

## Mortimer St John's CE Infant School

### Pupil premium

1. Summary information					
<b>School</b>	Mortimer St John's C of E Infant School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£20, 660	<b>Date of most recent PP Review</b>	Jan 2019
<b>Total number of pupils</b>	170	<b>Number of pupils eligible for PP</b>	16 (this includes forces)	<b>Date for next internal review of this strategy</b>	April 2019 (end of each term)

2. Current attainment Summer 2018												
	ELG PP Pupils			KS1 PP Pupils			ELG Non PP Pupils			KS1 Non PP Pupils		
	Below ARE	ARE	GD	Below ARE	ARE	GD	Below ARE	ARE	GD	Below ARE	ARE	GD
<b>% achieving ARE in reading</b>	50	50	25	0	100	40	13	87	40.7	1.7	98.3	45
<b>% achieving ARE in writing</b>	75	25	25	0	100	20	26	74.1	24.1	10	90	31.7
<b>% achieving ARE in maths number</b>	50	50	25	0	100	20	11.1	88.9	42.6	5	95	46.7
<b>% achieving ARE in maths shape space and measure</b>	0	100	50				0	100	42.6			
<b>% making progress in reading</b>												
<b>% making progress in writing</b>												
<b>% making progress in maths</b>												

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b>

<b>A.</b>	Teachers and other staff's expectations of PP pupils.
<b>B.</b>	Low baseline when joining Foundation Stage
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Complicating factors such as SEN & Social Service involvement
<b>D.</b>	Lack of home support
<b>E.</b>	Parents lack of employment, aspirations and low expectations of PP children

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve school staffs expectations of PP pupils.	Teachers to ensure PP pupils make rapid progress by the end of the year and meet age related expectations in reading, writing and maths.
<b>B.</b>	Increased number of PP children at age related expectations finishing Foundation Stage.	80% of PP children at age related expectations by the end of the Foundation Stage.
<b>C.</b>	Ensure early interventions for children with SEN are put in place.	Pupils with SEN who are eligible for PP in a Foundation stage class and KS1 make good progress by the end of the year.
<b>D.</b>	Increased parental involvement for PP pupils.	Increase the amount of times a child is heard read at home to at least once a week. So that all pupils eligible for PP make rapid progress and meet age related expectations in reading.  All PP children complete family learning in relation to each project. All PP children complete weekly homework.
<b>E.</b>	Improve PP parent's aspirations and expectations of PP pupils.	Parents and school staff working collaboratively to improve parental expectations of PP pupils. Teachers and parents to meet more regularly (every four weeks) to discuss age related expectations and provide parents with strategies to support/challenge PP pupils.

## 5. Planned expenditure

**Academic year**

**April 2018 – March 2019**

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>
<b>A.</b> Teachers and other staff's expectations of PP pupils.	<p>Teachers to ensure PP pupils are positioned in class where they can clearly see the Interactive Whiteboard.</p> <p>PP pupils need to be asked key questions first during classroom discussions.</p> <p>Scaffold packs need to have effective resources to suit the needs of the individual as suggested by professionals.</p> <p>Interventions are immediate, effective and carried out by trained professionals.</p> <p>Ensure PP pupils share their work with peers and class teaching staff, to raise confidence and aspirations.</p> <p>TA's and Teachers to provide quality feedback during lessons to PP children, as some children may not experience this at home.</p> <p>All PPG pupils to have access to planned challenge during lessons.</p>	<p>Observed during lesson observations and book scrutinies.</p>	<p>Monitor the percentage of PP pupils at ARE</p>	<p>PPG Lead</p>	<p>Termly</p>

<b>B.</b> Low baseline when joining Foundation Stage	During visits to pre-schools discuss children’s individual needs and obtain assessment data. To plan targeted interventions early.  Create a new SEN Pre School document to be completed by Pre School staff.	Baseline data received from pre-schools is low.  Link SEN information from Pre Schools regarding needs of individuals or reports.	Class Teachers attend pre-school visits	Foundation Stage Teachers	Summer term
<b>Total budgeted cost</b>					<b>£2000</b> (estimated)

