

Pupil premium strategy statement:

1. Summary information					
School	Downs View Infant School				
Academic Year	2016/17	Total PP budget	Sept 16 – Mar 17 £46,189.98 April 16 – March 17 £92,380	Date of most recent PP Review	25 TH November 2016
Total number of pupils	268	Number of pupils eligible for PP	50	Date for next internal review of this strategy	13 th March 2017

2. Current attainment		
Attainment for: 2015-2016 end of KS1(27children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y2)</i>
% achieving expected standard or above in reading, writing and maths	51.9%	68.3%/63.9%
% achieving expected standard or above in reading	66.7%	78.3%% / 77.2%
% achieving expected standard or above in writing	59.3%	71.7% / 69%
% achieving expected standard or above in maths	81.5%	88.3% / 75.9%

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.	Low levels of wellbeing and involvement – Some PP children have low levels of wellbeing and involvement slowing progress in all curriculum areas
B.	Oral language skills in Reception are lower for PP children. This slows reading progress in subsequent years
C.	Poor fine motor control is hindering progress of some PP children with their writing
D.	Poor speech and language skills – children have difficulty to articulating there ideas/needs and limited understanding of expectations and curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low Attendance- This reduces school hours and can cause pupils to make limited progress towards end of year expectations.
F.	Family vulnerability –Impacts on children’s levels of wellbeing and involvement, social and emotional needs, attendance
G.	Limited literacy support at home- children do not read at home or complete home learning tasks, slowing progress in English and lowering the child’s personal expectations of their possible achievement.

4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evidence</i>
A.	Desired Outcomes: PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline Measure: Wellbeing and involvement scores – Leuven scale	PP children with low levels of wellbeing and involvement will have high levels of wellbeing and involvement Pupils eligible for PP are able to access the curriculum and make at least expected progress from their baseline	<ul style="list-style-type: none"> Wellbeing and involvement scores for all children eligible for PP. Termly Target Tracker data End of year/Key stage data
B.	Desired outcome: PP children's reading improves in line with non-pp children nationally Measure: Target Tracker , Interim frameworks 2015/16 data Downs View disadvantaged expected + 66.7% National other expected + 77.2% GAP 10.5%	Pupils eligible for PP make better progress in reading so that their writing is influenced by this Pupils eligible for PP achieve 75% pass in and phonics tests in Year 1. Pupils enjoy reading and can talk enthusiastically about a book they are enjoying 83% Pupils eligible for PP achieve at least expected in reading compared to 'other' nationally - 78 % in 2016	<ul style="list-style-type: none"> End of KS1 reading data End of EYFS reading data Reading assessments Termly Target Tracker data Year 1 phonic screening test results
C.	Desired outcome: PP children's writing improves in line with non-pp children nationally Measure: Target Tracker , Interim frameworks 2015/16 data Downs View disadvantaged expected + 59.3% National other expected + 69% GAP 9.7%	Pupils eligible for PP write with confidence and enjoyment Pupils eligible for PP can achieve well in SPAG Pupils eligible for PP have good fine motor control impacting on handwriting 70% pupils eligible for PP achieve in line with non-PP children nationally - 70% in 2016	<ul style="list-style-type: none"> End of KS1 writing data End of EYFS reading data Termly Target Tracker data
D.	Desired outcome: PP children's speech and language skills improve Measure: Language Link scores	Pupils eligible for PP speech improves, children can be understood and articulation improves Language link scores improve The percentage of children requiring speech and language support reduces by 40%	<ul style="list-style-type: none"> Language Link Scores Speech Assessments
E.	Desired Outcome: To close the attendance gap between the percentage of Pupil Premium and 'other' children	Reduce the number of persistent absentees among pupils eligible for PP Attendance for Pupils eligible for PP is in line with national at least 95% Lateness of Pupils eligible for PP improves The attendance gap between the percentage of Pupil Premium and 'other' children will have closed to 0.5%	<ul style="list-style-type: none"> Weekly/Termly attendance percentage data
F.	Desired outcomes: Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Measure: wellbeing and involvement scores, Play therapy SDQ scores	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues 0% of children have low levels of Wellbeing and	<ul style="list-style-type: none"> Wellbeing and involvement scores for all children eligible for PP.

