

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	East Boldon Infant School				
Academic Year	2019-20	Total PP budget	£5,280 (currently as of Sept 18)	Date of most recent PP Review	Sep 19
Total number of pupils	180	Number of pupils eligible for PP	11 (PP) <5 PLAC/LAC	Date for next internal review of this strategy	Dec 19 March 20 July 20

2. Current attainment (from 2018-19)		
	<i>Pupils eligible for PP (your school)</i> <u>End of KS1 Results (<5)</u> <u>Across School 5 children</u>	<i>Pupils not eligible for PP</i> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (End of KS1 – <5 CHILDREN)	Reading = 100% Writing = 100% Maths = 100%	Reading = 75% Writing = 69% Maths = 76%
	FSM (5)	LAC/PLAC (<5)

% making expected progress in reading (as measured in the school)	80%	66%	
% making expected progress in writing (as measured in the school)	80%	33%	
% making expected progress in mathematics (as measured in the school)	100%	66%	

Across school disadvantaged attainment is not an issue year on year and numbers in school do fluctuate, as do the specific needs of individual children.

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	SEND needs – speech and language, difficulty retaining information
B.	Low self esteem and aspirations
C.	Low support from home due to family circumstances

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Children under special guardianship arrangements
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4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	To develop phonic skills, recognising phonemes and blending to read words. To read key words on sight to support reading development.	Children in Year 1 to pass the phonics screening check. Any children retaking the test in Year 2 to meet the expected standard
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B.	To develop writing skills. To ensure key punctuation is accurate. To ensure spellings are accurate.	All children to make expected progress in writing across the year.
C.	To develop basic mathematical skills – number focus	All children to make expected progress in maths across the year.
D.	To ensure attendance of FSM/LAC/PLAC children is in line with non FSM/LAS/PLAC.	Regular monitoring of the attendance of all groups of children.

5. Review of expenditure				
Previous Academic Year		£6,600		
i. Quality of teaching for all				
Action	Intended outcome	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
As our numbers of PP/PLAC are low in school, we feel the best action of support lies with quality first teaching. Our funding does not allow for the costings of any additional teachers, therefore use of our teachers in school to offer quality first teaching is our key action.	At least 80% of children to achieve the expected standard in R,W,M	88% Reading at End OF KS1 81% Writing at End of KS1 87% Maths at End of KS1	The focus on maths and specifically the mastery element of maths has had an impact on the attainment of the children this year, with an increase at the expected level and an increase at greater depth (4%) Reading continues to be strong and attainment at the expected level has been maintained. Writing has taken a dip of 3% at the expected standard from last year. Writing as a separate intervention can be difficult, particularly with longer pieces and a time frame. We have reviewed our interventions for this coming academic year.	
				Not included.
ii. Targeted support				
Action	Intended outcome	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
Learning Support through interventions with TA's working specifically on basic skills.	To support the children with the basic skills of reading, phonics and writing	<ol style="list-style-type: none"> Of the children in Year 1 who were targeted with phonics and reading support, these children all made progress from their individual target in their support plans. 1 child reached the expected standard in phonics. All children targeted in Y1/2 made progress towards their support plans. 	<p>SEND co-ordinator work with teachers half termly to address progress of the children within interventions. Adjustments are made to account for children who are making better/less progress within the class setting and who could benefit from the targeted support.</p> <p>We will continue with this approach, but we have amended our timetable a little</p>	£4,202

iii. Other approaches				
Action	Intended outcome	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 10mins each day TA
Precision First Teaching	To help improve memory skills of those children who find it difficult to retain letter sounds/numbers/words(Ed Psych recommendation)	All children targeted made progress towards their individual targets in their support plans.	This approach will be continued for all children not just PP children who are finding it difficult to retain the basics – letter sounds/numbers/key words.	

6. Planned expenditure

Academic year 2019-

£11,200

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
We feel the best action of support lies with quality first teaching. Our funding does not allow for the costings of any additional teachers/TA's, therefore use of our teachers in school to offer quality first teaching is our key action.	At least 80% of children to achieve the expected standard in R,W,M.	Highly experienced staff in school who can use their expertise to deliver the curriculum to a high standard.	Regular monitoring, regular pupil progress reviews	HT/DHT/ LR	October 19 December 19 March 20 June 20
Total budgeted cost					Not included in costing.

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions to support children to 'keep up' rather than 'catch up' with specific learning.	To support the children with the basic skills of reading and writing and maths	To enable the children to meet the expected standard in phonics/GLD/EOKS.	Weekly records of working and assessments. Feedback to teachers/SENCO.	DH/ST/NH/AS AV/JOD	December 19 March 20 June 20
To improve language and communication skills.	To deliver focussed SALT/BLAST	To work towards specific SAL targets. To improve communication and interaction with peers.	Weekly records of working and assessments. Feedback to teachers/SENCO.	AS/AE/AV/JOD	December 19 March 20 June 20
To raise self esteem and well being, to increase focus and attention	To ensure all children have the confidence and resilience	Small group work, working on games, feelings, confidence to allow individual children the time and space needed away from large class setting	Weekly records of working and assessments. Feedback to teachers/SENCO.	AS/AE/AV/JOD	December 19 March 20 June 20
Total budgeted cost					£9, 109

iv. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure the attendance of the disadvantaged is in line with non disadvantaged and to aim to be 95%+	Children are in school regularly and accessing the teaching/support.	Children need to be in school to learn and achieve their best. The DFE reports that there is a correlation between children who have no absence and their attainment in KS2/KS4.	Attendance monitoring half termly Attendance of the week to classes Half termly celebration breakfast 100% termly attendance certificates.	AOB/LH	December 19 March 20 June 20
Personal Budget Allocation	To ensure individuals have equal and fair access. This budget is flexible to the needs of specific children	As the numbers of our disadvantaged children have increased this year, we aim to ensure specific needs are met. This could be to enhance the opportunities for these children, or to purchase specialist resources.	SENDCo to review needs of specific children. Sharing of information from staff.	JOD/LH	December 19 March 20 June 20
Total budgeted cost					£ 2, 389
7. Additional detail					
Children in receipt of Pupil Premium or those who are PLAC are just as likely to have general or specific learning difficulties. If any child is identified as having a specific need, they may require different levels of intervention and support. We always strive for all children to achieve their best. Children identified as having a specific learning need, will have a support plan in place and progress towards these will be used to measure the success of the intervention in place, rather than the 'measure of progress' in attainment terms.					

As our numbers of PP have increased from the previous year, we will continue to monitor the use of our funding carefully across the year and make adjustments as necessary.