



Respect for All. Learners for Life

Pupil Premium Report and Impact

September 2018– July 2019

Planned Expenditure September 2019 - July 2020

Summary information					
School	Lister Infant School				
Academic Year	2019-2020	Total PP Budget	£72,500	Date of most recent PP review	02/07/19
Total number of pupils	216	Number of pupils eligible for PP	73	Date for next internal review of this strategy	16/07/20
CURRENT ATTAINMENT END EYFS (18-19)					
		Pupils eligible for PP		Pupils not eligible for PP (national average)	
% achieving Good Level of Development		65%		72%	
Average Point Score		34		35	
% achieving at least expected in all 17 ELGs		65%		71%	
CURRENT ATTAINMENT END KS1 (17-18)					
		Pupils eligible for PP		Pupils not eligible for PP (national average)	
% achieving expected Standard RWM		68%		73.4%	
% achieving expected standard in reading		68%		82.2%	
% achieving expected standard in writing		68%		79.4%	
% achieving expected standard in maths		72%		79.8%	
% 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					
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 (Desired outcomes and how they will be measured)				Success criteria	
A	Improve speech and language skills			Speech & Language skills of children at end of KS1 in line with non PP children.	
B	Improve percentage of PP children achieving GLD			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 2018 -6%)	
D	Narrow in school gaps at Greater Depth in writing at KS1			Gap narrowed between PP and Non PP in exceeding standard in Writing. (current year 1 July 2019 – 11%).	

Pupil premium strategy statement

Planned Expenditure					
Academic Year		2018-2019			
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 improve 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 2019 indicates overall attendance of all pupils at 95.1% . Attendance for pupils entitled to pupil premium is 92.9% 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 19 March 20 June 20
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	March 20 June 20
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 19 March 20 June 20
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?
Improve speech and language for children at end of EYFS resulting in higher percentage of PP children achieving expected standard in reading and writing	<p>Train all practitioners to use the Wellcom Assessment tool to assess children's language skills on entry and exit to nursery and reception classes. Work with Elkan and the Communication Trust to gain Communication Friendly School status.</p> <p>Develop skills of all EYFS practitioners in speech & language by completing Elkan training. Leading to early identification of speech and language needs and knowledge of strategies to accelerate acquisition of language skills in line with age related expectations.</p> <p>Staff from EYFS and KS1 to attend Early Talk Boost and Talk Boost training to deliver intervention with aim to raise skills in speech and language by at least 6 months after a 9 week intervention.</p>	<p>On entry baseline shows that 21% of all children in reception class have speech and language at age related expectations and only 6% of children entitled to PP compared to 29% of non PP children.</p> <p>As a result of this outcomes in literacy continue to be the main barrier for children to achieve a GLD in order that they are fully prepared for the next stage of their learning.</p>	<p>Use of high quality language and strategies learnt on training will be a strong focus within triad lesson observations, both for teachers and teaching assistants.</p> <p>On entry and exit using Wellcom assessment at beginning and end of reception class.</p> <p>On entry and exit data for Talk Boost intervention.</p>	J. Davies, K. Hamilton, A. Haynes	Dec 19, March 20, June 20
Further diminish gap in writing at end of KS1 based on outcomes from year 1	Targeted teaching for disadvantaged in writing - teaching assistants to provide precision teaching and Talk Boost/Talking Partners interventions.	Currently the percentage of MA disadvantaged children achieving EXS in writing is 64 % compared to non disadvantaged children at 71%. 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 A Haynes	December 18 March 2019 June 2019
Small group and 1:1 interventions to be taught by teaching assistants (BRP), Direct Phonics, First Class @Number,	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	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data.	J. Davies, K.Hamilton	December 2018 March 2019 June 2019

ReadWrite A2Z, Talking Partners)		from trained teaching assistants in small groups or 1:1 ensuring all children can reach their full potential			
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 2018 March 2019 June 2019
Total budgeted cost					£49,000
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 Breakfast Club for disadvantaged children		To ensure all children have equal access to correct fuel for learning and start the school day after a nourishing breakfast.	Monitor uptake Monitor impact on pupil outcomes Speak to children	J. Davies N. Clarke	December 2019 March 2020 June 2020
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 2019 March 2020 June 2020
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.		J. Davies P. McFadden	December 2019 March 2020 June 2020
Total Budgeted Cost					£7,000