		involvement by the end of Term 6	
G.	<p>Desired Outcomes: Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children.</p> <p>Measure: Attendance at workshops</p>	<p>Parents of children who are eligible for PP are engaged in their children's education and support their children at home by assisting with home learning, attending workshops and listening to their children read regularly.</p>	<ul style="list-style-type: none"> Workshop feedback forms and registers

5. Planned expenditure					
Academic year		2016/17			
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?
C. Children's writing improves in line with non-pp children	'Talk for Writing' training	This strategy has been successful at raising attainment in schools within our collaboration.	All teachers and TAs will attend a workshop training them with the principles for 'talk for writing' Teachers and TAs will visit schools using the 'talk for writing' approach and observe lessons being taught. Provide feedback following lesson observations – focusing on strengths and areas for development.	English Leader	March 2017
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?
A. PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	Forest School	Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Forest School aims to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner. These principles of Forest School will provide children with opportunities that engage and enthuse and raise levels of wellbeing.	Monitoring of wellbeing and involvement scores Join in/observe Forest School session to monitor progress of individuals Discussion with Forest School Lead	PP champion Forest School Leader	End of terms 1,2,3,4,5,6

<p>B PP children's reading improves in line with non-pp children</p>	<p>Provision of additional 1:1 reading and attendance at a lunchtime reading club. Purchase of new books to bol</p>	<p>Children who have limited or no opportunity to read at home benefit from receiving regular extra reading support with an adult in school. This opportunity helps to build up confidence and with careful selection of book choice the enjoyment of reading. Reading club was an initiative used for targeted reading support last year at it was successful in promoting the enjoyment of reading and building children's confidence in nurturing environment.</p>	<p>Teachers to monitor 1; 1 reading support and regularly receive feedback from those leading the support. Pupil voice will be taken to ensure children are enjoying this opportunity. Talk to leaders of the reading club about the content of the club and the individuals involved and their needs to ensure that support is personalised.</p>	<p>Class teachers Reading club leaders</p>	<p>End of terms 1,2,3,4,5,6</p>
<p>C Children's writing improves in line with non-pp children</p>	<p>Fine motor intervention 'Jump Ahead'</p>	<p>Jump Ahead is a fine motor intervention that will improve the fine motor control the children have whilst writing. Poor letter formation, pencil grip, coordination and impacting on the ability of our children to write with fluency and stamina so this intervention has been chosen to improve the fine motor control.</p>	<p>Ensure trained staff lead the jump ahead programme supported by the inclusion leader. Jump ahead sessions are well planned and are personalised for the children's needs.</p>	<p>Inclusion leader Intervention TA</p>	<p>End of terms 1,2,3,4,5,6</p>
<p>D. PP children's speech and language skills improve</p>	<p>1:1 speech support(1/2 20mins x per week) 1:1 language support (1/2 20mins x per week)</p>	<p>A personalised speech or language support programme will help the children with their communication, confidence and accessing the curriculum.</p>	<p>Liaise with outside agencies that may be involved. Continue with targets set by outside agencies if appropriate. Inclusion to lead planning of intervention support and monitor progress.</p>	<p>Inclusion leader Intervention TA</p>	<p>End of terms 1,2,3,4,5,6</p>
<p>E The attendance of PP children improves</p>	<p>Project 95 The FLO/ attendance officer will lead Project 95 and work with families whose attendance is below 95%. If travel is an issue for families they will be offered ways to help.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. Supporting parents of children with low attendance helps to raise attendance. Providing means for children to get to school if alternatives are unavailable ensures that children get the education they deserve.</p>	<p>Attendance will be monitored weekly. Any absence will be addressed immediately. More frequent rewards will be given out for 100% school attendance within a week.</p>	<p>FLO/Attendance officer PP Champion</p>	<p>Weekly</p>

<p>F. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Art Therapy, Play Therapy and Socio-emotional groups</p>	<p>Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is used as a medium to address emotional issues which may be confusing and distressing. Play therapy provides a way for children to express their experiences and feelings through a natural, self-guided, self-healing process. As children's experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Socio-emotional groups provide children with opportunities to develop their understanding of their feeling and how to express them appropriately with their peers.</p>	<p>Termly Progress meetings Inclusion leader to liaise with therapists and monitor progress.</p>	<p>HT Inclusion leader Play, Art therapists</p>	<p>Termly</p>
<p>G. Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children.</p>	<p>FLO support for families</p>	<p>Part of the role of the FLO is to work with families, accessing resources, to help increase their involvement in the education and welfare of their children. With this support and increased involvement in children's learning children should make greater progress.</p>	<p>Regular updates with the FLO. Signposting of families so none are missed. Provision of training for parents e.g. workshops to see how children learn in school and parenting skills.</p>	<p>FLO HT DHT</p>	<p>Termly</p>
<p>iii. Other approaches</p>					

