

Pupil premium strategy statement:

1. Summary information					
School	Rumboldswyke Church of England Infants' School				
Academic Year	2017/18	Total PP budget	£31,640	Date of most recent PP Review	Sept 2017
Total number of pupils	107	Number of pupils eligible for PP	22	Date of next review	

2. Current attainment		
Attainment for: 2016-2017 (9 pupils) KS1	<i>Pupils eligible for PP (your school)</i>	<i>Whole School Pupils not eligible for PP vs national ALL children</i>
% achieving expected standard or above in reading, writing and maths	11%	35% / 44%/63.7%
% achieving expected standard or above in reading	44%	65% / 72% / 75.6%
% achieving expected standard or above in writing	11%	41% / 52%/68.2%
% achieving expected standard or above in maths	33%	44% / 48%/75.1 %

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.	Number of pupils not being emotionally ready to learn
B.	Number of pupils who have not got secure number skills
C.	High number of pupils who are in receipt of Pupil Premium who are also on the SEN register for learning or social emotional needs which have a significant impact on their learning
D.	Speech and language difficulties- significant on entry to school
E.	Engagement in extra-curricular activities – after school clubs, educational visits and music lessons

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Access to quality reading and writing opportunities and lack of phonic knowledge	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</i>	<i>Children are emotionally ready to learn, are motivated and engaged Children retain more friendships Children have fewer fall-outs Children need less support in class time to resolve emotional issues Children's progress is in line with their peers</i>
B.	<i>Pupil Premium children's numeracy skills improves in line with non-pp children</i>	<i>PP children make better progress in numeracy skills and can use them to reason and problem solve</i>
C.	<i>Provide support for SEND pupils who are also Pupil Premium Pupils</i>	<i>Pupil Premium pupils who also have SEND will make significant progress against their starting points</i>
D.	<i>PP children's reading improves in line with non-pp children</i>	<i>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.</i>
E.	<i>Improve spoken language skills, provide quality reading and spelling opportunities</i>	<i>PP children make rapid progress in their spoken, reading and writing skills Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children progress is in line with non-PP children</i>

5. Planned expenditure

Academic year

2017/18

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?
<i>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved</i>	<i>All staff are available for children to speak to Worship, PHSE lessons and Circle Time /Class Council Meetings etc. Class Rules are agreed and displayed to ensure all children feel safe to talk about their feelings. Playtime Book in staffroom – alerting all staff to any issues regarding children</i>	<i>Circle time allows a child to share thoughts and concerns Children and adults can support Worship times remind whole school of agreed ethos Creating an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. All staff are aware of concerns early on and can support children accordingly</i>	<i>Planning shows time to talk Children’s voice - they feel they can talk about their feelings in class with any adult Drop-in to lessons will show the class rule observance Training will be offered to staff who are unsure about good quality circle time.</i>	<i>SLT KC (SENCo)</i>	<i>April 2018</i>
<i>Pupil Premium children’s numeracy skills improves in line with non-PP children</i>	<i>Quality First Teaching of maths using White Rose Hub materials Embed CPR and mastery approach Provide effective feedback</i>	<i>Good pedagogy is the Mastery Curriculum Staff summer reading ‘Making Every Primary Lesson Count’ EEF – Feedback has strong impact on pupil progress</i>	<i>Staff training on CPR strategies – regular staff meetings Planning and work scrutiny Lesson Observations to see CPR in action for all children Pupil Progress Meetings</i>	<i>FS (HT) BS (DH) LC (Aut 17)</i>	<i>January 2018</i>

<i>PP children's reading gap improves with non-PP children (provide quality reading and spelling opportunities)</i>	<i>All children received RWI phonics / SPAG lessons to improve phonic / reading and spelling skills Daily reading with an LSA / volunteer Volunteers trained to support readers Reading will be celebrated in Whole School Celebration Assembly Weekly DEAR Time</i>	<i>Read Write Inc – proven synthetic phonics programme across the whole school Quality daily reading proves effective in raising standards Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. DEAR time valued by all children Books will be on display in the classrooms Seek an author to speak to children</i>	<i>Robust data tracks progress in more detail RWI training – regular staff meetings RWI obs show pace and rigour in phonics teaching, reading, spellings and sentence writing. Observations will show books are celebrated and phonics is being used as a spelling strategy Pupil progress meetings will review intervention given (daily readers) and progress made. The children will be able to talk to me</i>	<i>BM (Phonics and reading lead) LF (EYFS lead / English support)</i>	<i>April 2018</i>
<i>Improve spoken language skills</i>	<i>Quality First Teaching – Model correct grammatical spoken language Insisting children use whole sentences when speaking Orally rehearse before writing ie: drama techniques ALL Adults model this</i>	<i>Staff summer reading 'Making Every Primary Lesson Count' – Pie Corbett – 'If you can say it, chances are you can write it'</i>	<i>Regular staff meetings to update, share and discuss practice Listening to children and adults interact</i>	<i>FS (HT) BS (DH) LF (EYFS lead / English support)</i>	<i>April 2018</i>

