

Pupil premium strategy statement (primary)

1. Summary information					
School	Lowe's Wong Infant School, Southwell				
Academic Year	2016/17	Total PP budget	£19,800	Date of most recent PP Review	March 2017
Total number of pupils	213	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	<p>Reading FSM 6/73 expected 50% greater depth 17% Disadvantaged 7/73 expected 43% greater depth 14%</p> <p>Writing FSM 6/73 expected 83% greater depth 0% Disadvantaged 7/73 expected 57% greater depth 0%</p> <p>Maths FSM 6/73 expected 67% greater depth 17% Disadvantaged 7/73 expected 43% greater depth 14%</p>	<p>66/73 expected 85% greater depth 50 %</p> <p>66/73 expected 80% greater depth 32 %</p> <p>66/73 expected 82% greater depth 39 %</p>
% making progress in reading	100%	95%
% making progress in writing	100%	95%
% making progress in maths	100%	95%

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 language and communication skills; children struggle to listen and pay attention, children speak with poor sentence construction, poor grammar and have a limited vocabulary
B.	Phonic knowledge; children have poor phonic knowledge, children struggle to apply their phonic knowledge when reading and writing
C.	Social skills; children struggle to develop appropriate social relationships and friendships, compared to their confident and socially able peers children have not had the same social opportunities, children have limited experiences out of school, there is a lack of engagement with extra-curricular opportunities (priority places and funded places for clubs are actively promoted to PP children)

External barriers (*issues which also require action outside school, such as low attendance rates*)

D. Parental support; children have poor attendance and increased lateness, children often lack school essentials (PE kit, reading diary and book not in school) children do not read or learn spellings at home, there is poor attendance at parents' evenings, children describe chaotic home lives including inappropriate TV/gaming/internet access, and lack of routines e.g. sleep, breakfast

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's communication, listening and language skills are at an expected developmental level.	<ul style="list-style-type: none"> • Children are able to listen with care and attention • Children are able to effectively communicate their ideas • Children are able to use the correct tense, and appropriate grammar to construct sentences • Children use a range of vocabulary appropriate to age related expectations • Children participate in regular Listening and Attention activities
B.	Children's phonic knowledge is at an expected level Children are able to apply their phonic knowledge in their reading and writing	<ul style="list-style-type: none"> • Children use their phonic knowledge to read and write • Children make the expected level in Reading • Children make the expected level in Writing • Children make the expected level in Phonics screening test Y1/Y2
C.	Children's social skills are developed Children are participate in a wide range of social opportunities	<ul style="list-style-type: none"> • Children retain and develop more friendships • Children are happy, resilient and show increased self confidence • Children participate in extra-curricular opportunities • Priority places for clubs and activities are actively prompted to children • Children are given subsidised places for social opportunities (including clubs, activities, visits and residential)
D.	Parental engagement increased	<ul style="list-style-type: none"> • Parents attend information and parents' evenings • Children's attendance and lateness is reduced • Parents are engaged in children's learning and support this at home

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?
Children's communication, listening and language skills are at an expected developmental level.	<p>Language lead TA/PP TA teaches regular "Listening and Attention" and "SALT" activities to support identified pupils</p> <p>The Talk for Writing approach is used to develop children language and vocabulary</p> <p>Weekly grammar lessons are taught in KS1,</p> <p>Teachers model excellent spoken English throughout all lessons</p>	<p>http://oer.educ.cam.ac.uk/wiki/The_Importance_of_Speaking_and_Listening Lyn Dawes and Neil Mercer University of Cambridge, "Children need direct guidance and structured practice in speaking and listening"</p> <p>http://www.talk4writing.co.uk/ Talk for Writing, developed by Pie Corbett, enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version</p> <p>Listening and Attention, Speech and Language Therapists. Nottinghamshire County TPCT Standards Fund Joint Training Project. 2002-2003. https://www.nottinghamshirehealthcare.nhs.uk/download.cfm?doc</p> <p>Early Communication and Language Progress Monitoring Sheet ECAT- Monitoring children's development is to plan and provide more accurate support for each child to make good progress.</p>	<p>Interventions are planned for and taught, feedback given to class teachers</p> <p>Progress shown in termly PP trackers</p> <p>Good practice, useful resources from training/network embedded in school practice</p>	EM	July 2017