<b>i. Targeted support</b>					
<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>
<b>A.</b> Teachers and other staff’s expectations of PP pupils.	<u><b>Additional teaching of Maths</b></u> to raise attainment of children at ARE to Greater depth delivered by qualified teachers.	To maintain progress of PP children at GD in FS through to Year 2.	Monitoring data looking at progress.	PPG Lead Head Teacher	Termly data points.
<b>A.</b> Teachers and other staff’s expectations of PP pupils.	<u><b>Quality first teaching</b></u>	Teachers not having high expectations of all PP pupils during lesson observations and progress demonstrated in books.	Monitor during learning walks, data, book scrutinies.	PPG Lead Head Teacher	Termly

<p><b>C.</b> Complicating factors such as SEN &amp; Social Service involvement</p>	<p>Ensure early interventions:</p> <p><b>1:1</b> support to provide a child with emotional and behaviour difficulties an adult to help manage behaviour and access to the curriculum. To support children with SEN.</p> <p><b><u>Additional teaching of Maths and English</u></b> to raise attainment of underachieving and vulnerable pupils to overcome gaps in learning and ensure they make progress.</p> <p><b><u>TA Support: Catch up</u></b> To raise attainment and increase rate of progress made by targeting individual children.</p>	<p>Low baseline when starting school in FS.</p> <p>A percentage of PP pupils below ARE.</p>	<p>Monitoring: book scrutiny, learning walks, pupil discussions and children sharing their learning in Maths and English books.</p>	<p>PPG Lead</p>	<p>Termly</p>
	<p><b><u>ELSA</u></b> To help develop self-esteem and confidence of identified vulnerable pupils, removing social and emotional barriers to learning. Using a specific programme to raise confidence and self-esteem include additional transition activities.</p>	<p>A high percentage of PP pupils identified as vulnerable or experience factors affecting their home life.</p>	<p>Monitor who is having ELSA support and for how long. Discuss with class teachers if individuals need longer period of sessions.</p>	<p>PPG Lead &amp; Class Teachers</p>	<p>Termly</p>

<p><b>D.</b> Lack of home support</p> <p><b>E.</b> Parents lack of employment, aspirations and low expectations of PP children</p>	<p>Class Teacher to encourage PP parents to attend parent outcomes, parent's evenings and SAP meetings to discuss progress and attainment. Additionally, discuss way parents can support and challenge pupils. Provide appropriate resources. Identify any gaps in Reading, Writing and Maths or areas to challenge pupils.</p>	<p>A high percentage of PP pupils lack confidence and aspirations.</p> <p>Some PP parents do not attend parents evenings or SAP meetings.</p> <p>A high percentage of pupils not heard read at home and do not complete family learning homework or weekly homework.</p>	<p>Liaise with class teachers to monitor number of parents attending SAP meetings/parents evenings and completing homework tasks.</p>	<p>PPG Lead</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£12,500 (estimated)</p>
<p><b>A-E.</b> Effective leadership by PPG Lead</p>	<p>To track the progress and attainment of PPG pupils. To monitor the impact of interventions in place.</p>	<p>Pupil Premium statement on the school website: 'Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.</p> <p>'Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.'</p>	<p>SMT will monitor PPG lead time and PPG Lead role.</p>	<p>PPG Lead SMT</p>	<p>End of the year</p>
<b>Total budgeted cost</b>					<p>£2000 (estimated)</p>
<p><b>ii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>C.</b> Complicating factors such as SEN &amp; Social Service involvement</p>	<p>After school motor skills club for individuals to improve pencil control and letter formation lead by class teachers.</p> <p>Phonics after school club</p>	<p>High percentage of pupils with poor motor skills in Foundation Stage and in Year 1.</p> <p>Some PP pupils are below ARE for Reading.</p>	<p>Monitor progress of writing in books, Reading records, during learning walks and when tracking data.</p>	<p>PPG Lead</p>	<p>During the terms the club is carried out.</p>

	First for Sports extra curriculum enrichment	PP pupils lack confidence and self-esteem.	Monitor club attendance		
<b>D. Lack of home support</b>	<p><b><u>School Trips</u></b> To ensure that all children access extra-curricular activities and are not financially penalized.</p> <p><b><u>Transition</u></b> Increase parental engagement by hosting Pre-school coffee mornings, carrying out home visits and additional transition visits to MSM.</p>	<p>PP pupils when necessary will be funded for school trips.</p> <p>A low number of PP parents attending coffee mornings. Most PP parents do not engage with school events.</p>	Monitor attendance of PP parents.	PPG Lead	Termly
<b>Total budgeted cost</b>					£5000 (estimated)

