

Pupil Premium Strategy Statement

To ensure that pupil premium funding is used to the maximum effect to break down barriers to learning and enable every child, irrespective of their background, to have the opportunity to achieve their potential.

Summary information					
School:	Crofton Infants' School				
Academic Year:	2018-19	Total PP budget:	£1320 x 27 =£35,640	Date of most recent internal PP review	July 2018
Total number of pupils	177 Main school 44 nursery at Sept 2018	Number of pupils eligible for PP	11 (19%)Yr 2 11 (19%)Yr 1 5 (8%) Reception 27 children 15%	Date for next internal review of this strategy	November 2018
Identified barriers for future attainment (for pupils eligible for PP, including high ability)					
Some children in receipt of PP funding are also on the SEND register for cognition and learning and medical.					
Persistently absent PP children do not have the same attitudes to learning as their peers due to the regular disruption to their education					
Poor attendance including arriving late at school and term time holidays which reduces their school hours					
Lack of parental engagement with school, particularly in reading at home, and attending information sharing events					
Desired outcome					
<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>		
Increase attendance rates for pupils eligible for PP			Diminish the difference between non PP attendance (95.6%) and PP children attendance (93.2%) – as at end of Summer 2018 – Whole school target 2018/19 96%		
Reduce the number of persistently absent PP children			Lower the percentage of persistently absent PP children to less than 27% – as at end of summer 2018 (8/29 pupil premium are persistently absent)		
To improve outcomes for pupil premium children			The gap between pupil premium outcomes in reading, writing and maths and non pupil premium children’s outcomes is diminished. (2018 Reading 7%, Writing 29%, Maths 27%)		
Planned expenditure for the academic year 2018-2019					
Area of spend	Focus			Total allocation	
Additional teaching assistant and higher level teaching assistant support for focused interventions	Phonics, English, Maths, Social and Emotional			£28,600	
Transition work with the Junior School	Supporting Year 2 PP children to settle more readily by joint PP activities			£2000	
Breakfast club funding	Personal and social			£1000	
Funding for school trips	Personal and social			£540	
Provide equipment and school uniform	Personal and social			£640	
Raising Attendance	Attendance			£1985	
Parent Partnership	Readiness to learn and engagement			£200	
Total				£34,965	

Area of spend	Intended outcomes	Actions	Lessons learned
Additional teaching assistant support for focused interventions	<ul style="list-style-type: none"> To enable children to meet at least age related expectations 1:1 and/or small group interventions planned to cater for individual needs (phonics, reading, writing, maths, handwriting) Consolidation of learning completed in classes – time for practise and application of skills Careful tracking of home reading records to ensure regular reading takes place Priority reading with teaching assistant if children are unable to read at home Tracking of children who are also on the SEND register – teaching tailored to needs of the child in specific areas PP children have their individual targets reviewed termly and aspirational targets are set for their progress and attainment 	<ul style="list-style-type: none"> Regular teaching assistant meetings with Inclusion leader to review interventions, re-shape groupings, and focus Teachers and Inclusion leader carefully plan interventions to be completed each half term Teaching assistants complete impact statement to provide evidence of outcomes and plan for next steps SLT and middle leaders observe interventions and provide timely feedback regarding strategies, next steps and resources 	
Transition work with the Junior school	<ul style="list-style-type: none"> Year 2 children settle better in to Junior school and are more focused on learning To join with the Junior school in some 'achievement for all' training. 	<ul style="list-style-type: none"> Teaching assistant to support children at lunchtime each week as PP children take part in paired reading with Junior children. Staff to undertake training when required to enable a joint approach to pupil premium children. 	
Breakfast Club funding	<ul style="list-style-type: none"> Children have a healthy breakfast to enable them to focus better during the morning in school and therefore improve outcomes. Attendance/lateness is addressed as children have a more settled start to the day. 	<ul style="list-style-type: none"> Annual analysis of number of children who have attended breakfast club. Parents reminded half termly about breakfast club. 	
Funding for school trips	<ul style="list-style-type: none"> Children are able to participate fully in school trips Learning is supported by school trips that are carefully planned to enhance the school's curriculum 	<ul style="list-style-type: none"> School trip letters to include information for parents about available funding Senior admin assistant to liaise with parents and headteacher regarding specific requests for funding Teachers made aware of funding 	
Provide equipment and school uniform	<ul style="list-style-type: none"> Equality of opportunity for all children is embedded throughout school 	<ul style="list-style-type: none"> Provide water bottles and book bags. Provide school uniform when required, all children receive one school logoed sweatshirt when they start school and are entitled to a 50% discount on up 2 a year. Children regularly asked how to spend school funding - School Council 	

		<ul style="list-style-type: none"> • Provide reading records to encourage home reading and parent school sharing of information. 	
Raising Attendance	<ul style="list-style-type: none"> • To improve daily attendance and punctuality in school 	<ul style="list-style-type: none"> • Administrative assistant to action the first day absence response procedures • Headteacher and Education Welfare Officer to meet with parents of persistently absent children to agree a raising attendance and punctuality action plan including funding if appropriate • To work in partnership with other agencies to ensure daily attendance and punctuality in school • Share termly and end of year attendance summary with parents • Teachers challenge parents and carers of persistently absent children and discuss the impact on their attainment and progress • Share relevant attendance data with governors • Share attendance and punctuality termly report with teaching staff 	
Parent Partnership	<ul style="list-style-type: none"> • To improve parental engagement in children's learning in school life • To enable parents to be better equipped to support their children's learning at home • To improve the self-esteem of children leading to increased confidence and attainment in the classroom • To enable parents their own learning 	<ul style="list-style-type: none"> • To provide a parent support advisor to support hard to reach parents. • Plan curriculum workshops for parents • Signpost parents to adult learning to access lifelong learning opportunities • Gather and take into consideration the views of parents. • Provide regular updates on supporting learning at home verbally, in writing and on the school website • Evaluate the impact of parental involvement • Open door policy to enable communication between staff and parents 	

How will the school measure the impact of the Pupil Premium funding

- To monitor progress and attainment new measures have been included in the performance tables that will capture the achievement of children covered by the Pupil premium.
- Data is compiled by Senior leaders in the usual cycle of monitoring and tracking. This is used to inform pupil progress and enable the early identification of need, support and appropriate intervention. The school reviews the impact of actions taken in this monitoring and reporting cycle and plans how funding will be allocated in the next cycle.
- Pupil Progress meetings take place half termly with class teachers and the headteacher.

- When selecting children for Pupil Premium target groups the school will look at all children. There are some children who are not eligible for Pupil premium funding who will benefit from these groups if their needs are similar and we believe progress can be made.
- Pupil Premium funding and the impact on attainment and progress is a regular item at governor meetings.

Designated staff members in charge – Mrs Ann Chinn, Inclusion Leader and Mrs Jen Stefanuik Deputy Head teacher
 Nominated Governor – Mr Russell McNair, Chair of Governors

Date of next Pupil Premium Strategy reviews

- Friday 23rd November 2018
- Friday 15th March 2019
- Friday 5th July 2019

Pupil Premium Strategy Review – July 2019

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Increase attendance rates for pupils eligible for PP	
Reduce the number of persistently absent PP children	
To improve outcomes for pupil premium children particularly in writing and mathematics.	