

Pupil premium strategy statement (primary)

1. Summary information					
School	Bournville Infant School				
Academic Year	2016-17	Total PP budget	£39440	Date of most recent PP Review	September 2016
Total number of pupils	270	Number of pupils eligible for PP	23 (2 PP+ as of April 2017)	Date for next internal review of this strategy	September 2017

2. Attainment for end of Key Stage 1 2016			
	School PP	School Other	National Other
% achieving the expected standard and above in Reading	71%	84%	74%
% achieving the expected standard and above in Writing	71%	79%	65%
% achieving the expected standard and above in Maths	71%	86%	73%

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.	PP children with specific social and emotional needs such as low self-esteem, lack of confidence and negative experiences in their home lives	
B.	Pupil Premium children who also have SEN/S & L needs	
C.	PP parental engagement affecting issues such as curriculum enrichment and learning at home.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Family Support Worker and School nurse will have supported PP families and children with their social and emotional needs.	Improvement in self esteem and confidence will ensure PP children are ready and willing to learn.
B.	PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Improved outcomes in progress and attainment for PP/SEN pupils.
C.	PP Parents will be informed, supported and encouraged to take part in extra-curricular activities and	Improved outcomes, diminishing the difference in attainment between PP

	feel better able to support learning at home	and others.
D.	Pupil premium children will have improved attendance and punctuality at school	Pupils eligible for Pupil Premium will have increased attendance and will therefore meet age related expectations

5. Planned expenditure

Academic year	2016/17
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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.

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 review implementation?
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	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"> Quality First Training from PSS Monitoring by SMT TA training 	EP	March 2017
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	SENDCo will have an overall view of need throughout school and take a strategic lead	SENDCo has detailed knowledge of the needs of PP 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 2017
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Liz Hopkins – Mastery in Maths	Liz Hopkins will be in school working closely with class teachers to ensure maths provision in school is of the highest quality and is allowing for breadth and deepening knowledge of number. See review of 2015/16.	<ul style="list-style-type: none"> Learning walks Maths books 	EP	March 2017
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	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 2017

PP parents will be informed, supported and encouraged to take part in extra-curricular activities and feel better able to support learning at home	Meetings, letters & signposting	To keep PP parents well informed of opportunities to widen and deepen their children's knowledge and understanding of the world.	<ul style="list-style-type: none"> • Signposting in the newsletter • Meetings/communication with class teachers and SENDCo • Club letters 	Office staff EP	March 2017
Pupil premium children will have improved attendance and punctuality at school	Attendance procedures	PP children will attend school more regularly and therefore make more progress with their learning	<ul style="list-style-type: none"> • Follow attendance procedures • Monitor PP children's attendance 	EP / school secretary	March 2017
Total budgeted cost					<p>£9,553 (1 day of SENDCo time)</p> <p>£567.50 (1 day of Liz Hopkins time in school)</p> <p>£100 (Phonics play)</p> <p>Total: £10.220.50</p>
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?
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	Targeted intervention for each PP child's specific learning need to enable them to progress in their learning	<ul style="list-style-type: none"> • Monitor quality of interventions • Monitor delivery of intervention by TA • Early identification of specific needs 	LW/JR	Ongoing / March 2017
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	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 2017

PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Speech and Language support	Targeted intervention for PP children with specific S&L difficulties to enable them to make progress in their learning	<ul style="list-style-type: none"> Regular review of child's targets Monitor SENDCo's delivery and planning for S&L by SLT Assess impact on progress 	LW / SLT	Ongoing / March 2017
Family Support Worker and School nurse will have supported PP families and children with their social and emotional needs.	1:1 sessions with FSW (Trevina Edwards) / school nurse (Amanda Galligan)	Support for PP 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 	EP / TE / AG	Ongoing / March 2017
Total budgeted cost					<p>£4777 (half day of SENDCo time)</p> <p>£3,960 (TA additional hour per day)</p> <p>£2600 (FSW 3 hours per week)</p> <p>£600 (Number shark)</p> <p>Total: £11,937</p>
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?
Family Support Worker and School nurse will have supported PP families and children with their social and emotional needs.	Early Help / support for families	Early intervention with the PP 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 	EP / TE	March 2017
PP Parents will be informed, supported and encouraged to take part in extra-curricular activities and feel better able to support learning	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 	EP / JD	March 2017

at home					
PP, SEN and Speech and Language needs will have been supported through quality first teaching and targeted intervention	Free School Meals	Children who have eaten well have a increased ability to listen and focus during their learning time at school.	<ul style="list-style-type: none"> Ensure all PP children receive a hot meal during the school day 	EP / JD	March 2017
Total budgeted cost					£2600 (FSW 3 hours per week) £11,799 (FSM) £2750.50 (Ed visits / extra-curricular activities) Total £17,149.50

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved tracking of Pupil Progress for all groups in particular PP and more able PP children	Implement new tracking system.	Staff better able to track PP groups within their classes, particularly identifying any PP pupils requiring additional support.	Staff need to track groups within groups to identify how to move these children on.	£500 (Stepping Stones) – additional provision
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes with phonics, writing and number for PP children	SENDCo and TA to work 1-1 and with small groups with PP children	5/8 children eligible for PP passed the phonics test 71% of disadvantaged pupils achieved expected or above compared to 70 % nationally in writing. 29% of our disadvantaged pupils achieved greater depth compared to 16% nationally.	71% of our disadvantaged children achieved expected or above compared to 77% nationally. We have learnt that more intervention and quality first teaching in maths is needed to ensure PP children reach age related expectations.	£13,783 (SENCo) £12,490 (TA support) £2000 (A for All programme) £720 (PSS top-up) TOTAL: £28,993

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children with complex and significant needs will be supported by Educational Psychologist to improve attainment	Support for PP children and staff with strategies to improve the teaching and learning of children with specific needs	Work with Ed Psyc has impacted on 1 PP/SEN child in particular who was an elective mute. She is now talking. This has meant we could identify speech and language problems and begin to work with her to support this area. The Ed Psyc service also worked with a number of children who are not eligible for pupil premium that had a range of difficulties and supported staff to help them progress in their learning.	To use the educational psychology service for in house training in specific and complex needs to reach a larger number of staff and children.	£2,105 (Ed Psyc service)
Support for PP children and families with social and emotional needs	Family support worker (Father Hudson)	FSW has worked with 6 PP families. This support has included liaising with Children's services, leading CAF assessments, supporting with behaviour and attendance. Families have felt more supported by signposting and ongoing support.	We will continue to work closely with our Family Support Worker (Father Hudson)	Additional provision
Widening experiences of disadvantaged children	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 has enabled them to experience the same opportunities	This provision will continue but it is important to reach more children with this opportunity.	£160 (ed visits / extra-curricular)

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