

# Stamshaw Infant School Pupil Premium Strategy Statement

## Background- what is the Pupil Premium?

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or who have been eligible for FSM at any point in the last six years in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

The Pupil Premium funding is provided by the Government to address the underlying inequalities between children receiving free school provision in comparison with those who are not in receipt of free school meals.

It aims to provide significant funding for disadvantaged children to help close the attainment gap as it is a major concern that children who come from low income families are at a greater risk of under performing compared with children from families with a higher income.

Service Premium is funding provided by the Government to support service children. In the main, service children achieve very well at school. However, schools have recognized additional needs relating to service children's emotional and social well-being. Schools will be able to use the Service Premium to fund this and additional learning support, if they feel that is appropriate.

## How much is it?

The level of the Pupil Premium in 2017-18 is £1320 per pupil for pupils eligible for FSM with £300 allocated for children from Service families. Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll. These pupils are eligible for £1,900.

## What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2012, schools were required to publish online information about how

they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive. In 2017 - 18 Stamshaw Infant was allocated Service and Pupil Premium funding of £117,340. Other funding was added to this to ensure that we could support all our most disadvantaged pupils.

### Our School Funding for 2017 to 2018

Currently 28% of children on roll are eligible for pupil premium funding.

<b>Academic Year</b>	2017/18	<b>Total PP Budget</b>	£ 117,340	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	257	<b>Number of pupils eligible for PP</b>	90	<b>Date for next internal review of this strategy</b>	February 2018

<b>Current attainment of disadvantaged groups</b>			
	<i>Pupils eligible for Pupil Premium (at Stamshaw)</i>	<i>Pupils not eligible for Pupil premium (National Average 2016)</i>	<i>Difference</i>
<b>% achieving expected or above in KS1 in Reading</b>	73%	78%	5%
<b>% achieving expected or above in KS1 in Writing</b>	65%	70%	11%
<b>% achieving expected or above in KS1 in Maths</b>	70%	77%	7%
<b>% achieving expected standard in Phonics at end of Year 1</b>	73%	83%	10%
<b>% achieving a good level of development at the end of Foundation Stage (2015)</b>	57%	69%	12%

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>School Context:</b> + pupils eligible for free school meals Higher than national deprivation		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children enter Early Years with low starting points as evidenced on pre-school transfer forms and Autumn 1 baseline. Data showed that only 22% of disadvantaged children entered Early Years working at the expected attainment in core areas.	
<b>B.</b>	Children enter Early Years with limited spoken language and a limited range of vocabulary. This slows down progress in English, limiting children's ability to express their ideas for writing and reading in subsequent years. There are additional challenges when children are learning SPAG objectives and low oral fluency acts as a barrier to engaging with a wider range of texts.	
<b>C.</b>	Home factors including: <ul style="list-style-type: none"> <li>• Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn</li> <li>• Low parental aspiration</li> <li>• Families' emotional and financial stability and welfare</li> <li>• Breadth and opportunity of children's life experiences which impact on learning</li> <li>• Behaviour problems having a detrimental effect on the academic progress of themselves and their peers.</li> </ul>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance for disadvantaged pupils is below children who are not disadvantaged by thus reducing their school hours and causing them to fall behind in terms of attainment and progress	
<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A.</b>	Increase attainment in the EYFS Prime Areas for disadvantaged children	Disadvantaged pupils in Early Years will make rapid progress in the prime areas of need so that the percentage of disadvantaged pupils meeting age related expectations is inline with non disadvantaged children (national measure)
<b>B.</b>	Improve spoken language and enrich the vocabulary of disadvantaged pupils	Differences are diminishing (will decrease from 2017 national measures) between disadvantaged and non disadvantaged children in reading and writing at all levels
<b>C.</b>	Continue to increase parental engagement of disadvantaged pupils	Case studies will show support offered to parents to ensure full engagement and improvements in parental engagement and strategies to promote positive behaviour.

<b>D.</b>	Increase attendance of disadvantaged pupils	Attendance of disadvantaged pupils is inline with non disadvantaged children. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to at least 95.5%
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**Planned expenditure**

Planned activity	Cost	Reason for the approach	How will the impact be measured
<b>ALL</b> <b>Continue to develop and promote the role of the Pupil Premium Champion</b>	£2200	To work collaboratively with the Pastoral Leader, Inclusion Leader and SLT in order to champion the general progress and well-being of pupil premium students and ensure effective provision for those students eligible for Pupil Premium funding and others at risk of underachievement.	Improved outcomes for all pupils in receipt of Pupil premium funding
<b>B and C:</b> <b>Every Child a Reader (ECAR):</b> Reading Recovery support programme where 1 teacher is employed to work with pupils on a one to one basis	£37,400	Specialised, school based short-term intervention for children needing support with literacy with proven results in accelerating progress. This very intensive programme is targeted at pupils working significantly below age expected in reading and writing. Identified children receive 30 minutes teaching every day for a period of up to 15 weeks. The teachers receive training and support from a specialist teacher in the Local Authority	Reading and writing attainment. Reading recovery progress records
<b>B and C</b> <b>FFT / ECAR Reading Recovery</b> SLA to deliver training. To employ a Teaching Assistant to focus specifically of reading recovery in Year 1.  To release Teaching Assistants across KS1 to deliver daily intervention to pupils at risk of underachieving.	£11,840  £1154  £2500	This is an intense language programme, which supports children who are working below age expected in reading and writing. This programme addresses pupils' individualised and specific learning needs in addition to Quality First Teaching.	Pupils participating in intervention programmes make better than expected progress from their starting points