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?
A. PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	Payment of extracurricular club attendance for a term during the academic year	There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement when learning at school. Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem	Keep a record of the club attendance by all children eligible for pupil premium. Ensure through monitoring that all children are able to have the opportunity to attend a club that they are interested in attending.	PP Champion Staff who lead a club Business manager	Termly

6. Review of expenditure

Previous Academic Year: 2015/16

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Quality First Teaching provision for all pupils	Purchase of computing resources including iPads and interactive whiteboards	New interactive whiteboards had a positive impact on quality first teaching. They are key to the teaching of the curriculum. Ipad have increased assessment opportunities where children are able to film themselves and their peers and review the successes and areas for development. They are also used for research and consolidated learning in a range of curriculum areas, also including intervention groups.	The school now has up to date computing provision enabling children to access the curriculum effectively.	£3750
Children have high levels of wellbeing and behaviour at lunchtime	Employment of Senior Midday Supervisor	Outstanding systems are in place to create effective lunchtime provision. New roles, routines and training has been provided and all MDS have knowledge about the children and their needs and strategies to support individuals. Play has been developed and a new lunchtime behaviour reward system along with the raised profile of the star table for good manners and behaviour.	The creation of a Senior Midday Supervisor role has led to improved provision and behaviour at lunchtimes. The role needs to be permanent.	£3500

Guided reading training teaching is consistently good with at least 60% outstanding	All teachers and teaching assistants attended Guided reading inset training	Guided reading provision strategy developed. The percentage of children achieving at least the expected standard of attainment in Reading will rise.	This is an effective system; the structure of guided reading lessons has changed with a greater emphasis on comprehension skills. Texts have provided for the children are more personalised and engaging for the pupils. SPAG has been integrated into these lessons. The school achieved 74.7% of children achieving at least the expected standard, with 66.7% of disadvantaged children achieving at least the expected standard. A new assessment system has been bought help to monitor guided reading progress more accurately. The impact should be seen this academic year.	£600 for guided reading and phonics training
Phonics teaching is consistently good with at least 60% outstanding	All teachers and teaching assistants attended phonics inset training	Phonic provision strategy will develop. The percentage of children achieving at least the expected standard of attainment in the Year 1 phonic test and KS1 retakes will rise.	Phonics planning has changed to include more SPAG in KS1. Timetabling has changed in KS1 so that skills taught in phonics lesson are applied in the English lesson that follow it. 84.4% all children in Year 1 passed the phonic screening test with 82.2% FSM children. 74.4% of all Year 2 retakes passed the phonics screening compared to 83.3% FSM children.	
Growth Mindset approach is embedded into the curriculum.	All teachers and TAs attended a 'growth mind-set' training course	Teachers and TAs will apply knowledge and strategies from the training into classroom practise to ensure that children have high expectations and a 'can do' attitude to learning.	Observations of teachers have shown that children are becoming more resilient to coping with challenge within their work but it is a strategy that needs to be revisited to ensure consistency across the school.	£660
Pupil Premium Champion has up to date current knowledge to lead PP effectively	PP Champion attends PP training to network and keep update to with new initiatives and strategies that could possibly be implemented at Downs View. Teaching assistants attend pupil progress meetings.	Strategies are implemented to support wellbeing, progress and attainment of all pupils including those eligible for PP.	Not all strategies are appropriate for all schools and need to be adapted for own setting. Networking is vital to share practise.	£375
Pupil progress meetings have an impact on future attainment	EYFS outdoor area play enhancer is employed	Teaching assistants will have greater knowledge and understanding of the needs of all children in their classes and the personalised strategies required raising levels of wellbeing, involvement, attainment and accelerating progress.	This is a very successful strategy the teaching assistants knowledge of pupils is key to achieving a rounded picture of all pupils.	£650
EYFS outdoor area is set up daily to enhance learning and enrich vocabulary	A week project with a 'Carnival' theme to ease transition between Year 2 and 3 culminating in a film being made.	Language rich opportunities are created in the outdoor area to stimulate talk, vocabulary and learning.	This is an extremely successful way of providing a creative, stimulating learning environment that changes regularly and offers many opportunities for children to explore, develop their curiosity and language skills.	Salary £2650 Resources £1000
Children develop have high levels of wellbeing and develop strategies to cope with transition to		Children's concerns about transition were eased. Teamwork was key and the children developed support networks which they would be able to rely on when moving school. Resilience and strategies for coping with change were taught.	This is a very successful project- it has been run for 5 years and will continue to be run in the next academic year.	£2500

