

Pupil premium strategy statement- Askern Littlemoor Infant Academy 2018-2019

1. Summary information					
School	Littlemoor School				
Academic Year	2018-2019	Total PP budget	83,120	Date of most recent PP Review	Sep 2018
Total number of pupils	185	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Sep 2019

2. Attainment 2017-2018		
Proportion of Y1 pupils eligible for Pupil Premium	48%	52%
% achieving Y1 Phonics Screening Standard Check	71%	87%
Proportion of Y2 pupils eligible for Pupil Premium	41%	<i>Pupils not eligible for PP (national average)</i>
% achieving Y2 Phonics Standard (resits)	78%	64%
% achieving National Standard in reading, writing and maths	56%	69%
% achieving at least National Standard in reading	70%	76%
% achieving at least National Standard in writing	59%	70%
% achieving at least National Standard in maths	74%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in our F2 Pupil Premium and KS1 PP children- this slows reading, writing and maths progress in KS1.
B.	School's attainment and progress data indicates wider gaps between PP children and 'non PP' children nationally in Reading and especially Writing- not the case in Maths.
C.	Social, Emotional and Mental Health issues which impact on the children's attitudes to learning and behaviour.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance/Punctuality and attitudes to learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve oral language skills for PP pupils in EYS and KS1 classes, to support pupils in the development of reading and writing attainment.	PP pupils make rapid progress by the end of the year so that % of PP pupils meeting age-related expectations equals or exceeds that of non PP children in speaking and listening, reading and writing.

B.	Higher rates of progress for all PP children in Reading, Writing and Maths, and for all SEND .	<p>End of year outcomes for PP and non PP children are at least in line - with the difference diminished by the end of Y2.</p> <p>School data and pupil progress meetings will show increase in progress of PP, SEND and Y2 girls.</p> <p>Children make rapid progress in reading intervention groups.</p> <p>PP and non PP Y1 children's outcomes are broadly in line in the Y1 Phonics Screening Check.</p> <p>Pupil progress meetings will identify improvements of performance of our Y2 PP in particular.</p>
C.	<p>To improve the children's emotional health and wellbeing together with their attitudes to learning, thus increasing expectations and outcomes.</p> <p>Nurture Group sessions delivered to PP children and Thrive sessions implemented with key children by our Thrive practitioners.</p>	<p>SENCO to continue to lead the delivery of THRIVE intervention and nurture work. High need/vulnerable children identified and receiving behaviour and nurturing support.</p> <p>Vulnerable children are able to remain in class and may move to a point where they no longer need small group support.</p> <p>SENCO to monitor and track progress of these children.</p>
D.	To increase children's attendance and punctuality to ensure that it is at least in line with the national average,	<p>PP pupils to have attendance rates at east in line with non PP pupils who have good attendance (above 96.1%).</p> <p>Reduce number of persistent absentees among PP pupils to national average or below.</p> <p>School census data shows that the school's attendance figure is at least in line with the national average.</p> <p>School to be increasingly proactive in addressing attendance and punctuality issues. School to work closely with other schools in pyramid to ensure that attendance & punctuality procedures are rigorous.</p>

5. 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.					
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?
Higher rates of progress for all PP pupils and for SEND pupils in Reading, Writing and Maths through effective teaching and learning based on research-based evidence.	Employ additional staff to deliver quality interventions to accelerate reading, writing and maths progress. Provide interventions to improve attainment on a small group/individual basis. Daily reading for all EYFS and Y1 PP children.	Quality first teaching which includes quality marking and feedback is found to have the greatest impact on children's progress and attainment. (EEF research). Need to close the gap between the attainment of PP children and non PP children.	Weekly work scrutiny Lesson Drop-ins Lesson Study Subject Leader and SLT monitoring SEND pupils in receipt of additional provision will have made good progress for their starting points as a result of high quality intervention.	SLT	Dec 2018 Feb 2019 March 2019 April 2019 May 2019 June 2019
Y2 Literacy and Numeracy results at least in line with National, including at Greater Depth.	School to operate with 6 classes to maximise progress and attainment. NQT appointed.	EEF research shows that children taught in smaller classes have increased attainment. Kagen method adopted. Need to narrow gap in Y2 in writing attainment between PP and non PP.	Work and planning scrutiny, lesson observations.	C Leigh and SLT	Organised into smaller groups from January 2019..
To improve our reading outcomes in EYFS, Y1 and	To review our teaching of reading. To implement Reciprocal Reading techniques. To target Y1 children who are at risk of not meeting the Y1 Phonics standards and the National standard. New reading materials purchased- this will enable phonics reading materials to be taken home.	Programmes implemented are recognised interventions: 1. Better Reading Partners (Edgehill University) 2. Wave3 Reading (Fischer Family Trust) 1:1 Phonics Intervention (ReadWriteInc)	Reading Lead and ST to monitor intervention sessions. Daily dialogue between TAs and class teachers regarding the reading progress of key children on programmes. Children assessed fortnightly.	HT	Fortnightly
Total Budgeted Cost					£74,604