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?
<i>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved</i>	<i>Play Therapist employed to work 1-1, group or with parent and child</i>	<i>EEF Social Emotional Learning – moderate impact for moderate cost Children able to open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in schoolwork.</i>	<i>Staff and parent discussions to identify which children qualify Engage Play Therapist (PT) Regular PT reports</i>	<i>FS (HT) KC (SEND) Teachers</i>	<i>After 10 weeks PT</i>
<i>Pupil Premium children's numeracy skills improves in line with non-PP children</i>	<i>Assess all PP children using Sandwell Use First Class at Number as an intervention programme 12 weeks to support basic maths skills</i>	<i>Recommended by WSCC</i>	<i>Planning and assessment time (LSA trained already) Meetings with FS (HT) and BS (DH) + Maths leader to discuss progress</i>	<i>FS (HT) BS (DH)</i>	<i>After 12 week programme completion with group 1</i>

<i>Provide support for SEND pupils who are also Pupil Premium Pupils</i>	<i>Identify support needed with parents, teachers and SENCo Identify appropriate targeted intervention and set up</i>	<i>EEF research shows targeted interventions run by LSAs leads to higher pupil progress</i>	<i>Ensure staff are trained in using the intervention Collect data of students before and after the intervention to show significant progress Pupil Progress meetings</i>	<i>KC (SENCO) Teachers FS (HT)</i>	<i>February 2018</i>
<i>PP children's reading improves in line with non-PP children (provide quality reading and spelling opportunities)</i>	<i>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way/ spelling practice - through an Early Bird Club (provide toast / fruit and drink too) to invited children only RWI interventions (10 min targeted catch-up sessions)</i>	<i>Phonics and reading comprehension strategies identified by EEF moderate impact for low costs Daily reading will develop skills, confidence and provide valuable 1-1 interactions.</i>	<i>LSA / volunteer time before school starts Staff training Data to show children are making significant progress against their starting points</i>	<i>FS (HT) BS (DH) LF (EYFS lead / English support) BM (Reading lead)</i>	<i>February 2018</i>
<i>Improve spoken language skills</i>	<i>Narrative Therapy – spoken language intervention</i>	<i>Pie Corbett / John Hattie research 'if a child can say it, they will be able to write it'</i>	<i>Staff training - Data shows pupil make significant progress against their starting points</i>	<i>KC (SENCO) FS (HT)</i>	<i>February 2018</i>
<i>iii. Other approaches</i>					
<i>External barriers (home life / welfare circumstances)</i>	<i>Payment for before and after school clubs / school visits to ensure fair access to non-academic curriculum</i>	<i>Children have fair access to clubs / visits</i>	<i>Improved self-esteem engagement of parents Participation at clubs – pupil parent voice</i>	<i>FS (HT) SF(SBM)</i>	<i>July 2017</i>
<i>High % of Pupil Premium have SEND</i>	<i>Resources to support learners</i>	<i>Quality resources to support learners to have significant impact on learners</i>	<i>Staff training to use resources Data shows pupil make significant progress against their starting points</i>	<i>KC (SENCO) FS (HT)</i>	<i>July 2017</i>
6. Review of expenditure					
Previous Academic Year		2016-2017			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned		Cost

