



**Respect for All. Learners for Life**

Lister Infant School

Pupil Premium Report  
and Impact

September 2015 – July 2016

Planned Expenditure September 2016- July 2017

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Lister Infant School				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	£66,000	<b>Date of most recent PP Review</b>	12.10.16
<b>Total number of pupils</b>	192	<b>Number of pupils eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	18.01.17

2. Current attainment end EYFS (15-16)		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP (national average)</b>
<b>% achieving Good Level of Development</b>	<b>80%</b>	<i>69% (July 2015)</i>
<b>Average Point Score</b>	<b>35.6</b>	<i>34.9 (July 2015)</i>
<b>% achieving at least expected in all 17 ELGs</b>	<b>80%</b>	<i>69% (July 2015)</i>
3. Current attainment end KS1 (15-16)		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP (national average)</b>
<b>% achieving expected Standard RWM</b>	<b>64%</b>	
<b>% achieving expected standard in reading</b>	<b>72%</b>	<i>77% (July 2016)</i>
<b>% achieving expected standard in writing</b>	<b>64%</b>	<i>68% (July 2016)</i>
<b>% achieving expected standard in maths</b>	<b>72%</b>	<i>75% (July 2016)</i>
<b>% making at least expected levels of progress in reading</b>	<b>100%</b>	
<b>% making at least expected levels of progress in writing</b>	<b>100%</b>	

% making at least expected levels of progress in maths		100%	
<b>4. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Poor oral language skills on entry to nursery and reception classes		
<b>B.</b>	Exceeding at reading at the end of EYFS		
<b>C.</b>	Working at Greater Depth in writing (KS1)		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>E</b>	Low attendance		
<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>
<b>A.</b>	Improved oral skills in the EYFS		Increase percentage of children achieving TLD in communication and language at end of reception class (July 2016- 83%)
<b>B</b>	Improve percentage of PP children achieving <b>exceeding</b> TLD in reading.		In school gap narrowed between PP and Non PP in exceeding standard in reading, (July 2016 – 15%)
<b>C.</b>	Improved attendance		To close in school attendance gap between pupils entitled to pupil premium and those not entitled (July 2016 -2.4%)
<b>E.</b>	Narrow in school gaps at Greater Depth in writing at KS1		Gap narrowed between PP and Non PP in exceeding standard in Writing. (July 2016 -7%).

6. 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?
Improved parental engagement and oral skills for 2 year olds	Develop Chatter Bags Project in Provision for 2 year olds	On entry data 2015 shows 0% of children working at typical level of development (TLD) in speaking. On exit data June 2016 shows 36% working at TLD in speaking. Target at least 50% for July 2017.	Ensure training for staff. Monitor uptake and monitor feedback from parents Analyse data on termly basis including on exit data and on entry to nursery for 3 year olds.	A. Moore	December 16 March 17 June 17
Increased parental engagement in children's learning. Increase percentage of children achieving at least TLD in reading at the end of reception class	Build a Bridge of Books Project in EYFS	On entry data September 2015 for reception class children showed that 26% of children were working at TLD for reading. On exit data July 2016 showed that 74% were working at TLD compared to national exit data of 76%. Target: at least 80% of children to be working at TLD July 2017	EYFS lead will attend training provided by School Improvement Liverpool. A floor book will evidence work completed with children and families. On entry and exit data for all children who take part will be analysed.	L. Mullock	March 17 June 17
To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for Pupil Premium pupils to at least 95%	Learning Mentor to continue to support improvement in parental engagement and improved attendance and reduced PA	End of year data for July 2016 indicates overall attendance of all pupils at 95.1%. Attendance for pupils entitled to pupil premium is 93.8% compared to attendance of non pupil premium children at 96.2%. Target: to narrow or close in school gap of 2.4%.	Daily and weekly and half termly monitoring of attendance overseen by head teacher. £500 will also be added for incentives.	J. Davies N. Clarke	October 16 December 16 February 17 April 17 May 17 July 17

To develop confidence in water and increase the number of pupils who are able to swim 10 metres by the end of year 2	10 week course of swimming lessons	Data shows that the majority of children in the school do not access swimming lessons. In providing these lessons children take the first steps in mastering a life skill.	School will monitor on entry data and exit data to measure impact.	A.Haynes	July 17
All pupils access high quality music lessons. Children learn to play a musical instrument.	Music lessons from specialist teacher including recorder lessons (year 1 and 2)	Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will be further encouraged in the Junior School.	Year 2 teachers assess knowledge of music on termly basis. Teachers will also assess how many tunes children are able to play on termly basis and outcomes will be reported in subject leader report for music.	L. Mullock	December 16 March 16 June 16
<b>Total budgeted cost</b>					£13,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase in percentage of children achieving expected standard in communication & language on exit data from EYFS.	Targeted language support in EYFS	On entry data consistently shows children enter school working below TLD in communication & language particularly in communication. Early intervention will ensure children are able to reach age related expectations not only in communication but also in reading, writing and mathematics.	High quality teacher will provide the intervention in spring and summer term. School will use the Renfrew language scale to measure on entry and exit scores of targeted pupils. Termly data will also be monitored by the SLT.	J. Davies M Kronenberg	March 2017 June 2017
Increase in children making accelerated progress particularly those PP pupils with additional needs.	Small group withdrawal teaching in KS1	Children develop and learn at different rates and in different ways. Timely provision of this small withdrawal group in year 2 ensures that children working below ARE are able to make accelerated progress	High quality teaching will be from the Deputy Head teacher who is also a specialist Numbers Count teacher. Progress and attainment of targeted pupils will be monitored on a termly basis.	K. Hamilton	December 2016 March 2017 June 2017