<p><b>A and B</b>  <b>To employ a Full Time Speech and Language Expert</b></p>	<p>£18,590</p>	<p>A speech and language specialist teacher works daily with the SENCo, Speech and Language Therapists, children and parents to support Speech and language issues, help with communication, provide quality CPD to both staff and parents, monitor narrative groups and assess children.</p>	<p>Pupils participating in intervention programmes make better than expected progress from their starting points</p>
<p><b>A and B:</b>  <b>Reception Narrative Intervention</b>  Three Learning Support Assistants deliver the 'Reception Narrative' intervention to a small group of children.</p>	<p>£1500</p>	<p>To increase children's communication skills. This will in turn affect children's confidence and ability to express themselves, their ideas for learning and to better engage with their peers and the curriculum.</p>	<p>Pupils participating in intervention programmes make better than expected progress from their starting points</p>
<p><b>C and D</b>  <b>Specialist lead expert employed in Behaviour Management</b>   <b>Traded services agreement with MABS</b></p>	<p>£48000  £2410</p>	<p>To provide Pastoral support for pupils and improve capacity to support children's emotional and social well being.  To support parents through Triple P and Parenting courses. looked after children are fully supported</p>	<p>Families are supported and Social Care targets are achieved. Families are better supported which will impact positively on pupils' readiness to learn at school. Teacher's time is freed up to teach.  Outcomes of our looked after children</p>
<p><b>B and C</b>  Continue with work undertaken as a member of the PSHE Association. Direct teaching of PSHE across the school, targeting some potential barriers to learning</p>	<p>£532</p>	<p>Devise a personal PSHE package with the needs of the pupils at the centre of our practice   Provide one to one support to a Lead teacher to disseminate information and impact practice</p>	<p>Increase in children's self esteem and self confidence leading to improvements in attitudes towards learning. Parental engagement will show improvements made regarding healthy lifestyles and positive mindsets</p>
<p><b>All</b>  To enhance the existing nurture support within school to ensure personalised provision for all vulnerable children. To ensure every vulnerable child has the same opportunities to flourish and succeed at Stamshaw</p>	<p>Funding used from the successful bid from the EEA Grant within Local Authority to support this vision for all pupils</p>	<p>To develop a Nurture Group that is run by two adults to support children who find it difficult to settle and respond to the demands of daily life in the classroom with other children.</p>	<p>Diminish anxieties for pupils in order to successfully reintegrate within the mainstream classroom and support their pastoral and SEMH needs</p>

<b>All</b> Train and support an ELSA to build capacity of Pastoral Team and support pupils to display increased levels of confidence and raised self esteem leading to better academic progress	£22,000	We recognise the importance of children's emotional health and wellbeing in order to maximise learning opportunities.	Positive feedback from pupils, parents and staff regarding children's emotional wellbeing.
Additional learning support	£6000	To provide quality first teaching to raise standards through individual and small group tuition	Data outcomes will show impact of small group provision leading to accelerated progress.
<b>B and C</b> Subsidise school trips and enrichment activities	£2000	To ensure all pupils have access to and benefit from the range of experiences in school equality of opportunity	Increased range of experiences leading to improved vocabulary and self esteem
<b>C</b> Sunshine Club After School Clubs	£500	To ensure all children in receipt of PPG attend an after school club with the focus on health and well being including healthy food preparation and cooking and PE / Sports activities. To ensure selected school clubs are held free of charge to ensure equality of opportunity and breadth of provision.	Full attendance and a range of extensive extra curricular opportunities
<b>A, B and C</b> Additional hours for Teaching Support staff to enable effective planning of interventions and guided sessions	£12,500	All our Learning Support Assistants work an additional 2.5 hours per week to liaise with their class teacher regarding the teaching programmes to enable them to deliver more targeted support/guidance every day. This allows the opportunity for quality personalised support and allow for communication and planning of small group and individual activities	Support assistants are better familiarised with who the pupil's eligible for PP are in their class and self-direct their support accordingly
<b>A, B and C</b> <b>Pupil Conferencing</b> - To provide regular opportunities enhance the quality of feedback and marking	£3000	Release class teachers to undertake pupil conferencing to help narrow the gap between groups of learners	Accelerated progress for groups of learners. Confident children who can demonstrate a clear understanding of next steps in learning
<b>B and C:</b> <b>More able writing group</b>	£2000	The Deputy Headteacher teaches a more able group for extended writing and feedback four sessions each week	Differences decreasing between disadvantaged and non disadvantaged children at greater depth in writing

<b>B and C:</b> <b>Targeted Reading group</b>	£2000	Our Senior Leaders, ELSA and S&L teacher read with a targeted daily disadvantaged/ SEN group of children during the Summer term providing a daily narrative for parents in how to support reading.	Attainment and progress in reading of 18 targeted Year 2 children
<b>D</b> Attendance Officer	£1000	Improved attendance for disadvantaged children	Differences decreasing between disadvantaged and non disadvantaged children including Persistent Absenteeism
Total spend	£177,126		