



# Pupil premium strategy statement.

1. Summary information					
School	Robert Miles Infant School				
Academic Year	2018-19	Total PP budget	£43,043.00	Date of most recent PP Review	July 2018
Total number of pupils	177	Number of pupils eligible for PP in 2018/19	Y2- 19 Y1- 10 Reception-2	Date for next internal review of this strategy	TBC

2a. Attainment at end of KS1 2018		
	School	National
Pupils eligible for PP	8	
% achieving in reading, writing and maths	50% (non pp 59.6%)	
% achieving expected in reading	62.5 % (non pp 78.8%)	60% (non pp 78%)
% achieving expected in writing	50% (non pp 75%)	53% (non pp 73%)
% achieving expected in maths	75% (non pp 73.1%)	61% (79%)
2b. Attainment at end of Yr 1 2018		
	School	National
Pupils eligible for PP	18	
% achieving in reading, writing and maths		
% achieving expected in reading	56% (non pp 75%)	
% achieving expected in writing	50% (non pp 78%)	
% achieving expected in maths	78% (non pp 77%)	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Below average abilities in R, W and M
B.	Below average language abilities.
C.	Lack of resilience/low self esteem
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D	Attendance
E	Family circumstances and parental engagement.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Below average abilities in R, W and M	Yr 1: 80% to pass the phonics screening check. 70% to be ARE in Maths 70% to be ARE in Reading 70% to be ARE in Writing Yr 2: 68% of Yr 2 will reach expected in Maths 68% of Yr 2 will reach expected in Reading 63% of Yr 2 will reach expected in Writing
<b>B</b>	Below average language abilities in yr 1	On entry to reception 9% of PP were at age related compared to 43% non pp. Target the 4 children who are not at age related to close the gap(AD, MW, DB, CF)
<b>C</b>	Lack of resilience/low self esteem	Improved engagement in lessons.
<b>D.</b>	Increased attendance rates for pupils eligible for PP as a whole and increase in attendance rates for persistent absentees.	Attendance figures for PP children will be in line with other children in school Number of children with PA will be reduced from 2018
<b>E.</b>	Family circumstances and parental engagement.	Attendance figures for PP children will be in line with other children in school Number of children with PA will be reduced from 2018. 75% of PP parents will attend workshops. 100% of PP parents will attend parents evening.

5. Planned expenditure					
Academic year	2018/19				
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?
a. Below average abilities in R, W and M	<p>Ensure PP children are given feedback during a task.</p> <p>New feedback policy focussing on immediate feedback and chances to act on improvement prompts.</p>	<p>Feedback redirects/refocuses either the teacher or the learner's actions to achieve a goal. It is shown to have high effects on the learner. It can add 8 months of progress. (EEF)</p>	<p>Book scrutiny each half term/PPG walk/Observations.</p>	<p>LB to monitor</p>	<p>Autumn 2018</p>
	<p>Quality first teaching of phonics in ability groups following the RWI scheme.</p> <p>RWI training-development days.</p> <p>RWI resources.</p> <p>Phonics reading books to support teaching of phonics.</p> <p>Small groups for RWI.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers, with an average impact of an additional 4 months progress. (EEF)</p> <p><b>Reducing class size</b> As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. +2months</p>	<p>Monitoring/team teaching/coaching of phonics.</p> <p>Release time for the Literacy coordinator to observe phonics and identify further training needs.</p> <p>Ensure lowest groups are properly equipped with magnetic letters.</p> <p>Sharing assessment information with group leaders and class teachers to inform planning.</p>	<p>DL/RJ</p> <p>LB to monitor.</p>	<p>Autumn 2018</p>

	<p>Use of Maths resources (Rising Stars and White Rose) to support quality first teaching in the classroom.</p> <p>Revised calculation policy to include movement from CPA and move towards a mastery approach.</p> <p>Training from Maths Coordinator on the mastery approach and using concrete objects.</p>	<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.</p> <p>+5 months</p>	<p>Monitoring/team teaching/coaching by Maths coordinator.</p> <p>Release time for the Maths coordinator to observe lessons and identify further training needs.</p> <p>Ensure groups are properly equipped with resources.</p> <p>Using AFL to inform planning.</p> <p>Flexible approach to organising classes.</p>		Ongoing through 2018-19
B. Below average language abilities.	<p>Focus on vocabulary as part of RWI lessons.</p> <p>High expectations of vocabulary across school.</p>	<p>Oral language approaches include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary;</li> <li>the use of structured questioning to develop reading comprehension; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p>+5 months</p>	Literacy coordinator to monitor.		Autumn 2018
c. Lack of resilience/low self esteem	<p>PSHE programme to include work on emotional health and well-being.</p>	<p>Interventions which target social and emotional learning seek to improve attainment by improving social and emotional dimensions of learning.</p>	<p>Review of PSHE planning and assembly programme to ensure these skills are being specifically taught.</p>	End of Autumn term 2017	Spring 2018

		SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils and can add 4 months progress. This can be delivered as a universal programmes which generally take place in the classroom. (EEF)	PSHE programme to include work on emotional health and well-being.		
	Attitudes to learning programme- with a half term focus on resilience		Assemblies with resilience certificates. Shared information with parents.	All staff	Ongoing
d. Increased attendance	Half termly percentages on newsletters.  Attendance display.  Attendance certificates.	Children need to have good attendance to achieve well.	Half termly monitoring.	LB	Ongoing
e. Family circumstances and parental engagement.	Monthly newsletter.  Texts home for good behaviour/work.  Parents invited in to assembly  Parental workshops for teaching reading.  Regular parents evening.	<ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> +3 months		LB	Ongoing
<b>Total budgeted cost</b>					
<b>Targeted support</b>					

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?
<p>a. Below average abilities in R, W and M</p> <p><b>Reading: Phonics.</b></p>	<p>1:1 coaching RWI</p> <p>Phonics information session to discuss the RWI scheme with parents.</p> <p>Parent information leaflets to tell parents which sounds are being focussed on, with ideas</p>	<p>Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers, with an average impact of an additional 4 months progress. (EEF)</p>	<p>Tracking of pupil progress on a 2 weekly cycle.</p> <p>Information from end of half term assessments used to inform the coaching programme.</p> <p>Senior leader monitoring of intervention group through tracking progress and observation.</p>	<p>RJ</p> <p>LB</p>	<p>Ongoing in 2 weekly cycle.</p> <p>Ongoing</p>
<p>a. Below average abilities in R, W and M</p> <p><b>Reading: Comprehension</b></p>	<p>Individual and small group tuition to teach the skills needed to answer inference questions.</p> <p>Switched on reading intervention</p>	<p>On average reading comprehension approaches improve learning by an additional 5 months progress. (EEF)</p> <p>Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)</p>	<p>Senior leader monitoring of intervention group through tracking progress and observation.</p> <p>TA's records.</p>	<p>RJ</p> <p>LB</p>	<p>Spring term</p>
<p>a. Below average abilities in R, W and M</p> <p><b>Writing</b></p>	<p>Individual and small group tuition to teach the skills needed to reach ARE.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining</p>	<p>Class teachers to implement and track impact.</p>	<p>RJ</p> <p>LB</p>	<p>Spring term</p>

		learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. +4 months			
a. Below average abilities in R, W and M  <b>Maths</b>	Children to access 1:1/small group tuition to close the gap in ability to answer operations questions (3 x20 mins per week.)	Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately 5 additional months progress.(EEF)	Senior leader monitoring of intervention group through tracking progress and observation.  TA's records.	EH	Ongoing.
B. Below average language abilities.	SALT interventions.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions aim to support learners' articulation of ideas and spoken expression. Overall, studies show positive impact on learning, - on average five months' additional progress over the course of a year	Literacy coordinator to track impact of interventions.	RJ EW	Ongoing
c. Lack of resilience/low self esteem	Children assigned to individual programmes to best suit need: <ul style="list-style-type: none"> <li>• Elsa programme.</li> <li>• Lego therapy.</li> <li>• Nurture group (Yr1)</li> <li>• Meet and Greet</li> </ul>	Interventions which target social and emotional learning seek to improve attainment by improving social and emotional dimensions of learning, rather than academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils and can add 4 months progress.	Senior leader monitoring of intervention group through tracking progress and observation.  TAs to begin with a baseline observation session to observe and record the children's engagement in lesson, which can then be used to measure progress.	PT LW  LB to monitor	End of Autumn term.

d. Increased attendance	Tracking of persistent absentees.  Head to meet with parents of children with attendance less than 90%  Explore if EHAF's are necessary.  Move towards fining if necessary.	Children need to have good attendance to achieve well.	Senior leader monitoring of attendance.	LB SM	
e. Family circumstances and parental engagement.	SENco trained as family support worker (4 afternoons of training).  Tracking families to see if EHAF or other support needs to be recommended		SENco to track the attendance of highlighted families and support with EHAFs.	SM	
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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



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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)