



Littleton C of E Infant & Nursery School

Pupil Premium Strategy 2017/18

1. Summary information					
School	Littleton C of E Infant & Nursery School				
Academic Year	2017/2018	Total PP budget based on 16/17	£13,780	Date of most recent PP Review	July 2017
Total number of pupils	90 Nursery: 17	Number of pupils eligible for PP	10	Date for next internal review of this strategy	April 2018

2. Attainment in statutory tests 2017 of DP pupils (4 pupils)			
	% Key Stage 1 Pupils achieving expected +		
	School Pupils eligible for PP = 4 (2 SEND Support)	All school pupils	National average for other pupils
Reading	100% (1 pupil GDS)	90%	76%
Writing	50%	76%	68%
Maths	75% (1 pupil GDS)	75%	75%
	Year 1 Pupils achieving standard in Phonics Check 2017 5 DP Pupils in Year One		
Phonics	PP Pupils = 80%	All school pupils +86%	National = 81%

3. Barriers to future attainment (for pupils eligible for PP, including most able)	
In-school barriers	
A.	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils.
C.	The self-regulation and emotional resilience with regards to attitudes to learning are having a detrimental effect on their academic progress and sometimes impacts on the progress of their peers.

External barriers	
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Pupils do not have equal access to trips and extra-curricular activities reducing their feeling of inclusion and learning opportunities.

4. Desired outcomes		
	<i>Outcomes</i>	<i>Success criteria</i>
A.	Higher rates of progress across for pupils eligible for PP KS1.	<ul style="list-style-type: none"> • Pupils eligible for PP identified make as much progress as 'other pupils across Key Stage 1 in maths, reading and writing. Measured in Yr 1 & 2 by teacher assessments and statutory tests in Yr 2 • Supported by moderation
B.	Social and Emotional issues addressed	<ul style="list-style-type: none"> • Pupil's social and emotional literacy improves. • Pupils are more able to engage with learning and school. • Progress is accelerated and the difference between non DP pupils is diminished
C.	Increased resilience, growth mindset and positive attitude to challenge to accelerate progress	<ul style="list-style-type: none"> • Pupils are observed with more resilience and higher levels of engagement in their learning which impacts on progress and attainment • Children are more engaged and 'in charge of their learning' progress is evident through Book Looks
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Overall PP attendance improves from 93% to 95% in line with national average
E.	Inclusion of pupils eligible for PP in all activities	<ul style="list-style-type: none"> • No pupil will not take part in an event due to lack of parental funds • All pupils are fully equipped for school and activities

5. Planned expenditure

Academic year: 2017/2018

i. Quality of teaching for all and targeted support

Outcome	Action	Rationale	Monitoring	Review
A: Higher rates of progress KS1 across for pupils eligible for PP.	TA Support Wave 1 children Wave 2 children	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy (FFT Wave 3 and first class@number) Focused phonics support for identified pupils	Performance management Pupil Progress Meetings Lead: SENCo/Headteacher	
	Whole staff training	Jane Reed (IOE) INSET to develop whole school culture of growth mindset, meta-cognition strategies and high levels of self-regulation in learning. To develop strong behaviour and relationships for learning so that progress is accelerated and pupils are 'in charge of their learning.'	Lesson Observations Performance Management Pupil Progress meetings Lead: SENCo/CPD Leader	
	Teaching Staff Training TA support in EYFS. Based on analysis of on entry data.	EYFS Class teacher CPD focused on 'diminishing the difference' in EYFS, visiting outstanding settings. Course cost plus supply cover. Pupils to be supported through Ginger Bear interventions and additional support in classroom for PSED/CL SSM and number. Focused provision developed and effective deployment of TA's to support progress.	Performance Management Pupil Progress Meetings Progress towards GLD monitored Lead: CPD Leader/Headteacher	

ii. Other approaches				
Outcome	Action	Rationale	Monitoring	Review
B. Social and Emotional regulation improved and developed	TA training to ensure consistency of approach to learning and growth mindset	Additional emotional and social support self-regulation, self-calming strategies and improve engagement with learning to accelerate progress	Careful recruitment Targeted support Evaluation of pupils in line with self-regulation and accelerated progress Lead: Headteacher/year 2 teacher	Termly
	Play Therapy and continued development of a purposeful nurture space in school	Nurture space with resources to develop and support the development of self-regulation and to promote emotional wellbeing.	Continued evaluation of Nurture Space resources and learning environment Performance Management Evaluation of pupils engagement and impact Lead: SENCo	Termly
	Transition Support	To enable vulnerable children who move from our school to our KS2 feeder school (St Nicholas Primary)	Evaluation through parent transition questionnaires. Lead: Year 2 teacher/Headteacher	September 2018
D. Inclusion of pupils eligible for PP in all activities	Trips	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	Lead: Admin/Headteacher	April 2018
Total budgeted cost funded by Pupil Premium funding and school budget				£13,780

1. Review of expenditure

Academic Year : 2016/2017

Teaching Assistant Support Wave 1 children Wave 2 children Positive Playground Development.	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Includes support for literacy and numeracy. Includes provision for children who require TA support to manage their behaviour on the playground and in class.	£1948	We are in the fortunate position of being able to offer TA support in every class (mornings only in Year 2) This is to support all children in their learning. Some of this time is allocated to children who are more vulnerable because of home circumstances. Some children are also offered 1:1 support to develop self-regulation and positive interactions in the playground. This level of provision ensures all children are included and lessens the impact on other children in the school or in the class.
Support Staff: Training and Delivery of Focussed Interventions	TA CPD which involves managing specific learning needs eg: phonics, and development of quality learning conversations with pupils to impact on progress and assessment Training and delivery of specific interventions: <ul style="list-style-type: none">• FFT WAVE 3• Firstclass@number• Phonics	£5256	This covers staff training and salary costs to provide interventions that have been shown to impact positively on academic progress. Staff to consistently manage the needs of all children
Whole school team training	Jane Reed (IOE) INSET to develop whole school culture of growth mindset, meta-cognition strategies and high levels of self-regulation in learning. To develop strong behaviour and relationships for learning so that progress is accelerated and pupils are 'in charge of their learning.'	£1,598	Specific CPD has enabled teachers to understand the challenges that disadvantaged children face and to remove barriers to learning through a pro-active approach to raising expectations and through targeted intervention in the EYFS.

Nurture support	An experienced TA two hours a day to supporting those children who need emotional and social support. A majority of these children receive pupil premium.	£1210	Children are able to address friendship issues and barriers to them making friends within a safe environment. Incidents of dysregulation decrease and children are observed to be engaging in more focused learning. Progress is accelerated.
Additional TA Support	Additional emotional and social support is required in some of our classes in order that children can be encouraged to develop self-regulation and become more 'in charge of their learning'. A temporary TA was appointed to facilitate this.	£710	Year 2 children needed additional emotional and academic support due to low levels of ability and social issues. KS1 results reflect the positive impact this had (75% maths, 100% Reading, 50% Writing) Additional support for transition to year 3 was also provided for vulnerable PP pupils in the Year 2 cohort.
ELSA Support	ELSA trained TA to work with specific children in order to support with social and emotional needs and promote good learning.	£418	An experienced ELSA is employed for afternoons to work with specific children who have been identified as vulnerable either in terms of family situation or school circumstances. The ELSA keeps detailed records which show how children who have completed the programme have made emotional progress and find areas of schooling easier (ELSA notes, Educational Psychologist reports, CAHMs discussions).
Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers.	£0	
	Cost Overall	£11,140	