ii. 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?
<p>To improve the children's emotional health and wellbeing together with their attitudes to learning, thus increasing expectations and outcomes.</p> <p>Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.</p>	<p>SENCO and F1 HLTA are now accredited practitioners who will support teachers to implement Thrive approaches in lessons and to identify key children who need individual Thrive plans.</p> <p>Key children with low self-esteem who are at risk of under-achieving, will receive some alternative learning opportunities</p> <p>ICT access provided at lunchtimes.</p>	<p>All interventions used to improve the self-esteem, behaviour and motivation of targeted pupils.</p> <p>Thrive room to be created to support key pupils and to offer some alternative learning opportunities.</p>	<p>Additional teachers, support staff + Thrive-trained staff to support key children. Progress of these children will be discussed in Pupil Progress meetings and their ongoing progress and attainment closely tracked.</p>	<p>SENCO- KB</p>	<p>Dec 2018 March 2019 June 2019</p>
Total budgeted cost					£1,000
iii. 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?
<p>Continue to ensure that all children access quality first- hand experiences both within and beyond school.</p>	<p>Subsidise all trips to ensure that the maximum spent is £15 for day visits. Pay for a range of experiences within school which enhance and broaden the curriculum for our children. Deliver 'bucket-list' experiences as devised by the staff to extend the experiences of our children, improve attitudes to learning and promote language development.</p>	<p><i>"It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds."</i> (Chief Inspector of OFSTED- Nov 2017)</p>	<p>Ensure that all trip letters explain that the trip is subsidised. We need to continue to reflect on the effectiveness of trip out versus the impact of educational visitors coming to school.</p> <p>Bucket list experiences include:</p> <ul style="list-style-type: none"> • Chicks hatching in school • Den building • Taking a train journey • Theatre visit <p>Each year group's long-term plans will include reference to such experiences, at least half-termly.</p>	<p>HT & Katy Foster</p>	<p>Dec 2018 March 2019 June 2019</p>

	Free access to some extra-curricular activities, including Multi-skills and Streetdancing				
To review systems and procedures for monitoring and improving attendance.	To reward good attendance and punctuality through half-termly initiatives. Keep parents fully informed about their child's attendance.	Evidence shows that good attendance has a positive impact on children's progress and attainment.	Clear attendance policy details how we track attendance, have individual and class attendance rewards, hold attendance assemblies, contact parents regarding children's attendance.	HT (Supported by Sally Walker-admin).	Attendance tracked weekly by Admin Assistant, Termly attendance data analysed and presented to governors.
All children to be ready & well equipped for the school day.	Ensure children have access to uniform if required to ensure that they are ready to learn/be part of their class.	To ensure that all children feel valued and a key part of the school community.	Staff will sensitively ensure that each child has the appropriate uniform at the start of the day. (PE kit will also be provided if the children have not come prepared.)	Class teachers and TAs.	Dec 2018 March 2019 June 2019
Total budgeted cost					£7,516

