

## Pupil premium strategy statement

1. Summary information					
School	St Nicholas CEVC Infant School				
Academic Year	2016-2017	Total PP budget	£20,380	Date of most recent PP review	Dec 2016
Total number of pupils	118	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD in Foundation Stage	100%	76.3%
% meeting the expected level in the Phonics Check	67% (4/6)	76%
% meeting the expected levels in maths at the end of KS1	50% (2/4)	85%
% meeting the expected levels in writing at the end of KS1	50% (2/4)	73%
% meeting the expected levels in reading at the end of KS1	75% (3/4)	76%
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)		
<b>A.</b>	<b>Cognition and learning difficulties</b>	
<b>B.</b>	<b>Social emotional issues and low self-esteem for some children lead to inability to focus and make desired progress.</b>	
<b>C.</b>	<b>Communication and language - speech and language/literacy skills. Reluctant readers.</b>	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	<b>Low attendance and lateness affecting aspirations.</b>	

<b>E.</b>	<b>Emotional wellbeing, confidence and self-esteem – issues where home-life impacts on academic life.</b>	
<b>4. Desired outcomes</b> (Desired outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	For all pupil premium children to be making good progress with their learning	Assessment data shows that pupil premium children are making good progress and their progress is in line with that of their peers.
<b>B.</b>	For all pupil premium children to feel emotionally secure and engage with all learning and interact with social confidence.	Parents and Carers report that children are presenting as more emotionally secure. PP children are included with their peers socially and are having successful interactions.
<b>C.</b>	Pupils identified with communication/speech and language difficulties are provided with rich learning environments and high exposure to speaking/listening/literacy activities. Raising engagement in reading for pleasure.	Review of speech/language/literacy assessments shows progress. Reading progress and engagement with reading for PP is in line with non PP pupils.
<b>D.</b>	A rise in PP attendance to an average of 94%	PP pupils attendance is at an average of 94.8% Lower % of lateness.
<b>E.</b>	Observation, discussion with teachers and parents shows improvement in emotional wellbeing, self-esteem and confidence of pupil premium children.	Improvement is shown in Strength Difficulties Questionnaires, mentoring reports and pupil engagement in learning.
<b>5. Planned expenditure</b>		
<b>Academic year</b>	<b>2016-17</b>	

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**

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes for PP children to reach GLD, to meet the expected standard in phonics and throughout KS1.	Ensure that all teaching is consistently good, with an increasing amount of outstanding practice.	Quality first teaching ensures all children are given the best possible opportunity to learn, thus lowering the likelihood of needing intervention at a later stage.	Regular observations/book scrutiny/planning scrutiny/moderation of assessment. Staff training and mentoring. Sharing of good practice	SLT Class teachers	Termly assessments and screens. Progress review meetings.
Improved outcomes for focus PP children to meet the expected standard or greater and be similar to non-	Small group or 1:1 tuition/support to meet the needs and expectations.	Teaching and Learning Toolkit evidences that small group and 1:1 interventions have an impact on pupil progress.	Support is bespoke to each pupil premium child in order to close any gap or extend their learning. Organise timetable to	SLT Class teachers Specialist teacher Support staff	Termly assessments and screens. Progress review meetings.

pupil premium children.			ensure staff delivering provision have sufficient preparation and delivery time.		
For all PP children to feel emotionally secure and live life in its fullness.	Mentoring from staff, dog mentor, Play therapy. Lunchtime nurture. After school clubs.	Children's learning is maximised when they are positive and happy. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behaviour issues can be effective.	Senco to monitor and assess intervention and measure impact.	HT Senco Class teachers	After session blocks.
To enable PP children to start and finish the school day in a social environment to meet their needs.	Attendance at breakfast club. Attendance at after school clubs. Children are settled and fed in order to start the day ready to learn.	Social learning opportunities for all children develops their self-esteem and confidence.	Staff to encourage PP children's engagement in the school day.	SLT Office staff	Daily for attendance and lateness. Termly for afterschool clubs

<p>To support PP families wellbeing, confidence and self-esteem</p>	<p>Family projects, time to talk, tuition support. Liaison with other agencies.</p>	<p>Family engagement in learning raises aspirations for all children. By working together better outcomes can be achieved.</p>	<p>Team around the family meetings. Parent meetings with the play therapist and Senco</p>	<p>SLT</p>	<p>Following meetings and actions from these.</p>
---	---	--	---	------------	---