Accelerate progress of targeted pupils in mathematics ensuring in school closure of gap in mathematics is maintained.	Numbers Count 1:1 maths intervention	Historic data has shown that pupils who access this intervention are able to make on average 18 months progress. Data shows that this intervention has ensured school has closed in school gaps in mathematics.	High quality teaching will be from the Deputy Head teacher. The Sandwell Test will be used to measure on entry and exit data from intervention. Termly assessments will be monitored by the SLT.	K. Hamilton	December 2016 March 2017 June 2017
Small group and one to one interventions provided by teaching assistant (Better Reading Partnership, Direct Phonics, First Class @ Number, Read Write A2Z, Talking Partners)	Targeted support from teaching assistants in reception, year 1 and year 2	For those children at risk of not achieving expected standard or making at least expected progress—additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact.	K. Hamilton	December 2016 March 2017 June 2017
Opportunity to read with reading partner 3 times per week. Promote enjoyment and love of reading resulting in at least expected progress for all pupils involved.	Targeted Reading support for CLA and vulnerable pupils from Beanstalk	Additional time with a trained adult to support reading on a one to one basis – special time not only to further develop reading skills but to instil a lifelong love of reading, stories and books.	Attainment for targeted pupils will be monitored on a termly basis.	J. Davies	March 2017 June 2017
<b>Total budgeted cost</b>					£53,536
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Subsidise access to after school clubs	Targeted children to access a range of clubs including sports clubs held at the school during holiday time.	All targeted children offered opportunity to access after school clubs that incur a charge. This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement and belonging to a club.	Head teacher and out of hours lead teacher will ensure that targeted families are aware of support available and monitor uptake and involvement.	J. Davies G. Kervin	December 2016 March 2017 June 2017
<b>Total budgeted cost</b>					<b>£67,036</b>

7. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for Pupil Premium pupils to at least 95%	Learning Mentor to support improvement in parental engagement and improved attendance	Learning mentor was appointed in January 2016. Learning mentor developed excellent relationships with families and attendance and punctuality rates for individual children improved (see case study).	The work of the learning mentor will continue as further strategies to narrow the in school gap between attendance of pupil premium children and non pupil premium children is narrowed and for both groups of children attendance rates improve to at least 96%	£15,400
To develop confidence in water and increase the number of pupils who are able to swim 10 metres by the end of year 2	10 week course of swimming lessons	On entry 10 children could swim 10 metres (20%).  On exit 32 children could swim 10 metres (63%).  Lister Infant School came 3 <sup>rd</sup> in an Inter school competition out of 10 schools.	Lessons in learning to swim will continue. Learning to swim is a life skill that children need to stay safe. Often after the 10 week course parents enrol their children in further swimming lessons as a result of the progress made and enthusiasm of the children.	£1,800

All pupils in KS1 access high quality music lessons. Children learn to play a musical instrument.	Music lessons from specialist teacher including recorder lessons (year 1 and 2)	<p><b>Year 2</b></p> <p>On entry none of the children could play a musical instrument and no one could play a tune on the recorder or have knowledge of musical notation.</p> <p>On exit 94% of children could play 5 tunes on the recorder.</p> <p><b>Year 1</b></p> <p>On entry none of the children could play a musical instrument.</p> <p>On exit 100% could play 3 tunes on the recorder.</p>	<p>Observation of lessons showed high engagement and enjoyment of pupils in lessons.</p> <p>Giving children an opportunity to play a musical instrument has great advantages for all children in terms of developing concentration and listening skills as well as developing an appreciation and love of music. Offering this opportunity to all children regardless of economic disadvantage is of high importance and will continue next year.</p>	£2,200
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