<p>Children's phonic knowledge is at an expected level Children are able to apply their phonic knowledge in their reading and writing</p>	<p>High quality daily phonics teaching</p> <p>Small group and 1:1 intervention groups run by classroom teachers</p>	<p>https://www.gov.uk/government/collections/phonics Gov. UK DfE, 2011 'Clackmannanshire study' Johnston and Watson, 2005 https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/#effectiveness phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading</p>	<p>Interventions are planned for and taught, feedback given to class teachers</p> <p>Progress shown in termly PP trackers</p> <p>Good practice, useful resources from training/network embedded in school practice</p>	<p>EM</p>	<p>July 2017</p>
Total budgeted cost					<p>23,256 (TA) 476.75 (Literacy Volunteers)</p> <p>Total £23, 732.75</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?
<p>Children's communication, listening and language skills are at an expected developmental level.</p>	<p>"Listening and Attention" "SALT" "Talk for writing" and "Phase One Phonics" interventions</p> <p>Teachers model excellent spoken English</p> <p>PP TA attends half termly language Lead networks</p>	<p>http://oer.educ.cam.ac.uk/wiki/The_Importance_of_Speaking_and_Listening Lyn Dawes and Neil Mercer University of Cambridge, "Children need direct guidance and structured practice in speaking and listening"</p> <p>http://www.talk4writing.co.uk/ Talk for Writing, developed by Pie Corbett, enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version</p> <p>Listening and Attention, Speech and Language Therapists. Nottinghamshire County TPCT Standards Fund Joint Training Project. 2002-2003.</p>	<p>Interventions are planned for and taught, feedback given to class teachers</p> <p>Progress shown in termly PP trackers</p> <p>Good practice, useful resources from training/network embedded in school practice</p>	<p>EM</p>	<p>July 2017</p>

Children's phonic knowledge is at an expected level Children are able to apply their phonic knowledge in their reading and writing	PP TA leads small group and 1:1 intervention groups	https://www.gov.uk/government/collections/phonics Gov. UK DfE, 2011 'Clackmannanshire study' Johnston and Watson, 2005 https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/#effectiveness phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading	Interventions are planned for and taught, feedback given to class teachers Progress shown in termly PP trackers Good practice, useful resources from training/network embedded in school practice	EM	July 2017
Total budgeted cost					As above
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?
Children's social skills are developed Children are participate in a wide range of social opportunities	Children participate in extra-curricular opportunities Priority places for clubs and activities are actively prompted to children Children are given subsidised places for social opportunities (including clubs, activities, visits and residential)	https://www.theguardian.com/education/2016/apr/20/after-school-clubs-can-improve-poorer-childrens-education children who participate in after school sports and activities are more likely to achieve better than those that do not http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR446.pdf	<ul style="list-style-type: none"> • Children retain and develop more friendships • Children are happy, resilient and show increased self confidence • Children participate in extra-curricular opportunities • Priority places for clubs and activities are actively prompted to children • Children are given subsidised places for social opportunities (including clubs, activities, visits and residential) 	EM	July 2017
Parental engagement increased	Parents attend information and parents evenings	http://dera.ioe.ac.uk/2945/3/110308section3en.pdf Child attend school and less regularly late once parents are informed of the impact on learning, and admin systems are in place	<ul style="list-style-type: none"> • Parents attend information and parents evenings 	EM	July 2017

	Parent are informed of the impact on learning of lateness and absence		<ul style="list-style-type: none"> • Children's attendance and lateness is reduced • Parents are engaged in childrens learning and support this at home 		
Total budgeted cost					£400