

Pupil premium strategy statement (primary)

1. Summary information					
School	Sudley Infant School				
Academic Year	2018-19	Total PP budget	£23 040	Date of most recent PP Review	September 2018
Total number of pupils	330	Number of pupils eligible for PP	15 in total	Date for next internal review of this strategy	January 2019

2. Current attainment		
KS1 SATS for Pupil Premium –results from July 2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) Figures for 2017 (figures for 2018 not yet available)
50% achieving in reading, writing and maths	8 Yr2	71%
50% making progress in reading	8 Yr2	77%
50% making progress in writing	8 Yr2	57%
50% making progress in maths	8 Yr2	79%

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.	Poor home learning environments for some children
B.	Low speech and language skills
C.	Low learning skills due to SEND
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance/ punctuality for some children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Opportunities given in school not available in home - loan of tablets, trips, shows, iPad sessions. Results to be measured by checking completion of online tasks set. Staff to monitor increased capabilities using iPad in school.	Become familiar with use of technology they will need for learning
B.	Extra learning sessions for reading, writing and phonics. Half termly checks of phonic recognition to be done to monitor progress and monitoring of achievement of individual half term targets for reading and writing. Comparison of data against non eligible PP to be checked.	Improved levels of reading, writing and phonics

C.	Working with specialist teachers to target needs. Half termly checks of progress to targets and adapted or increased as necessary.	Focused learning means improved levels of achievement
D.	Work with EWO and parents to improve attendance and punctuality. Attendance officer to produce fortnightly data for attendance, acted on and compared to non eligible children	PP children improve attendance and punctuality

5. Planned expenditure

Academic year

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?
Improved engagement and attainment of y1 &2 disadvantaged pupils in reading	Early intervention for reading Access to LA SEN provision and specialist SEND teacher	Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind.	Monitor progress on a termly basis- more frequently if deemed necessary	SO/GW/LM/LG	Dec 2018 April 2019 July 2019
		Higher achievers attending booster comprehension and reading groups One to one reading and games to build up self esteem		Beanstalk Charity	Dec 2018 April 2019 July 2019
Improved engagement and attainment of y1 &2 disadvantaged pupils in writing	Small group work to improve writing on a regular weekly basis and monitor progress in class	Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind. Targeted approach helps less confident while in a small group improve their skills and understanding. More able children also offered writing group intervention to boost confidence and self esteem	Monitor progress on half termly basis noting next steps for individuals.	LM/LG	Dec 2018 April 2019 July 2019
Total budgeted cost					12 000

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?
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Improved phonics knowledge of children and specifically those who failed Y1 phonics check	Specific intervention with plans focused on individual needs help children achieve or exceed their expected targets in Phonics	Targeted small group work of phonics focussed on children's specific needs enables close monitoring and checking of progress by staff	Monitor progress on a termly basis- more frequently if deemed necessary	PM	Dec 2018-internally April 2019-internally July 2019- published
Develop logical thinking and turn taking	Lego therapy club targeted at ASD pupils and SEND to improve turn taking sharing, conflict resolution, listening, collaborative play, problem solving	The Lego therapy programme is a way to help children build and enhance skills that will help them reach their full potential. A number of our past PP and ASD pupils have benefitted from this programme	Staff will record and report on children's progress noting any improvements in skills of sharing and conflict resolution	LM/LG	Dec 2018-internally April 2019-internally July 2019- published
Improved attendance and punctuality	Working with the school attendance office and EWO parents will be encouraged to improve attendance of their child	Children who experience breaks in their education through missed days quickly start to lose the ability to keep on track with their peers and miss out on learning skills which will affect their progress and achievements.	Monitor attendance and punctuality on a fortnightly basis. Any child having less than 95% attendance will be highlighted and parents contacted	JW/EWO	Termly Final review July 2019
Total budgeted cost					6 000
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?
Improve access to technology and develop skills	ICT tech services small group work using technology	Children become familiar using computers children learn and develop new skills using computing equipment- ipads, tablet, laptops computing equipment at home and are able to access on line ebooks and homework	Staff to monitor use of ebooks as homework and check maths online homework completed. Skills checked and used in classroom situations effectively	SO/RM/CO	Monthly check of online books -report given Termly skills check
Wider experience of art and sports activities	Creative art and sports activities	Children have wide experience of musical activities, arts mark projects, puppet shows within the school enhancing their life experiences	Collect evaluations after each activity. Analyse and check effectiveness of activities and schemes	FH/RT	July 2019- complete analysis of success and suitability of activities
Total budgeted cost					5 040