6. Review of expenditure £75,240				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £70,250
Higher rates of progress for all PP pupils and for SEND pupils and Y2 girls in Reading, Writing and Maths through effective teaching and learning based on research-based evidence.	<p>Employ additional staff to deliver quality interventions to accelerate reading, writing and maths progress.</p> <p>Provide interventions to improve attainment on a small group/individual basis.</p> <p>Daily reading for all EYFS and Y1 & Y2 PP children + other identified children.</p>	<p>SEND pupils in receipt of additional provision made good progress from their starting points as a result of high quality intervention.</p> <p>EYFS 64% PP children attained GLD- compared with 56% PP nationally. 71% non PP attained GLD (74% nationally).</p> <p>Y1 Phonics Screening: 71% attained (in line with National PP). 87% non PP attained standard (85% nationally). 78% SEND children attained standard & 82% non SEND.</p> <p>Maths intervention for Y2 under-achieving girls. 12 girls targeted. 83% achieved standard.</p>	<p>RWI reading interventions will continue. Small group interventions implemented this year to maximise impact rather than 1:1 work. This approach will continue with most children.</p> <p>Y2 girls were targeted for Maths intervention in the Spring and Summer terms. This was a specific approach for that cohort but small group maths interventions will continue in 2018-2019.</p> <p>Daily small group reading- successful approach with F2 and Y1 children. Y2 reluctant readers were targeted for daily one to one reading and this accelerated progress. This approach will continue with key children but school is to review teaching of reading to include more whole-class reading times (reciprocal reading), ensuring that all children are accessing higher level texts and developing their comprehension skills.</p>	SLT
Y2 Literacy and Numeracy results at least in line with National, including at Greater Depth.	<p>Pupils organised into smaller teaching groups for Reading, Writing and Maths in Y2.</p> <p>Additional teacher employed 2 days each week.</p>	<p>Headline data in line and in some cases above national.</p> <p>Gap between PP children and non PP children</p> <p>Reading -16%</p> <p>Writing -26%</p> <p>Maths -17%</p> <p>8% PP Greater Depth</p>	<p>Greater Depth children worked in focus groups for Reading, Writing and Maths in spring term. This approach will continue alongside quality first teaching.</p>	C Leigh and SLT
To improve our reading outcomes in EYFS, Y1 and Y2	<p>To review our teaching of reading and to consider new reading intervention programmes.</p> <p>To target Y1 children who are at risk of not meeting the Y1</p>	<p>Y1 Phonics Screening: 71% attained (in line with National PP). 87% non PP attained standard (85% nationally). 78% SEND children attained standard & 82% non SEND.</p> <p>Y2 Reading outcomes- 79% at standard with</p>	<p>Y1 reading interventions to continue but Phonics Lead to be given more time to monitor and coach teaching staff delivering the daily phonics lessons to ensure that quality first teaching is having the highest impact possible.</p>	HT

	Phonics standards and the National standard for reading in Y1.	25% greater depth overall. PP 68% at standard with 8% at Greater Depth. Non PP 89% and 39% Greater Depth.		
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the children's emotional health and wellbeing together with their attitudes to learning, thus increasing expectations and outcomes.	SENCO and F1 HLTA are now accredited practitioners who will support teachers to implement Thrive approaches in lessons and to identify key children who need individual Thrive plans.	All interventions used to improve the self-esteem, behaviour and motivation of targeted pupils. Thrive room to be created to support key pupils and to offer some alternative learning opportunities.	Additional teachers, support staff + Thrive-trained staff to support key children. Progress of these children will be discussed in Pupil Progress meetings and their ongoing progress and attainment closely tracked.	SENCO- KB
Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.	Key children with low self-esteem who are at risk of under-achieving, will receive some alternative learning opportunities ICT access provided at lunchtimes .			

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £1,100
Continue to ensure that all children access quality first- hand experiences both within and beyond school.	Subsidise all trips to ensure that the maximum spent is £15 for day visits. Pay for a range of experiences within school which enhance and broaden the curriculum for our children. Deliver 'bucket-list' experiences as devised by the staff to extend the	<i>"It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds."</i> (Chief Inspector of OFSTED- Nov 2017)	Ensure that all trip letters explain that the trip is subsidised. We need to continue to reflect on the effectiveness of trip out versus the impact of educational visitors coming to school. Bucket list experiences include: <ul style="list-style-type: none"> • Chicks hatching in school • Den building • Taking a train journey • Theatre visit Each year group's long-term plans will include reference to such experiences, at least half-termly.	HT & Katy Foster