

Pupil premium strategy statement (primary)

1. Summary information					
School	Bournville Infant School				
Academic Year	2017-18	Total PP budget	£38,178.50	Date of most recent PP Review	March 2017
Total number of pupils	270	Number of pupils eligible for PP	23	Date for next internal review of this strategy	March 2018

2. Attainment for end of Key Stage 1 2016			
	School PP	School Other	National Other
% achieving the expected standard and above in Reading	78%	91%	76%
% achieving the expected standard and above in Writing	78%	88%	68%
% achieving the expected standard and above in Maths	67%	92%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Specific social and emotional needs such as unsettled home lives or anxiety
B.	5 out of 16 Pupil Premium children also have SEN
C.	More able PP children not achieving greater depth in writing and maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	4 PP children have attendance of below 90% and a further 3 PP children with attendance below 95%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.	Children will be happier coming into school, have more confidence and will be ready and willing to learn.
B.	PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard	Improved outcomes in progress and attainment for PP/SEN pupils.
C.	A greater quantity of more able PP children will achieve greater depth in writing and maths	More PP children will have achieved greater depth in writing and maths
D.	Pupil premium children will have improved attendance and punctuality at school	Pupils eligible for Pupil Premium will have increased attendance and will therefore reach the 'expected' standard

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 to overcome barriers to learning	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard</p> <p>A greater quantity of more able PP children will achieve greater depth in writing and maths</p>	Quality First Teaching	To ensure the needs of each individual child are identified and addressed on a daily basis within the classroom.	<ul style="list-style-type: none"> Monitoring by SMT TA training 	LW	March 2018
<p>PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard</p>	SENDCo will have an overall view of need throughout school and take a strategic lead	SENDCo has detailed knowledge of the needs of PP and SEN pupils in school and the teaching experience to be able to direct the correct support to the correct child.	<ul style="list-style-type: none"> Monitoring of TA interventions Monitoring of quality first teaching Timetabling intervention to ensure the optimum amount of pupils are reached Monitoring of SENDCO by SLT through performance management 	LW	March 2018
<p>Pupil premium children will have improved attendance and punctuality at school</p>	Attendance lead will review attendance procedures and monitoring will be rigorous	All children will attend school more regularly and therefore reach the 'expected' standard	<ul style="list-style-type: none"> Follow rigorous attendance procedures Monitor PP children's attendance 	LW / school secretary	March 2018
<p>Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.</p>	In class provision such as visual timetables / reasonable adjustments at lunchtime	Some children who are anxious coming into school will be provided with personal visual timetables in order to show them their routines for the day, settle anxiety and prepare for change.	<ul style="list-style-type: none"> Ensure all classes have a visual timetable Ensure individual children's needs are met with adjustments to their daily routine 	LW/class teacher	Ongoing

PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard	Phonics Play – supporting resources for phonics teaching	Phonics Play provides interactive resources for teaching phonics which means children learn in a fun and active way	<ul style="list-style-type: none"> • Learning walks • Phonic screening results • Literacy books 	EP/LW	March 2018
PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard A greater quantity of more able PP children will achieve greater depth in writing and maths	Liz Hopkins – Mastery in Maths		<ul style="list-style-type: none"> • 	EP	July 17
Total budgeted cost					£12,793.30 (1 day of SENDCo time per week) £100 Phonics Play £567.50 (Liz Hopkins) Total: £13,460.80
ii. Targeted support					
Desired outcome	Chosen action/approach to overcome barriers to learning	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard	Intervention groups – Language Land, 1 st Class @ Number, Direct Instruction, Precision teaching, Narrative and Written Narrative groups	Targeted intervention for each child's specific learning need to enable them to progress in their learning and reach an 'expected' standard	<ul style="list-style-type: none"> • Monitor quality of interventions • Monitor delivery of intervention by TA • Early identification of specific needs of PP children 	LW/JR	Ongoing / March 2018

PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard	Number shark	Number shark is a computer based programme that practices basic number skills and understanding of what numbers mean. It is an individual intervention that has proved successful with supporting word learning skills	<ul style="list-style-type: none"> • Daily use in the classroom • Monitor impact on mental maths targets and maths books • Monitor attainment 	LW/class teachers	March 2018
A greater quantity of more able PP children will achieve greater depth in writing and maths	Pupil Premium Lead/SENDCo to carry out targeted intervention with more able PP children to enable them to reach 'greater depth' in their learning	Targeted intervention for each child's specific learning need to enable them to progress in their learning and reach a 'greater depth' standard	<ul style="list-style-type: none"> • Monitor quality and delivery of interventions by SLT • Monitor attainment of specific children using SPTO • English and maths books 	LW / SLT	Ongoing/March 2018
A greater quantity of more able PP children will achieve greater depth in writing and maths	'Buzz' magazine – maths based magazine	This is a maths magazine to encourage maths in a fun and practical way. This would be to provide our more able PP children to broaden their experience and deepen their knowledge. It would also provide a link with learning at home.	<ul style="list-style-type: none"> • Regular discussion about activities from the magazine • Working groups using activities from their magazine • Monitor attitudes towards maths and attainment 	LW / Class TA's	Ongoing / March 2018
Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional	1:1 sessions with FSW (Nicki Bamgbose) / school nurse (Amanda Galligan)	Support for children with their social and emotional needs will help children to be more ready and willing to access their learning and therefore impact on progress	<ul style="list-style-type: none"> • Monitor FSW caseload • Monitor school nurse caseload • Track academic progress 	LW / NB / AG	Ongoing / March 2018
A greater quantity of more able PP children will achieve greater depth in writing and maths Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.	FSW to work with a group of children including more able PP children with social skills, values and confidence.	To widen the breadth of opportunities available to more able PP children to deepen their understanding of the world	<ul style="list-style-type: none"> • Monitor FSW caseload • Take pre & post assessments to measure impact • To monitor attainment through SPTO 	LW / NB	March 2018

Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.	Pre-tutoring - weekly learning in class but also for special curriculum enrichment days, educational visits or particular celebrations ie, xmas party	Children who are anxious about changes in routine can benefit from pre-tutoring to eliminate the element of surprise and prepare them for change.	<ul style="list-style-type: none"> • Gather information about trips in advance • Year groups to include planning for pre-tutor group in their planning meeting • Weekly pre-tutor groups • Involve parents in pre-tutoring at home 	LW / JR / class teachers	Ongoing
Total budgeted cost					£6,396.67 (half day of SENDCo time per week) £4185 (TA additional hour per day) £2650 (FSW 3 hours per week) £600 (Numbershark) £30 (Buzz magazine) Total: £13,891.67
iii. Other approaches					
Desired outcome	Chosen action/approach to overcome barriers to learning	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Family Support Worker , School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.	Early Help / support for families	Early intervention with the family can enable the child to have a more settled home life and therefore access learning more readily and make expected progress	<ul style="list-style-type: none"> • Monitor FSW caseload • Track academic progress 	LW / NB	March 2018
A greater quantity of more able PP children will achieve greater depth in writing and maths	Educational visits / extra-curricular activities – widening the knowledge and experience of more able pupils	Children from disadvantaged backgrounds may not have the same opportunities at home to widen their knowledge and experience and therefore ensuring free access to extra-curricular activities will ensure they have the same opportunities –	<ul style="list-style-type: none"> • Offer clubs • Signpost parents to out of school activities in the newsletter • Cover costs of trips and clubs 	LW / JD	March 2018