<p>Improved progress and attainment in phonics, reading and writing to be in-line with national</p>	<p>RWI assessments Increase in outcome of Phonics Screening Check Whole school data Work scrutiny</p> <p>LSAs running small phonics groups</p>	<ul style="list-style-type: none"> • Y1 Phonics Result whole school • increased from 41% to 62% • PP children Y1 attained 38% (8 PP children Y1) 3 were on SEND register • 2016 Phonics Y1 8 PP = 38% • Of 50% of PP were on SEND register (4/8) or registered soon after • 2017 Reading • Y2 PP result 44% compared to non-pp children 72% • Y1 PP 25% compared to all children 43% compared to non-pp children 50% • Writing • Y2 PP result 11% compared to non-pp children 72% • Y1 PP 13% compared to all children 43% compared to non-pp children 54% • EYFS outcomes • GLD Cohort of 40 = 68% • PP 4/6 = 67% • Reading • Cohort 80% • PP 6 children 67% • compared to non-pp children 74% • Writing • Cohort 73% • PP 6 children 67% • compared to non-pp children 68% 	<p>The phonics results were much improved from last year for the whole school. The PP children make up was different for this year so last years'</p> <p>Year 2 reading for PP children needs to improve. This was the first year for RWI and only became embedded in January. 2018 results should build on the success of 2017 Y1. Writing has similar results</p> <p>Maths result the gap is closing but room for improvement across the school.</p> <p>What next? Set up intervention RWI group for those falling behind Introduce Early Bird Reading Club with LSAs / Staff before school for invited children only (fruit / toast / drink provided)</p> <p>Employ more effective phonics assessments to measure smaller steps progress</p> <p>Quality First Teaching – dropped RWI Get Writing and focus on topic writing / Daily writing activities whole school - Big Write on Wednesdays and editing Thursday + Fridays Talk for writing in class sessions – more drama + modelling</p> <p>Maths intervention programme reinstated for 2017 – 2018 for KS1</p> <p>EYFS are in-line with non-pupil premium children</p>	<p>£19254.29 LSA costs</p> <p>OUP £570.64</p>
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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
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<p>SENCo support 42% of Pupil Premium pupils have SEND</p> <p>Improve progress in academic, social and emotional</p>	<p>SENCo support Specialist resources to assess children. Resources to support the work of staff, children and families supporting additional needs</p> <p>PP Grant also used to purchase Parent Partnership Home-Learning kits known as IMPACT = Improving Parents And Children Together for maths.</p>	<ul style="list-style-type: none"> Children with SEND and on the PP register have additional support and needs are identified and acted on 42% of PP had SEND and needed additional resources to support their assessment and learning <p>* EEF moderate cost for moderate outcomes</p> <p>Parental involvement</p> <p>Maths</p> <ul style="list-style-type: none"> Y2 PP result 33% compared to all children 44% compared to non-pp children 48% Y1 PP 25% compared to all children 43% compared to non-pp children % 	<p>Tracking SEND against starting points needs to be identified in smaller steps. Children currently assessed against their Learning Passport targets.</p> <p>Next steps: use new assessment system to track smaller steps</p> <p>EEF research shows targeted interventions run by LSAs leads to higher pupil progress</p> <p>Next Steps: use interventions that have data to measure progress</p> <p>IMPACT package needs to be updated for the new national curriculum for reasoning and problem solving.</p>	<p>Costs from above in this area too</p> <p>+ £573.85</p>
<p>Improve progress (emotional, social and academic)</p> <p>Improved self-esteem</p> <p>Children happy to attend school and feel good about them selves and are ready to learn</p>	<p>Engaged Play Therapist 1-1</p>	<ul style="list-style-type: none"> 4 boys attended a Group Therapy session – all developed sharing skills and were able to negotiate and work collaboratively – in class self-esteem and attitude to work improved 3 children had 1-1 Play Therapy – all 3 were able to ‘act out’ their emotional issues and were more engaged in their learning 1 child on CP Plan had Play Therapy 	<p>Play Therapy 1-1 sessions</p> <p>Very successful Therapy sessions. The reports show the children ‘acted out their emotional issues’ and built resilience.</p> <p>DATA from *** FIND REPORTS</p>	<p>£1780.00</p>
<p>Pupil Premium children’s numeracy skills improves in line with non-PP children</p>	<p>Numeracy Groups</p> <p>Every Child Counts</p>	<ul style="list-style-type: none"> 3 PP children took part Children made good progress given their starting points 	<p>We only had a few weeks of this input. Would need longer to make it work successfully.</p>	<p>£803.38</p>
<p>Improve outcomes for writing and reading</p>	<p>Class teacher took small groups</p>	<ul style="list-style-type: none"> Hold a Sentence group and linked to reading Successful as children had more confidence 	<p>To continue this year if funding allows</p>	<p>£554.73</p>

7. Additional detail	
<p>PP Grant also funded after school clubs and school visits to ensure no-one missed out</p>	<p>£873</p> <p>£30</p> <p>£421.00</p>
<p>Parent support additional needs (EqT)</p>	<p>£27.40</p>
<p>Additional funding for Supply cover for teachers and parents to meet</p>	