

Pupil premium strategy statement 2018-2019 – END OF YEAR IMPACT STATEMENT (August 2019)

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. End of Key Stage Attainment 2018-2019 Year 2 = 11 pupils eligible for Pupil premium Funding (EXS= Expected Standards, GDS= Greater Depth)						
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>Pupils not eligible for PP (national)</i>		<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>
% reaching EXS+ in Reading	36%	55%	78%	% reaching GDS in Reading	0%	17%
% reaching EXS+ in Writing	27%	52%	73%	% reaching GDS in Writing	0%	12%
% reaching EXS+ in Maths	64%	72%	79%	% reaching GDS in Maths	0%	13%

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)</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.
END OF 2018-2019 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME A: Provision for Communication and Language and phonic skills have accelerated progress for all PP pupils in Reception and Year 1.		
<p><i>During the academic year 2018-2019 all pupils supported by Pupil Premium funding in Reception made strong, accelerated progress in Communication and Language, Reading and Writing. Thereby eliminating the attainment gap by the end of the year (PP attainment exceeding non-PP). All PP pupils achieved the Early Learning Goal or better in Communication and Language and 80% in both Reading and Writing.</i></p> <p><i>In Year 1 during 2018-2019 80% of pupils supported by Pupil Premium funding made strong progress in Reading (more than for non- PP) and 70% in Writing (in line with non-PP). The gap in Reading attainment (between PP and non-PP) was eliminated over the year. The PP / non-PP attainment gap in Writing was reduced to -8% (from -14% at the start of the year).</i></p> <p><i>Phonics screening outcomes were not as strong as hoped although the percentage of PP pupils who passed the check was only just behind the percentage of non-PP. The rate of progress in phonics accelerated through the year for both PP and non-PP pupils.</i></p>		
Desired outcomes <i>(Desired outcomes and how they will be)</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.
END OF 2018-2019 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME B: Attainment and progress of SEN PP pupils show that outcomes have improved due to accelerated progress and children are meeting their aspirational targets.		
<p><i>All Year 2 pupils supported by PP funding made strong progress. The 55% of the PP group also had special educational needs (SEN) and all the SEN PP pupils met or exceeded their targets in Reading, Writing and Maths. More <u>exceeding</u> their targets in Writing and Maths than non-PP SEN. School Year 2 PP non-SEN outcomes compare positively to national non-SEN outcomes in Reading and Maths.</i></p> <p><i>In Year 1 89% of pupils supported by PP funding made strong progress and in Reception <u>all</u> PP pupils made good progress in Reading, Writing and Maths.</i></p>		
Desired outcomes <i>(Desired outcomes and how they will be)</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.	<p>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):</p> <p>Y2 gap: Reading gap of not more than 15%, Writing not more than 15%, Maths not more than 15%</p> <p>Y1 gap: Reading gap of not more than 15%, Writing not more than 15%, Maths not more than 10%</p>
----------	---	---

END OF 2018-2019 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME 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.

*End of KS1 2019 (Year 2 cohort): Progress measures and monitoring evidence for Year 2 cohort 2018-2019 show **strong progress** in Reading, Writing and Maths for pupils including those eligible for Pupil Premium funding. Good or better progress was made by all PP eligible pupils on steps measures and this accelerated over the year. All PP eligible pupils demonstrated strong progress given their individual context (evidenced in case studies). The difference in outcomes for PP pupil to non-PP pupils for this cohort improved in Reading and Maths, the target gap of no more than 15% (at expected or better) has been achieved in Maths only Further analysis shows that non-SEN PP pupils outcomes exceeded those of non-PP pupils in Reading, Writing and Maths.*

Across the school the progress of pupils supported by Pupil Premium funding is strong and has generally diminished the in-school difference, particularly for the Year 1 (difference is no more than -4%) and Reception cohorts (PP outcomes exceeded non-PP). This suggests the strategies to address barrier C have been successful in accelerating progress, diminishing the in-school difference and improving outcomes.

Homework Club: 62% of KS1 PP pupils have regularly attended homework club, supporting their progress and well-being (see below). Provision and support in homework club focused on supporting the pupils' engagement with homework challenges, additional support and opportunities for reading practice, including use of e-books on ipads and creative experiences to reinforce classroom learning.

Home library: All PP pupils have received books for their home library. This year these books have been the key texts for the children's English work to support their progress in reading and writing.

Desired outcomes (Desired outcomes and how they will be		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.

END OF 2018-2019 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME D: Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.

*Overall school attendance for the school year 2018-2019 was at 95.1% and pupil premium attendance was 94.2% (slightly increasing the gap from 2017-2018 by 0.1% to 0.9% difference). Persistent absence (pupils with attendance of below 90% for the school year) was at 8% for the whole school and 11% for pupil premium. However, individual tracking shows that the attendance of these pupils has **improved** over the year.*

PP eligible pupils were supported in extra –curricular opportunities: 59% attending at least one club

Trips were subsidised for all PP eligible pupils.

Pupils were also supported to be ready to learn with 55% using their voucher for free uniform and subsidised breakfast club places have supported the attendance of pupil premium eligible children.

Desired outcomes (Desired outcomes and how they will be)		Desired outcomes (Desired outcomes and how they will be measured)
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.

END OF 2018-2019 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME 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.

Music and communication for Pupil Premium eligible pupils has positively impacted their social and emotional learning and language and communication skills, evidenced by progress tracker.

Well-being tracking shows 89% of PP pupils now have high well-being levels (either having been raised or maintained over the year). 7% of pupils at a medium level of well-being. Pupils attending Homework club demonstrate high engagement with their learning and mostly high or very high well-being levels.

Tracking of social and emotional development shows positive impact of interventions such as Family Support Worker support and nurture circle time groups.

Enrichment clubs- majority (59%) of currently eligible pupil premium pupils have attended an enrichment club over the year.

PP supported pupils across the school have made good or better progress in all core areas.

DETAIL OF THE STRATEGY IMPLEMENTED IN 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	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	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>	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	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	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	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'	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	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	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-	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	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