Review of Expenditure 2018-2019

Review of Expenditure				
Previous Academic Year		2018-19		
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 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 2019 indicates overall attendance of all pupils at 95.1% . Attendance for pupils entitled to pupil premium is 92.9% 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 Head teacher.	£15,000
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	Prior to lessons 0% of pupils entitled to Pupil Premium could swim 1 metre. After the lessons 80% of pupils entitled to Pupil Premium could swim at least 1metre. At the end of the 10 week course of lessons 69% of pupils not entitled could swim 1 metre so Pupils entitled to pupil premium outperformed those not entitled.	School will continue to measure on entry data and exit data to measure impact.	£2,200
All pupils access high quality music lessons. Children learn to play a musical instrument.	Half hour music lesson delivered each week from Resonate Schools Music Service by qualified peripatetic music teacher to pupils in year 1 and year 2.	Year 2 Can now perform with confidence 2 rhythm raps. Can play in two different keys Can play from memory 6 songs They have extended their pitch range by an octave. 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
Targeted Support				
Desired outcome	Chosen action / approach	Impact:	Lessons Learned	Cost

<p>At the end of KS1 further diminish gaps between more able disadvantaged children and MA national other achieving GDS in writing</p>	<p>Targeted teaching for MA disadvantaged in writing - teaching assistants to provide precision teaching and Talking Partners intervention.</p>	<p>4% of pupils entitled to pupil premium achieved GDS in writing compared to 29% of pupils not entitled. The gap remains a targeted area for improvement.</p>	<p>New assessment puts strong emphasis in extensive use and knowledge of vocabulary. School has identified this as a barrier for disadvantaged children in the setting and as a result will further develop skills of all teaching staff in enabling the children to make rapid gains in this area in order that they are able to achieve their true potential.</p>	
<p>Improvement in the percentage of children entitled to pupil premium achieving exceeding standard in reading writing and mathematics at the end of EYFS.</p>	<p>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</p>	<p>9% (2/22) children entitled to pupil premium achieved exceeding standard in reading and 5% (1/22) in writing compared to 25% (9/36) of children not entitled in reading and 19% (7/36) in writing. 9% (2/22) of pupils entitled to pupil premium achieved exceeding in mathematics compared to 25% (9/36) of pupils not entitled.</p>	<p>As a result of the Better Reading Partnership the gap was further narrowed in reading but not in mathematics and writing. Staff attended courses in the latter part of the year on ways to further enable children to achieve the exceeding standard. Staff have worked on ideas and further bespoke intervention will be put in place for writing and mathematics at exceeding level for next year. All teaching staff will train in developing speech and language skills from 2 years old which will, in turn, enable children to achieve higher in reading, writing and mathematics.</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>Better Reading Partnership 10 children entitled to pupil premium accessed the Better Reading Partnership. On average the children made 10 months' progress with all children's reading ages increasing to inline or beyond their chronological age. All children moved into age related expectations.</p> <p>First Class @ Number</p> <p>5 children entitled to pupil premium accessed First Class @ Number. Children on average made 3 months progress, with 40% making 4 months</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 continue to be offered and will focus around the need of each cohort following analysis of data.</p> <p>This year the school extended the Better Reading Partnership to include reception children.</p>	<p>£26,000</p>

		<p>progress.</p> <p>60% of the children's maths age increased beyond their chronological age.</p> <p><u>Read Write A2Z</u> 8 children entitled to pupil premium accessed the Read/ Write initiative. On average the children made 11 months' progress with 5 children's reading ages increasing beyond their chronological age. All children moved into age related expectations for reading and 75% for writing.</p> <p><u>Direct Phonics</u> 6 children entitled to pupil premium funding accessed this intervention. The children made on average 9 months' progress. 3 children moved in to age related expectation.</p> <p>A full evaluation and impact report of all interventions is available from the Head teacher</p>		
<p>Beanstalk Trained reading partner works with up to 3 children on a 1:1 basis for 2 half hour sessions twice a week.</p>	<p>Targeted Reading support for CLA and vulnerable pupils from Beanstalk</p>	<p>3 children accessed this programme. 2 of the 3 children were entitled to pupil premium funding. One child made 12 months progress in their reading age and the other made 15 months progress.</p>	<p>This year all 3 children made at least good progress not only did it make a huge impact on reading ages and enjoyment of reading but also impacted on overall self esteem and confidence for the 3 children who took part.</p>	<p>£660</p>
Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost

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 lifelong 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.