<p>Increase in percentage of children achieving at least expected levels in Communication and Language on exit data from EYFS</p>	<p>Targeted language support in EYFS. Focused key word activities to support reading development as well as a small group intervention focusing on reading for pleasure</p>	<p><b><u>Key Word Group</u></b></p> <p>5 PP children accessed. Children made on average 9 months progress in their reading age. With 60% making 12 months progress.</p> <p><b><u>Reading for Pleasure Group</u></b></p> <p>3 PP children accessed. Children made on average 16 months progress in their reading age. With 1 child making 21 months progress- (this child accessed several interventions this term to support his learning)</p> <p><b><u>Talk, Talk, Talk</u></b></p> <p>1 PP child accessed this programme. This child made 9 months in his expressive language and 6 months in his grammar age. They vocabulary increased and the child moved in to the expected level of understanding for his age.</p> <p><b><u>Language Steps</u></b></p> <p>1 PP child accessed this programme and has made 17 months in his expressive language and over 12 months in his grammar age. This has supported the child to move in to age related expectations for personal, social and emotional development as well as key word level in preparation for his transition in to reception.</p> <p>A full evaluation and impact report of all interventions is available from the Head teacher.</p>	<p>Outcomes for individual pupils were significant and the majority of pupils moved into ARE. Average APS in all areas were above previous years.</p> <table border="1" data-bbox="1310 209 1975 820"> <thead> <tr> <th colspan="4"><b>Communication &amp; Language Exit Data EYFS 2016</b></th> </tr> <tr> <th></th> <th>Listening &amp; Attention</th> <th>Understanding</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>School 2015-2016</td> <td>2.21</td> <td>2.21</td> <td>2.17</td> </tr> <tr> <td>School 2014-2015</td> <td>2.19</td> <td>2.17</td> <td>2.15</td> </tr> <tr> <td>School 2013-2014</td> <td>2.27</td> <td>2.19</td> <td>2.19</td> </tr> </tbody> </table>	<b>Communication &amp; Language Exit Data EYFS 2016</b>					Listening & Attention	Understanding	Speaking	School 2015-2016	2.21	2.21	2.17	School 2014-2015	2.19	2.17	2.15	School 2013-2014	2.27	2.19	2.19	<p>£7,543</p>
<b>Communication &amp; Language Exit Data EYFS 2016</b>																								
	Listening & Attention	Understanding	Speaking																					
School 2015-2016	2.21	2.21	2.17																					
School 2014-2015	2.19	2.17	2.15																					
School 2013-2014	2.27	2.19	2.19																					

<p>Increase in children achieving ARE particularly those PP pupils with additional needs.</p>	<p>Small group withdraw for English and Mathematics year 2</p>	<p><u>Maths withdrawal</u></p> <p>3 PP children accessed this programme since the beginning of the year. On average the children made 22 months progress in their maths age since September (2 of these children also accessed Numbers count).</p> <p><u>Literacy</u></p> <p>5 PP children accessed this programme. On average children made 30 months progress in their reading age. With 20% making 50 months progress.</p> <p>2 children have moved in to age related expectations within the new curriculum.</p>	<p>The school will continue to offer the small withdrawal group. All children who access this class make at least expected progress in reading, writing and mathematics. 50% made accelerated progress in reading, 42% made accelerated progress in writing and 42% made accelerated progress in mathematics.</p>	<p>£12,000</p>
<p>Accelerate progress of targeted pupils in mathematics ensuring in school closure of gap in mathematics is maintained.</p>	<p>Numbers Count 1:1 maths intervention</p>	<p>4 PP children accessed this programme.</p> <p>On average children made 18 months progress in their maths age. With 50% making 20 months progress.</p> <p>50% of children maths age increased beyond their chronological age.</p>	<p>This intervention will continue. The in school gap was closed and pupils entitled to pupil premium continue to achieve higher than pupil premium pupils nationally.</p>	<p>£10,000</p>
<p>Small group and one to one interventions provided by teaching assistants (Better Reading Partnership, Direct Phonics, First Class @ Number, Read Write A2Z, Talking Partners)</p>	<p>Targeted support from teaching assistants in reception, year 1 and year 2</p>	<p>All children who accessed small group intervention made at least expected progress in English and mathematics.</p>	<p>As a result of all timely, high quality intervention the closure of in school gaps continues to be maintained. School will continue to offer intervention as appropriate.</p>	<p>£26,000</p>

Subsidise start up of new breakfast Club to ensure all children have access to a nutritious breakfast and have the best start to the school day	Subsidise staffing of Breakfast Club	On average 30 pupils per day accessed the Breakfast Club 2015-16 of which 50% were pupil premium children. All targeted children attended and as well as ensuring a nutritious breakfast was provided for the children at the start of the school day attendance and punctuality rates were improved.	Subsidy will continue as data shows in school gaps for PP children continue to be low or closed and attendance and punctuality has also improved for pupil premium pupils. Next year school must subsidise this from other sources due to reduced pupil premium budget.	£6,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Subsidise access to after school clubs	Targeted children accessed a range of clubs including sports club held at the school during holiday time.	All targeted children accessed the clubs. most clubs focused on increased physical activity. Nurturing a love sport in pupils ensures a life long commitment to a healthy and active lifestyle.	These opportunities will continue to be offered to targeted pupils.	£500
Support with provision of school uniform when needed	For any family known to be in need of support with uniform, school will offer uniform free of charge.	Ensuring all children wear the uniform and have a P.E kit ensures that no child feels left out or different to others as a result of economic disadvantage.	The school will continue to support any family in need of help with uniform however due to reduced pupil premium budget this will not be funded from pupil premium budget.	£500

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.