue Infant School				
Academic Year	2018-2019	Total PP budget	£55, 872	Date of most recent PP Review	September 2018
Total number of pupils	181	Number of pupils eligible for PP	20	Date for next internal review of this strategy	September 2019

2. Attainment End of academic year 2017-2018				(EXS= Expected Standards, GDS= Greater Depth)Standard			
	<i>Pupils eligible for PP</i>	<i>All pupils (school)</i>	<i>Pupils not eligible for PP (national average)</i>		<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching EXS+ in Reading	54%	67%	78%	% reaching GDS in Reading	15%	23%	
% reaching EXS+ in Writing	39%	55%	73%	% reaching GDS in Writing	8%	15%	
% reaching EXS+ in Maths	54%	67%	79%	% reaching GDS in Maths	23%	25%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils start Reception with poor basic speech and language skills and limited experience of stories / books and creative play. The lack of these early skills means vocabulary and understanding is restricted which negatively impacts on the development of pupils' reading and writing skills. Phonic reading skills are low for some children eligible for PP funding across FS and Y1. This has had an effect on their ability to pass the Phonics Screening Check at the end of Y1.
B.	A high proportion of children eligible for PP funding are also SEN (particularly in Y2). This has an impact on progress at the end of the KS.
C.	Many PP children across the school have gaps in learning in reading, writing and maths.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance for disadvantaged pupils was 95.1 % in 2017-2018 (below the target of 96% for all pupils). This reduces school hours and causes pupils to fall behind / reduces opportunities to accelerate progress. Pupils also tend to have less access to enrichment / extra-curricular experiences out of school.
F.	Pupils' well-being is adversely affected by their disadvantaged home life, leading to social and emotional difficulties. When pupils' start school they are not school-ready in terms of their physical and emotional needs.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A	Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1.	Progress in Communication and Language, Reading and Writing is strong so attainment gaps are closing for each cohort. Close the attainment gap of pupils eligible for PP funding who pass phonics screening compared with non PP pass rate in school. 55% of Y1 PP children pass Phonics screening check.
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
B	Attainment and progress of SEN PP pupils show that outcomes have improved due to accelerated progress and children are meeting their aspirational targets.	PP children with SEN diminish the difference in attainment to non PP SEN and make accelerated progress.
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
C	To improve outcomes for vulnerable pupils through accelerated progress to diminish the difference between their attainment and the national average of non PP children.	All children given the opportunity to reach national expectations and above. PP children meet their targets in Reading, Writing and Maths. Any attainment difference at expected standard or better between PP and non-PP pupils reduced from previous year (for that cohort): Y2 gap: Reading gap of not more than 15%, Writing not more than 15%, Maths not more than 15% Y1 gap: Reading gap of not more than 15%, Writing not more than 15%, Maths not more than 10%
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
D	Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Reduce persist absence and number of lates among PP pupils; attendance to be at 96% and persistent absence at 6.2% for PP (national average). Tracking shows improvements for PP pupils with lower attendance over the academic year. PP pupils to have funding to support school uniform purchase and extra-curricular clubs.
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Desired outcomes <i>(Desired outcomes and how they will be measured)</i>
E	For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.	Pupils demonstrate positive learning behaviours and respond to interventions for emotional and social issues; well-being measure shows progress for case study pupils. Data shows that PP pupils with social and emotional issues have made good or better progress at all assessment due to appropriate interventions.

1. Planned expenditure					
Academic year		2018-2019			
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
A. Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1. accelerated progress for all PP pupils in Reception and Year 1.	EYFS teaching and support staff training in using effective questioning and interaction to develop pupils language and literacy skills Embed Helicopter stories to improve pupils’ storytelling skills	Early Years Intervention = +5 months EEF toolkit suggests that ‘Early Years intervention’, specifically improving interaction between staff and children appears to have a more positive impact that increasing the quality of the provision or changing the physical environment of early years settings.	Use training days, staff meetings and team meetings to deliver training. Termly monitoring timetable actions by SLT and governors and reported back to Standards and Quality Committee and FGB.	HT, EYFS lead	December 2018, March 2019, July 2019
A. Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1.	Review phonics teaching across school and ensure consistency, raised pace and expectations. Phonics intervention for Y1 PP pupils to ‘keep up’ rather than catch up.	Phonics approach to reading = +4 months EEF toolkit	Monitoring to take place monthly by English lead and governor where possible (including data / progress analysis- groups comparison, lesson drop ins, pupil voice) to Standards and Quality Committee and FGB.	English lead, HT	December 2018, March 2019, July 2019

C. To improve outcomes for vulnerable pupils through accelerated progress to diminish the difference between their attainment and the national average of non PP children.	<p>20 day challenge- individual focused targets are worked on with a TA on a daily basis for 20 school days. Support resources / ideas are shared with parents / carer.</p> <p>Additional 1-1 reading session each week with focus on comprehension (reading as a reader and reading as a writer skills from Talk for Writing principles)</p>	<p>Individualised instruction = +3 months, 1-1 tuition = +5 months, parental engagement = +3 months EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Reading comprehension strategies = +6 months EEF toolkit</p>	Monitoring (records check, learning walk and book look) will be carried out by SLT and PP governor on a termly basis. Termly PP review meetings will be held with SLT, class teachers and PP governor to discuss individual progress and provision. Feedback will be presented to the Standards and Quality committee and the FGB.	PP lead English lead Maths lead	December 2018, March 2019, July 2019
Total budgeted cost					£18,344
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
A. Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1. accelerated progress for all PP pupils in Reception and Year 1.	<p>Music and communication teacher – weekly group sessions using singing to develop language and communication skills, alongside self-confidence and self-esteem</p> <p>£700</p>	<p>Oral language interventions = +5 months, Social and Emotional learning = +4 months EEF toolkit.</p> <p>Specialist intervention to improve language and communication skills, confidence, self-esteem and social communication</p>	<p>Termly monitoring (data, well-being measures, pupil voice)</p> <p>PP review meetings each term and pupil progress meetings.</p>	PP lead	December 2018, March 2019, July 2019

B. Attainment and progress of SEN PP pupils show that outcomes have improved due to accelerated progress and children are meeting their aspirational targets.	Provide weekly targeted intervention sessions to identified PP pupils in reading, writing and maths Precision teaching, Dough disco, Plus One maths, phonics catch up 2 x weekly sessions as identified in termly meetings (subject and pupil changes due to data analysis / reviews) Costs combined with overall for section i	Small group tuition = +4 months EEF toolkit	Termly monitoring by SENCO and PP lead (including data, work scrutiny, observations and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of deliver and evaluation of progress in PP review meetings each term and pupil progress meetings. Reviews will inform changes to be made to current provision.	SENCO, PP lead	December 2018, March 2019, July 2019
C. To improve outcomes for vulnerable pupils through accelerated progress to diminish the difference between their attainment and the national average of non PP children.	Homework club for PP pupils- offered to PP pupils in KS1. Year 1 and 2 PP pupils will benefit from the opportunity to complete homework, with access to digital technology, in a supportive, small group environment. £492 Staffing £200 resources Storytime Magazine subscription for homework club £40	Homework (Primary) = +2months, Extending school time= +2 months, Small group tuition = +4 months EEF toolkit	Termly data and well-being measured. Improved learning behaviour evident in class.	PP lead	December 2018, March 2019, July 2019
C. To improve outcomes for vulnerable pupils through accelerated progress to diminish the difference between their attainment and the national average of non PP children.	Writing conferencing / feedback sessions 1 x small group session weekly providing targeted feedback to each pupil on their writing outcomes / progress and next steps from the week's work	Feedback = +8 months EEF toolkit Research shows the high and positive impact feedback can have, particularly when focused on the learning itself, the process of learning, the pupil's management of their learning or self-regulation	Termly monitoring by PP lead, PP governor (pupil voice, book look, data, learning walks) to evidence the impact and how well sustained the impact is in pupils' written work	PP lead, English lead	December 2018, March 2019, July 2019

A. Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1. accelerated progress for all PP pupils in Reception and Year 1.	Digital technology based resources- Project x e-books subscription £210	Digital technology = +4 months EEF toolkit PP pupils may have less home experience of technology and research shows improved engagement for many pupils when their learning is supported appropriately by digital technology.	Pupil voice , observations, data review on a termly cycle	PP lead	December 2018, March 2019, July 2019
Total budgeted cost					£1,642
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
C. To improve outcomes for vulnerable pupils through accelerated progress to diminish the difference between their attainment and the national average of non PP children.	Home library – provide key class books for PP pupils to take home. Resources to support the needs / aspirations of individual PP pupils £800	Parental engagement = +3 months, reading comprehension strategies = +6 months EEF toolkit. PP will benefit from books to take home to develop their own library of books at home- to encourage parental involvement with reading and developing pupils' reading skills and reading for pleasure.	Data drop 3x a year Pupil voice	PP lead	December 2018, March 2019, July 2019

E. For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.	Additional hours for Family Support Worker to support pupils and their families according to need £15,969	Social and Emotional learning = +4 months, Parental engagement = +3 months EEF toolkit. Family Support Worker will be available to PP pupils for individual support programmes such as 'Protective Behaviours' and 'Drawing and Talking'. Such support is proven to improve well-being and self-esteem. FSW support of PP families would improve parental involvement.	Well-being scores. Pupil voice and parent feedback. Track engagement and review need at termly PP review meetings or as required.	FSW and HT / PP lead	December 2018, March 2019, July 2019
D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Breakfast club- subsidised places / staffing £2,268	Extending the school day= +2 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Pupils also benefit from a calm, social start to the school day and a good breakfast	Attendance is monitored weekly and termly trends are analysed. Breakfast club subsidised places should help support good attendance rates for these pupils	PP lead / Attendance Officer	December 2018, March 2019, July 2019
D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Vouchers for enrichment clubs and subsidised uniform £4,017	Extending the school day +2 months, Sports participation +2 months EEF toolkit Parents / carers of PP pupils (currently FSM) will be given a £100 voucher to redeem against before or after school club of their choice or for school uniform. Pupils will have improved well-being and sense of belonging and readiness for learning by having the same uniform as others.	Tracking spreadsheet of clubs uptake Termly well-being and involvement measures. Tracking extra-curricular engagement at termly PP review meetings.	School Business Manager (SBM) / Bursar	December 2018, March 2019, July 2019
D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all	Subsidised school trips £600	Outdoor Adventure learning= +3 months EEF toolkit Pupils will have access to the same curriculum enrichment opportunities as their peers and not be penalised due to any family financial hardship	Termly well-being measures. Tracking extra-curricular engagement at termly PP review meetings.	SBM, PP lead	March 2019

	Subsidising Universal Free School Meals for PP children £7,000	Required funding for UIFSM for those pupils eligible for PP funding	Finance visits / audits Governor review	SBM	March 2019
Total budgeted cost					£30,654
TOTAL					£50,640