



**Respect for All. Learners for Life**

# Pupil Premium Report and Impact

September 2016– July 2017

Planned Expenditure September 2017 - July 2018

Summary information					
School	Lister Infant School				
Academic Year	2017-2018	Total PP Budget	£53,000	Date of most recent PP review	03/07/17
Total number of pupils	193	Number of pupils eligible for PP	46	Date for next internal review of this strategy	02/10/17
CURRENT ATTAINMENT END EYFS (16-17)					
	Pupils eligible for PP		Pupils not eligible for PP (national average)		
% achieving Good Level of Development	80%		69.3% (July 2016)		
Average Point Score	36.2%		34.5% (July 2016)		
% achieving at least expected in all 17 ELGs	80%		67% (July 2016)		
CURRENT ATTAINMENT END KS1 (16-17)					
	Pupils eligible for PP		Pupils not eligible for PP (national average)		
% achieving expected Standard RWM	80%		63.7%(July2017)		
% achieving expected standard in reading	80%		75.6% (July 2017)		
% achieving expected standard in writing	80%		68.2% (July 2017)		
% achieving expected standard in maths	80%		75% (July 2017)		
% making at least expected levels of progress in reading	100%				
% making at least expected levels of progress in writing	100%				
% making at least expected levels of progress in maths	100%				
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A	Poor oral language skills on entry to nursery and reception classes				
B	Exceeding at RWM at the end of EYFS				
C	Working at Greater Depth in writing (KS1)				
External barriers					
D	Low attendance				
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	
A	Improved oral skills is the EYFS			Achievement at the end of EYFS at least in line with national in RWM	
B	Improve percentage of PP children achieving <b>exceeding</b> TLD in RWM.			To further diminish in school gaps (see below)	
C	Improved attendance			To close in school attendance gap between pupils entitled to pupil premium and those not entitled (July 2016 -2.4%)	
D	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%).	

# Pupil premium strategy statement

Planned Expenditure					
Academic Year		2017-2018			
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.					
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?
To continue maintain improving attendance figures for disadvantaged children.	Learning Mentor to continue to support improvement in parental engagement and improved attendance and reduced PA	End of year data for July 2017 indicates overall attendance of all pupils at 95.58%. Attendance for pupils entitled to pupil premium is 95.45 compared to attendance of non pupil premium children at 95.6%. Target: to further improve attendance for all pupil groups to above 96%	Daily, weekly and half termly monitoring of attendance overseen by Headteacher.	J. Davies N. Clarke P. Davidson	December 17 March 18 June 18
To continue to develop confidence in water and maintain the high percentage 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 will take the first steps in mastering a life skill.	School will continue to measure on entry data and exit data to measure impact.	J. Davies, A. Haynes	December 17 March 18 June 18
All pupils in KS1 to access high quality music lessons. Children learn to play a musical instrument.	Music lessons from specialist teacher including recorder lessons.	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.	Class teachers assess knowledge of music on a termly basis. Teachers will also assess how many tunes children are able to play on a termly basis and outcomes reported in subject leader report for music. All KS1 children will be provided with a recorder to enable them to practice at home.	J. Davies L. Mullock	December 17 March 18 June 18
Total Budgeted Cost					£16.000

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?
At the end of KS1 further diminish gaps between more able disadvantaged children and MA national other achieving GDS in writing	Targeted teaching for MA disadvantaged in writing - teaching assistants to provide precision teaching and Talking Partners intervention.	Currently the percentage of MA disadvantaged children achieving GDS in writing is 10 % compared to national other MA children at 19%. This is the greatest gap with national other.	The pupil group will be the focus of teacher and TA appraisal and will be subject to lesson observation. Focus group in book scrutiny and high priority at termly pupil progress meetings.	J. Davies K.Hamilton	December 17 March 2018 June 2018
Improvement in the percentage of children achieving exceeding standard in reading writing and mathematics at the end of EYFS.	Children in sets immediately following baseline for the teaching of phonics. Small group work when needed. Train teaching assistant to deliver the Better Reading Partnership Increase number of workshops and demonstration lessons for parents in all areas. EYFS lead to ensure planning and provision is challenging and that MA children are provided with extra support to achieve EXS	Currently no disadvantaged children achieved exceeding standard in reading and writing compared to 9 non disadvantaged children in reading and 5 in writing. Only 1 disadvantaged child achieved exceeding in mathematics compared to 9 non disadvantaged.	The pupil group will be the focus of teacher and TA appraisal and will be subject to lesson observation. Focus group in book scrutiny and high priority at termly pupil progress meetings.	J. Davies K.Hamilton	December 2017 March 2018 June 2018
Small group and 1:1 interventions to be taught by teaching assistants (BRP), Direct Phonics, First Class @Number, ReadWrite 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 not making at least expected progress - school will provide additional teaching through targeted intervention from trained teaching assistants in small groups or 1:1 ensuring all children can reach their full potential	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data.	J. Davies, K.Hamilton	December 2017 March 2018 June 2018
Promote enjoyment and a love of reading resulting in at least expected progress for all pupils involved.	Bought in trained reading partner through the Beanstalk Project. Opportunity to read and play Language games twice a week on a 1:1 basis.	Additional time with a trained adult to support reading and share stories on a 1:1 basis - special time not only impacting on reading skills but also building self esteem and a lifelong love of reading, stories and books.	Attainment for targeted pupils will be monitored on a termly basis.	K. Hamilton	December 2017 March 2018 June 2018
<b>Total budgeted cost</b>					£36,750

