



## Pupil Premium Statement

### Our Vision:

- We ensure that teaching and learning opportunities meet the needs of all the pupils in school.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- The Pupil Premium Grant is allocated to support any pupil or group the school has legitimately identified as being socially disadvantaged and underachieving.
- Interventions for each pupil are decided on individual needs led basis thus children may benefit from more than one intervention.
- Much of the support provided through Pupil Premium Grant will be aimed at accelerating progress and helping pupils to achieve at least age related expectations in English and Maths.
- Pupil Premium Grant is also used to support more able pupils, who are socially disadvantaged, to achieve their full potential and attain greater depth.
- Decisions regarding how to spend Pupil Premium Grant using direct approaches will be made following research into successful strategies plus provision which uses other more creative interventions which will subsequently influence academic achievement and importantly enhance their social and emotional well-being.
- We ensure we involve parents as early as possible to maximise their engagement with their child's education through workshops, parental consultations and home visits as well as day-to-day contact on arrival and collection.
- Pupil Premium Grant supports the development of personal, social and emotional skills to promote independence and self-efficacy, where children are equipped to independently make a positive difference to their own lives and those of others.

### Impact of Provision

Measuring, demonstrating and evaluating impact is used to inform future policy, actions, strategies and interventions;

- Case studies and provision maps are used to ensure every child eligible is allocated the provision they are entitled to.

- Assessments at least half-termly are used to demonstrate progress within social, emotional and behavioural development as well as academic progress. A variety of evidence is gathered including attendance records, questionnaires, discussions with pupils, parents' feedback, children's discussions, higher levels of involvement as well as more formal academic assessments.
- Provision Mapping evaluates the interventions and directly compares them to allocated funds to ensure value for money.

### **Olney Infant Academy Context**

Steve Dunning (Principal) and Katrina Rodden (Pupil Premium Governor) are responsible for the achievement of Pupil Premium at Olney Infant Academy. Day to day contact regarding these children can also be made through class teachers.

At the time of writing, Olney Infant Academy has 246 children on roll and is considered a larger than average sized infant school. The number of children eligible to receive Pupil Premium funding in 2018-19 is 19 (7.7%). Numbers can change if new children arrive or if family circumstances should change for any of our children.

### **Pupil Premium Funding 2018-2019**

<b>FUNDING FOR 2017/2018</b>		
Eligible Pupils	19 children @ £1320	£25,080

Our intended expenditure for 2018-2019 is £25,080 and the school central budget will supplement the provision for these pupils due to the crossover of achievements and educational benefits intended for all children. Our ethos is to supplement and enhance provision to provide the best outcomes for all our children, Pupil Premium and Non Pupil Premium.

### **Key priorities 2018-2019**

Pupil Premium funding for 2018-19 will be used to support these children to make at least as much progress and attain at least as highly as non- Pupil Premium children. It will also be used to help address some of the other **barriers to learning** we identified (see table below). These include a lack of parental engagement identified, poor attendance and children arriving at school either late or not ready to learn (for specific pupils).

<b>Barrier</b>	<b>Action to overcome barrier</b>
Maximise progress and attainment in reading	Regular guided reading sessions in KS1 with differentiated groups  1:1 daily reading with a Teaching Assistant for children who need a little extra support

	Close monitoring from English leader
Maximise progress and attainment in writing	Close monitoring from English leader Whole school to have writing as part of appraisal targets
Maximise progress and attainment in maths	Embedding maths mastery in KS1. To teach maths mastery we will use the Maths No Problem scheme of work in Year 1 and Year 2 as our starting point, supplemented by materials from The White Rose Maths Hub and other sources  Purchasing of new resources and equipment to use with new mastery approach  Membership of Enigma Maths Hub and other schools teaching maths mastery to share good practice.  Peer observations to share good practice  Staff meetings and INSET to develop maths mastery teaching.
Children not learning ready	Kidz Club Breakfast club for children to get ready for learning – offer free places as appropriate
Children not engaged	Use of places at Kidz Club After-School Club and extra-curricular clubs to motivate pupils, improve social and emotional skills and general well-being  Positive discrimination regarding use of rewards such as Achievement Certificates
Lack of parental engagement	Parents spoken to about the funding and ideas of how to spend some of the allocation explored and shared together  Individualised targeted meetings as appropriate
Poor attendance	Investigate reasons for low attendance, make parents more aware of importance of good attendance, further free use of Breakfast Club, impose fines for unauthorised absence
General low attainment	Discussions at Pupil Progress meetings  Liaison with SENCo  Interventions as appropriate (see below)
Pupil tracking and assessment	Improve practices and processes in assessment and tracking pupil progress, working with support of Nicole Bramwell (SLE)

**Total Allocation/Spend 2018 – 2019 = £25,080 (see table below)**

<b>Barrier</b>	<b>Specific actions</b>	<b>Target group</b>	<b>Estimated cost</b>
Maximise progress and attainment in reading	Guided reading sessions in KS1	All Pupil Premium children in Key Stage 1	N/A
	Close monitoring by class teachers and regular updating of Provision Maps	All Pupil Premium children	N/A
	One-to-one and small group interventions with Teaching Assistants	Pupil Premium children whose attainment is low compared to expected level or whose progress is too slow	£5,500
Maximise progress and attainment in writing	Close monitoring by class teachers and English Leader, regular updating of Provision Maps	All Pupil Premium children	N/A
	All teachers to have focus on writing as an appraisal target	All teachers	N/A
	One-to-one and small group interventions with Teaching Assistants	Pupil Premium children whose attainment is low compared to expected level or whose progress is too slow	£5,500
Maximise progress and attainment in mathematics	Embedding of mastery approach to mathematics	Whole school	£2580 (scheme and resources)
	Share good practice with other schools/teachers	All teachers	N/A

	Staff meetings/INSET to develop mastery approach	All teachers/TAs as appropriate	
	Close monitoring by class teachers and regular updating of Provision Maps	All teachers	N/A
	One-to-one and small group interventions with Teaching Assistants	Pupil Premium children whose attainment is low compared to expected level or whose progress is too slow	£5,500

Issue to be addressed	Specific actions	Target group	Estimated cost
Children not ready for learning on arrival at school	Provide free places for Pupil Premium children at Breakfast Club	Pupil Premium children who are unsettled or late in the mornings	£2000
Children not engaged with school/learning	Discuss their interests. Offer free places either at Kidz Club or an extra-curricular club.  One free trip per year per child.	All Pupil Premium children	£4000
Lack of parental engagement	Time to Talk meetings, parents' consultations, daily chat with parents at end of day	All Pupil Premium children	N/A
Low attendance	Investigate reasons for low attendance, make parents more aware of importance of good attendance, further free use of Breakfast Club, impose fines for unauthorised absence	All Pupil Premium children	N/A

General low attainment	Bespoke support and guidance for families as appropriate re: lateness, health issues, injuries, SEND etc	Pupil Premium children (as appropriate)	N/A
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### **Impact/Review**

We review and update our interventions constantly throughout the academic year in response to our Pupil Progress meetings, parent consultations, data and progress. We evaluate their cost and impact and assess value for money termly. At the end of the Summer Term we add to the tables above to show the impact of our Pupil Premium funding and then take further actions forward into the next academic year.

Analysis informs future provision, policy, actions and practice. SMT along with the designated Pupil Premium governor and the whole governing body will continue to explore creative and innovative ways to utilise the Pupil Premium resources to the utmost effect.

Pupil Premium reviews are conducted by our IFtL Challenge Adviser to support and enhance our school Pupil Premium evaluation and improvement process.