

Pupil premium strategy statement, Lowe's Wong Infant School 2017 18

1. Summary information					
School	Lowe's Wong Infant School				
Academic Year	2017 18	Total PP budget	£18,700	Date of most recent PP Review	September 2017
Total number of pupils	202	Number of pupils eligible for PP	23	Date for next internal review of this strategy	September 2018

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	All children making small step progress Y2 2/7 PP children (*eligible to be assessed) at the end of KS1 reached the expected standard. (one of these children had unrelated exceptional needs) Y1 5/7 pupils achieved the expected standard in Maths and English NfER. EYFS the gap narrowed, but EYFS scores across the whole year group were low.	%
% making progress in reading	All children making small step progress 3x FSM children- WTS 2 EXS 1 30% achieved expected standard 7x FSM/Ever-6 children WTS 5 EXS 1 GDS 1 28% achieved expected standard	81%
% making progress in writing	All children making small step progress 3x FSM children WTS 2 EXS 1 30% achieved expected standard 7x FSM/Ever-6 children WTS 5 EXS 1 GDS 1 28% achieved expected standard	79%
% making progress in maths	All children making small step progress 3x FSM children WTS 1 EXS 2 60% achieved expected standard) 7x FSM/Ever-6 children WTS 3 EXS 3 GDS 1 57% achieved expected standard	85%

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.	Children continue to struggle to listen, pay attention and concentrate. Children have poor social and communication skills and struggle to work collaboratively and share their ideas. Children speak in simple phrases and struggle to compose complete sentences with correct tense and grammar. Many children have attachment and "attention needing" problems and struggle to focus on their learning. This has been described as a "readiness to learn".
B.	Phonics and reading, PP children continue struggle to meet national expectations in Phonics, Reading and Writing assessments.

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

C.	Parental support; children continue to 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
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be "ready to learn" in line with their peers (at a level appropriate to their age)	Children will have improved speaking and listening skills Children will be able to concentrate for an age appropriate length of time Children will develop some resilience and independence in their learning Children will begin to work collaboratively Children will socialise and interact with their peers, engaging in wider aspects of school life
B.	Children will meet national expectations in Phonics, Reading and Writing assessments.	Children will make progress in reading, writing and phonics Children will pass the phonics screening test Children will meet national expectations in end of year assessments
C.	Parental support will increase.	Parents will attend parents evenings Children will have school essentials in school Children will arrive at school on time Pupil absence will reduce

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	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 will be “ready to learn” in line with their peers (at a level appropriate to their age)	Teachers will provide opportunities for developing speaking and listening, resilience and independence in the classroom	Children continue to struggle to listen, pay attention and concentrate. Children have poor social and communication skills and struggle to work collaboratively and share their ideas. Children speak in simple phrases and struggle to compose complete sentences with correct tense and grammar. Many children have attachment and “attention needing” problems and struggle to focus on their learning. This has been described as a “readiness to learn”.	<p>FS team are developing readiness for school resources for parents</p> <p>Working with professionals- Social Care/SALT on personal interventions</p> <p>Staff training on resilience/positive learning/ mental wellbeing/attachment (SS/AS)</p> <p>Good practice, useful resources from training/network embedded in school practice</p> <p>Interventions are planned for and taught, feedback given to class teachers</p> <p>Progress shown in termly PP trackers</p> <p>Opportunities to engage in wider aspects of school life such as clubs and visits are made available to all PP children</p>	EM	July 2018

Children will meet national expectations in Phonics, Reading and Writing assessments.	High quality daily phonics teaching Small group and 1:1 intervention groups planned for, evaluated and taught by classroom teachers	Phonics and reading, continue to be a whole school priority. Many PP children have poor phonic knowledge, they struggle to apply their phonic knowledge when reading and writing	Interventions are planned for and taught, feedback given to class teachers Progress shown in termly PP trackers Good practice and useful resources from training/network are embedded in school practice	EM	July 2018
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Total budgeted cost £2,940

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?
Children will be “ready to learn” in line with their peers (at a level appropriate to their age)	Listening and Attention groups 1:1 and small group activities- resilience, working with others, social skills	Children continue to struggle to listen, pay attention and concentrate. Children have poor social and communication skills and struggle to work collaboratively and share their ideas. Children speak in simple phrases and struggle to compose complete sentences with correct tense and grammar. Many children have attachment and “attention needing” problems and struggle to focus on their learning. This has been described as a “readiness to learn”.	Working with professionals- Social Care/SALT on personal interventions Interventions are planned for and taught, feedback given to class teachers	EM	July 2018

Children will meet national expectations in Phonics, Reading and Writing assessments.	Small group and 1:1 intervention groups planned for, evaluated	Phonics and reading, continue to be a whole school priority. Many PP children have poor phonic knowledge, they struggle to apply their phonic knowledge when reading and writing	Interventions are planned for and taught, feedback given to class teachers	EM	July 2018
Total budgeted cost					£16,746
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?
Parental engagement increased	Parents attend information and parents evenings	Children whose parents are engaged in their learning make good progress. Skills are practiced, ideas can be rehearsed and explored, children's communication skills are often strong	Parents will be encouraged to attend parents evenings, alternative provisions will be provided for those not able to make the parent evening. Parents will be reminded of the parents evenings.	EM	July 2018
Total budgeted cost					No cost
Total Pupil Premium Spend £19,686					