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?
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
Total Budgeted Cost					£250

# Review of Expenditure 2016-2017

Review of expenditure				
Previous Academic Year		2016-17		
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
Improved parental engagement and oral skills for 2 year olds	Develop Chatter Bags Project in Provision for 2 year olds	On entry data 2016 shows 0% of children were working at typical level of development (TLD) in speaking. On exit data 2017 shows 42% working at TLD in speaking Progress data shows 84% of children made expected + progress with 67% making rapid progress from their starting points.	Continue to support and engage parents at earliest possible point - invite parents in for stay and play on rolling programme to take part in story/ rhyme/singing sessions using chatter bags resource.	£500
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 exit data shows that 75% of all children achieved a TLD in reading The gap was further diminished between disadvantaged and non disadvantaged children with 80% disadvantaged children achieving a TLD compared to 74% of non disadvantaged. In school gaps between disadvantaged and non disadvantaged achieving exceeding in reading children have diminished with 35% of disadvantaged children at exceeding and 32% of non disadvantaged at expected standard.	The course was excellent - there was 100% engagement from all families who took part and excellent feedback. We aimed to roll the course out to other families in second class in summer term but time tabling was an issue. This year a further teacher will be trained and the course will run in both classes reaching more children.	£1,500
All pupils access high quality music lessons. Children learn to play a musical instrument.		Year 2 As a result of lessons in year 1 on entry to year 2 the majority of children knew 3 notes and could play 3 tunes on the recorder. On exit 98% of pupils knew 9 notes and could play 8 tunes confidently. Year 1 On entry none of the children could play a musical instrument. On exit 100% knew 3 notes and could play 3 tunes on the recorder.	Starting the lessons in year 1 ensured improved outcomes in year 2. The lessons will be continued.	£2,500

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 13 children could swim 10 metres (27%). On exit 35 children could swim 10 metres (71%). An increase from previous year (63%). The school came 4th in an inter school swimming competition out of 10 schools. Children have commented that they have increased confidence and are now regularly attending the local swimming pool	Prior to starting swimming lessons in the spring term a letter will go out to parents in autumn with suggestions on ways in which parents can better prepare their children for the lessons. The information will give advice on access to local swimming pools and lessons. This advice will be given out once again when children have finished their course of lessons.	£2,200
<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b>	<b>Lessons Learned</b>	<b>Cost</b>
Increase in percentage of children achieving at least expected levels in Communication and Language on exit data for EYFS	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>On exit data for children in reception class showed 88% of all children achieved a TLD in Communication and Language, an increase of 5% on previous years scores.</p> <p><b>Key Word Group</b> 6 children entitled to pupil premium funding accessed this programme. All children made on average 9 months progress and 67% made 12 months progress in their reading age.</p> <p><b>Language Steps</b> 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 the transition into reception.</p>	Improving scores in CLL show that early intervention is working and that improved outcomes in CLL also lead to better outcomes for reading and other areas of the curriculum. School will continue with accelerating progress in CLL in the EYFS from the earliest opportunity in Little Treasures.	£20,000

<p>In KS1 accelerate progress of targeted pupils in mathematics ensuring in school closure of gap in mathematics is maintained.</p>	<p>Small group withdrawal teaching in KS1</p>	<p><b><u>Maths withdrawal</u></b>  2 PP children accessed this programme since the beginning of the year. On average the children made 20 months progress in their maths age with one child making over 24 months progress since September 2016.  The difference between disadvantaged children and non disadvantaged children has been maintained with 86% of disadvantaged children achieving expected+ standard in mathematics compared to 77% of non disadvantaged.</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.</p>	<p>£12,000</p>
<p>Small group and one to one interventions provided by teaching assistant ( 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><b><u>Better Reading Partnership</u></b>  5 children entitled to pupil premium accessed the Better Reading Partnership. On average the children made 13 months progress with 4/5 children's reading ages increasing beyond their chronological age. All children moved into age related expectations.  Direct Phonics  6 children entitled to pupil premium funding accessed this intervention. The children made on average 11 months progress. One child made 16 months progress in their reading age.</p> <p><b><u>First Class @ Number</u></b>  8 children entitled to pupil premium funding accessed this intervention. Children made on average 12 months progress with 38% making 15 months progress. 63% of the children increased their maths age beyond their chronological age.</p> <p><b><u>Read Write A2Z</u></b>  1 child entitled to pupil premium funding accessed this intervention. The child made 8 months progress in their reading age.</p>	<p>All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. The school offers a total of 15+ Interventions. Interventions will continued to be offered and will focus around the need of each cohort following analysis of data.</p> <p>This year the school will extend the Better Reading Partnership to include reception children. Training will be provided by the Headteacher to add two more reading partners to the team.</p>	<p>£26,000</p>



		A full evaluation and impact report of all interventions is available from the Head teacher		
Beanstalk Trained reading partner works with up to 3 children on a 1:1 basis for 2 half hour sessions twice a week.	Targeted Reading support for CLA and vulnerable pupils from Beanstalk	3 children accessed this programme including 1 child entitled to pupil premium funding. This child made 14 months progress in their reading age - working above their chronological age.	This intervention not only made a huge impact on reading scores and enjoyment of reading but also impacted on overall self esteem and confidence for the 3 children who took part.	£660
<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<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

**Additional detail**

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