<p>PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard</p> <p>Family Support Worker, School nurse and Bournville Infant school will have supported PP families and children with their social and emotional needs.</p>		<p>this is in addition to targeted academic support</p>			
<p>A greater quantity of more able PP children will achieve greater depth in writing and maths</p> <p>PP children with SEN will be supported through quality first teaching and targeted intervention to reach the 'expected' standard</p>	<p>Free School Meals and snack time drink</p>	<p>Children who have eaten well and are hydrated have an increased ability to listen and focus during their learning time at school.</p>	<ul style="list-style-type: none"> • Ensure all PP children receive a hot meal and drink during the school day 	<p>EP / JD</p>	<p>March 2018</p>
Total budgeted cost					<p>£2650 (FSW 3 hours per week)</p> <p>£10,051.00(FSM)</p> <p>£1,594 (Ed visits / extra-curricular activities)</p> <p>Total: £14,295</p>
					<p>TOTAL: 41,617.50 (Variance -£3439.00 to be carried forward into 2018/2019)</p>

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach to overcome barriers to learning	Estimated effect: Did you meet the success criteria? Include effect on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	SENDCo/PP Lead will have an overall view of need throughout school and take a strategic lead	1 PP child in year 1 was removed from the SEN list at the end of the academic year due to good progress. 3 PP children received S & L intervention all making significant progress particularly with speech. SEN results saw an increased number of children make an 'expected' level for their age and PSS commented on 'how well the SENDCo knew the children in school and that it was clear she was working hard for them' in her new role.	Provision will continue and SENDCo will have a clear focus on PP children throughout school. SENDCo will focus on more able PP and supporting those children to achieve greater depth.	£4777 (half day of SENDCo time)
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Liz Hopkins – Mastery in Maths	Following an audit, Liz Hopkins states that 'there has been a real impact since November 2016' in the area of mental calculation development in key stage 1. Reception results were very good and 100% of PP children made above average progress in number.	The work that Liz carried out will continue to be built upon throughout school and will be supported by a maths specialist from Bournville Junior School next year.	£567.50 (1 day of Liz Hopkins time in school)
PP children will have improved attendance and punctuality at school	Attendance procedures	5 out of 7 Year 1 PP children improved their attendance during the year 2016/2017. 3 out of 8 children in year 2 improved their attendance during the year 2016/2017.	Attendance procedures need to be reviewed and made more consistent and robust. We will continue to monitor PP attendance and monitor attainment on SPTO.	
ii. Targeted support				
Desired outcome	Chosen action/approach to overcome barriers to learning	Estimated effect: Did you meet the success criteria? Include effect on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Intervention groups – Language Land, 1 st Class @ Number, Direct Instruction, Precision teaching	3 PP children were given 1 st Class @ Number intervention and they made 9 months, 5 months and 3 months progress as a result of a 4 week course. 3 PP children received phonics intervention, 2 of which passed the phonics screening test as a result.	Interventions will continue next year – it will be important to be mindful of how many PP children are receiving additional support and the continued impact.	£3,960 (TA additional hour per day)
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Number shark	This intervention was not purchased in time to impact on this cohort of pupil premium.	Number shark will be purchased in 2017/2018 and used with pupil premium children throughout school.	£600 (Number shark)
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Speech and Language support	3 PP children received speech and language support during the year. 1 year 2 child improved her error rate from 47 errors to just 19 errors which impacted on her speech by 1 year and 6 months. 1 year 1 child improved his error rate from 33 errors to just 6 errors which improved his speech to now be age related. 1 reception child improved in all areas of speech and language as a result of Language Land intervention.	SENDCo/Pupil Premium lead will continue to deliver S & L support to any children with a specific need whether or not they are eligible for PP.	£4777 (half day of SENDCo time)

iii. Other approaches

Desired outcome	Chosen action/approach to overcome barriers to learning	Estimated effect: Did you meet the success criteria? Include effect on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP Parents will be informed, supported and encouraged to take part in extra-curricular activities and feel better able to support learning at home	Educational visits / extra-curricular activities – widening the knowledge and experience of more able pupils	Educational visits and extra-curricular activities inspired deeper learning and widened those children's experiences.	This provision was not taken up by a large amount of PP families and so it will be important next year to reach many more children and their families.	£254

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk