



Inspiring Futures
Through Learning

Pupil Premium Strategy

Proposed Strategy for 2019-2020

Review of Strategy for 2019-2020

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

- *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.*

Our School Approach for Pupil Premium

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.*

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes	
Three-year Outcomes:	Link to SDP:
Impact Towards Long Term Outcomes 2019-2020	
Impact Towards Long Term Outcomes 2020-2021	
Impact Towards Long Term Outcomes 2021-2022	

Summary information					
School	Olney Infant Academy				
Academic Year	2018/19	Total PP budget	25,080	Date of most recent PP Review	July 2019
Total number of pupils	249	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2020

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 2 % achieving in reading, writing and maths	Reading 89% Writing 67% Maths 89%	Reading 65% Writing 67% Maths 80%
% making progress in reading 5 or 6 steps	56%	64%
% making progress in writing	56%	75%
% making progress in maths	78%	79%
Year 1 % achieving in reading, writing and maths	Reading 89% Writing 89% Maths 89%	Reading 87% Writing 80% Maths 85%
% making progress in reading	67%	38%
% making progress in writing	78%	73%
% making progress in maths	89%	78%
Foundation Stage % achieving in reading, writing and maths	Reading 20% Writing 0% Maths 20%	Reading 86% Writing 81% Maths 62%
% making progress in reading	60%	90%
% making progress in writing	40%	81%
% making progress in maths	60%	50%

Barriers to future attainment

In-school barriers

A. PP attainment in reading, writing and maths lower for PP verses non PP children

B. Lack of parental engagement with PP children

C. Children arriving in school late and not ready to learn

External barriers

D. PP attendance lower than non PP children PP persistent absence

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children attainment in line with non PP in reading, writing and maths	End of year attainment shows PP pupils in line with non-PP
B.	100% PP parents attending parents evening and workshops	All PP parents attend
C.	PP children's lateness in line with non PP children	Attendance statistics show lateness for PP pupils in line with non-PP
D.	PP children's attendance will be in line with non PP children. No children on PP have persistent absences.	Statistics show attendance for PP pupils in line with non-PP, with no persistent absences

Planned expenditure for 2019-2020

Academic year 2019-2020

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 ?
PP children attainment in line with non PP in reading, writing and maths	Close tracking of reading/ maths and writing each half term, reading interventions and extra reading sessions given to children. Maths interventions set up and sessions provided in afternoon to go over misconceptions. Writing interventions set up. PP children seated suitably in the classroom so early checks can be made with then to ensure understanding.	PP children often not gaining reading experiences at home,	Reading interventions set up with trained staff Extra reading sessions with other adults in the school Maths interventions set up in assembly with a teacher	All class teachers- PP lead to monitor	Termly
PP children's progress of reading and writing in year 2 is in line or above non PP children	Set up grid of reading bands and plot children's reading progress though the year highlighting PP children. When tracking children termly look at PP children progress and attainment	PP children's progress of reading and writing in year 2 is below non PP children	Year 2 teacher/ PP lead to monitor	Year 2 lead	Termly
Year 1 and F.S -To decrease the gap between PP and non PP children's attainment in reading, writing and maths	Look at attainment in reading writing and maths each term in FS and Year 1 of PP and non PP children and put in place interventions for PP children who are not achieving.	FS- PP children's achievement in reading, writing and maths all low, and significantly lower than non PP children	Target Tracker Reading maths and writing interventions set up and implemented.	FS and Year 1 teachers PP lead	Termly

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 ?
Year 2 phonics retakes – 90% children achieving retake	Phonics interventions set up with teacher, mock phonics tests done at beginning and end of each term.	More support for pupils who sometimes receive less support at home	Year 2 teachers to look at phonics tests and gaps in learning and ensure these are covered again the next term	Year 2 lead	July 2020

100% PP parents attending parents' evening and workshops	Teachers to ensure PP parents book an appointment to discuss children. Evening meetings teachers to remind parents about importance of the meeting and what they will gain from it. Registers taken to monitor who attends.	To improve levels of PP parental involvement in their child's education	Ensure teachers speak with parents and encourage them to attend	All class teachers- PP lead to monitor	After each meeting
Total budgeted cost					
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 ?
PP children's attendance will be in line with non PP children. No children on PP have persistent absences.	Attendance is monitored termly and attendance score are shared with parents at parents' evenings and discussed. If children are still repeatedly absent meetings set up with head and PP lead to discuss and find ways to support.	PP absence level is below national average	PP lead to look at absence reports for PP children termly.	PP lead Head	Termly
PP children's lateness in line with non PP children	Lateness is monitored termly. If children are repeatedly late meetings set up with class teacher and if needed head and PP lead to discuss and find ways to support.	PP lateness level is below national average	PP lead to look at lateness reports for PP children termly.	PP lead Head	Termly
Total budgeted cost					£24,200

Review of expenditure

Previous Academic Year	2018-2019			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
To improve PP children's reading levels in KS1	Guided/ paired reading sessions in KS1	Year 1 – 89% PP children achieving 87% non PP children achieving Year 2 – 89 % PP children achieving 65% non PP children achieving	Quality First teaching, clear focus on core skills is successful for PP pupils	0

	Close monitoring by class teachers of reading, writing and maths and regular updates of provision map.			
To improve PP children's writing levels throughout the school	All teachers to have focus on writing as an appraisal target.	FS – 0% PP children achieving 81% non PP children achieving Year 1 – 89% PP children achieving 74% non PP children achieving Year 2 – 67 % PP children achieving 67% non PP children achieving	Focus on writing in KS1 has improved PP children's attainment	0
To improve PP children's maths levels throughout the school	Embedding of mastery approach to mathematics	FS – 20% PP children achieving 62% non PP children achieving Year 1 – 89% PP children achieving 85% non PP children achieving Year 2 – 89 % PP children achieving 80% non PP children achieving	Interventions in KS1 have improved PP children's attainment	0
Improve number of PP children gaining greater depth in KS1 maths	Share good practice of mathematics with other schools/ teachers.	Year 1 – 11% PP children achieving 12% non PP children achieving Year 2 – 22 % PP children achieving 20% non PP children achieving	Maths make sense reasoning activities have kept PP children in line with non PP children (improve this next year)	0
Improve PP parent involvement within school activities	To engage parents more – time to talk meetings, parents' consultations and daily chat with parents at end of day.	PP time to talk meetings set up more regularly in EYFS		0

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
Decrease the gap between PP and non PP children's attainment	One to one and small group interventions for reading, writing and maths with TA's Paired reading Handwriting intervention groups maths intervention groups	Year Two data- PP children achieved higher than non PP children (reading and maths significantly higher)	Interventions have had apparent success in terms of attainment	£9,700

	One free trip per year per child.	100% of PP children take up the one free trip		£250
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iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
Investigate reasons for low attendance, make parents more aware of the importance of good attendance, further free use of breakfast club and impose fines for unauthorised absence.	PP lead to take in attendance records termly and discuss with class teachers and head. Teachers to share attendance with parents	PP children's attendance has improved but still slightly below national average. The gap between PP and non PP attendance has decreased too.	We have started to improve attendance in the school but need to continue this further next year	
Offer free places in Kidz Club or extra-curricular clubs		50% of PP children take up the extra-curricular clubs 25% of PP children take up the kids club		£6,000
Provide free places for PP children at breakfast club.	If children are attending breakfast club it ensures they are at school on time and are fed and ready to learn	25% of PP children take up the breakfast club places	Can be difficult to persuade parents of persistent latecomers to take up the offer	£2,470