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
To diminish the attainment gap between disadvantaged children and all other children nationally.	Needs led intervention programmes and in class support established for disadvantaged children to diminish the attainment and progress gaps with other pupils nationally.	See school summary for impact. Disadvantaged pupils achieved better than all pupils nationally in <ul style="list-style-type: none"> • GLD • Year 1 phonics • Year 2 phonics retakes • KS1 maths- expected + • KS1 reading GDS • KS1 maths GDS 	Impact of group or support is not as effective if TA/ Inclusion leader needed to cover sickness possibly employ a cover TA to avoid this situation.	2 day per week Inclusion leader – £16,000 Full time TA – £ 15,200 TA – 80% of time £11,500 TA- £8, 122
Children attend extra-curricular clubs	Out of the dark/out of our tree Multi-skills Karate Football	Rising of levels of wellbeing and involvement. Development of resilience, confidence, self-esteem, social skills and strategies to manage behaviour.	This strategy needs to continue to ensure these children receive experiences that challenge and develop resilience.	£616 £160 £132
Development of resilience, confidence and self-esteem.	Attendance at a Orienteering day provided by ATA specifically for children eligible for PP G&T children eligible for PP to attend enrichment days in a range of curriculum areas.	Development of social skills, resilience and ability to face challenges. To build confidence, self-esteem and talents, raising children's own expectations and aspirations.	More opportunities like this would benefit children eligible for PP. Possibly provide these experiences in school if unavailable elsewhere. These creative experiences are wonderful opportunities for children to express themselves and their talents in the safety of a small group environment and develop confidence for the future. This strategy is to continue. See feedback forms for evidence of success.	£50 £300
Children have the uniform/ equipment required.	Payment of equipment and uniform. Ensuring all children eligible for PP have the uniform/equipment required for school.	Equality for all. Children have higher levels of wellbeing and self-esteem and are able to access all areas of the curriculum.	To continue this strategy as it is currently managed.	£150

To reduce lateness and low attendance.	To pay for the attendance at Breakfast club for children eligible for PP	Attendance and has lateness improved for children. Levels of wellbeing have risen, greater engagement in learning and progress. Children are not hungry. Parents wellbeing is improving.	To continue this strategy as it is currently managed.	£200
Pupil Premium funding is well managed and used appropriately with an impact on attainment.	Ensure that there is a dedicated lead responsible for PP.	Profile of the pupil premium and its possible impact has grown. Awareness of children eligible for PP has improved. PP as a group is monitored closely with an emphasis on how barriers for individual children can be overcome.	To continue this strategy as it is currently managed.	£6300
The school to have its own Play Therapist to support the needs of vulnerable children.	Play Therapist training	This role is just being developed- the play therapist is completing training and is currently working with a small number of children. This provision will increase as training furthers and will have a positive impact on the wellbeing of a greater number of children.	Training is to be completed and more children will be able to access the resource when signposted through Pupil progress meetings.	Training - £4,000 Salary- £3500
All children eligible for pupil premium funding attend educational visits	School educational visit payment	Additional pressures are not put on families. Attendance of educational visits improves wellbeing and involvement and stimulates curiosity and engagement in learning.	To continue this strategy as it is currently managed. To complete wellbeing and involvement scores for children eligible for PP before and after educational visits to monitor impact.	£450
Raising of low levels of wellbeing and involvement	One afternoon per week Forest school attendance	Wellbeing scores demonstrated that Forest School had a positive impact on levels of W&I. Social skills, confidence improved through attendance.	To continue this strategy as it is currently managed.	Forest School Teacher- £4600 Resources £500

7. Additional detail

N/A