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2017-2018</b>				
<b>i. Quality of teaching for all</b>				
<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>
<p><b><u>Improved attainment of all PP pupils.</u></b></p> <p><b>1:1</b> support to provide a child with emotional and behaviour difficulties an adult to help manage behaviour and access to the curriculum. To support children with SEN.</p>	Trained staff working 1:1 with PP individuals in school. To support children with Social Service involvement to make rapid progress by the end of the year. Additionally, to support PP children with SEN to make good and appropriate progress in relation to their individual needs.	High impact: Children with SEN in Year 1 made good progress in Reading, Writing and Maths appropriate to their learning and development demonstrated in various book scrutiny's.	In Year 2 teacher's expectations of PP children need to be raised, some PP children did not make expected progress. This is an outcome for next year.	£5,433.84

<b>ii. Targeted support</b>				
<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>
<p><b><u>Additional teaching of Maths and English</u></b> to raise attainment of underachieving and vulnerable pupils to overcome gaps in learning and ensure they make progress.</p> <p><b><u>Additional teaching of Maths</u></b> to raise attainment of children at ARE to Greater depth.</p>	<p>Small intervention group delivered by qualified teachers focused upon gaps in PP children's learning that class teachers have identified.</p> <p>Small intervention group delivered by a qualified teacher focused upon targets identified by class teachers.</p>	<p>High: increased progress in Writing and Maths in KS1.</p> <p>High: Increased number of PP pupils at greater depth for Maths.</p>	<p>Need to add at end of academic year 2018</p>	<p>£2,620.39</p>
<p><b><u>TA Support</u></b> To raise attainment and increase rate of progress made by targeting individual children.</p>	<p>Catch up: 1:1 support delivered by HLTA's or qualified teachers.</p>	<p>High: Observed increased progress in Reading and Writing in KS1.</p>	<p>Need to add at end of academic year 2018</p>	<p>£649.15</p>



<p><b>ELSA</b> To help develop self-esteem and confidence of identified vulnerable pupils, removing social and emotional barriers to learning</p>	<p>ELSA Support on a specific programme to raise confidence and self-esteem include additional transition activities.</p>	<p>High: positive impact on individuals emotional well-being.</p>	<p>Need to add at end of academic year 2018</p>	<p>£257.60</p>
<p><b>Special Practitioners</b> To give identified children curricular enrichment.</p>	<p>Sports Professional 'First For Sports' to provide curricular enrichment.</p>	<p>High: Positive impact upon PP pupils who attend. Increasing physical and emotional well-being.</p>	<p>Need to add at end of academic year 2018</p>	<p>£297.18</p>

<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>School Trips</b> To ensure that all children access extra-curricular activities and are not financially penalized.</p>	<p>PP pupils when necessary will be funded for school trips.</p>	<p>High: Children will be included in class or whole school trips.</p>	<p>Effective will provide funding for PP pupils next year when appropriate.</p>	<p>£125.94</p>

<p><b><u>Transition</u></b> To increase parental engagement in school.</p>	<p>Pre-school coffee morning Home visits Additional transition visits to MSM</p>	<p>Medium: Increased parental involvement from those parents that attend coffee mornings.  High: class teachers engaging directly with parents with child who are eligible for PP funding.</p>	<p>Some PP parents attended coffee morning. Will continue next year and ensure PP parents are reminded directly about date and time of coffee morning.  Home visits were effective, teachers and TA's gaining understanding of individual needs and home life.</p>	<p>£528.21</p>
<p><b><u>Resources</u></b> To provide targeted resources to support children with their learning to close gaps in their learning.</p>	<p>Pencil grips Scissors Laminating Printing Photocopying</p>	<p>High: Providing PP children with effective resources in their individual scaffold packs to support them with their learning.</p>	<p>Effective will continue next year.</p>	<p>£500</p>
<p><b><u>PPG Leadership coordinator time</u></b> To track the progress and attainment of PPG pupils. To monitor the impact of interventions in place.</p>	<p>To monitor and track the attainment of PPG pupils and keep relevant files up to date.  To attend network meetings with other professionals in West Berkshire.</p>	<p>High: Monitored how effective interventions were and stopped any that were not making an impact.  Carried out learning walks and book scrutinies to monitor progress and provided feedback to class teachers with areas to focus upon to ensure all PP pupils meet ARE by the end of the year.  Monitored and tracked PP data with Head Teacher.</p>	<p>Continue monitoring.  Focus upon raising teachers and other staff members expectations of PP pupils.</p>	<p>£1800</p>

<p><b>Additional detail</b></p>
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