

Pupil premium strategy / self-evaluation 2017-2018

Summary information						
School	Burlington Infant School					
Academic Year	2017-18	Total PP budget	£108,660	Date of most recent PP Review		April '18
Total number of pupils	237	Number of pupils eligible for PP	90 (38%)	Date for next internal review of this strategy		Autumn Term '18
Current attainment and comparisons with national data						
	Pupils eligible for PP (our school)		Comparison with National Average		Comparison with 'Other National'	
	July 2017	July 2018	July 2017	July 2018	July 2017	July 2018
% achieving ARE or above in reading, writing & maths	50%	52%	63% (-13)	65% (-13)	68% (-18)	69% (-17)
% achieving ARE in reading	55%	65%	79% (-24)	75% (-10)	79%(-24)	79% (-14)
% achieving ARE in writing	45%	56%	72% (-27)	70% (-14)	72%(-27)	74% (-18)
% achieving ARE mathematics	55%	61%	79% (-24)	76% (-15)	79%(-24)	80% (-19)
Barriers to future attainment (for pupils eligible for PP)						
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Middle and lower attaining pupils, who are eligible for PP funding, do not achieve as well as their peers at the end of KS1					
B.	Many pupils eligible for PP funding, but not all, have poor social skills					
C.	Many pupils eligible for PP funding, but not all, have poor language skills					
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>						
D.	Attendance of pupils who are eligible for PP funding is lower than those who are not eligible. Some eligible pupils have a tendency to not attend school as much as they should or be on time					
E.	Frequent lateness of pupils eligible for PP funding is higher than other pupils.					
F.	Some pupils, but not all, who are eligible for the PP funding do not have the chance to have a range of cultural experiences					
G.	Some pupils, but not all, who are eligible for PP funding are subject to safeguarding issues					

Pupil premium strategy		Success criteria	Impact
A.	<p>Improved outcomes for MA and LA pupils, eligible for the PP funding, in Reading, Writing, Maths</p> <p><i>Measured: Tracking progress, Pupil Progress meetings, Intervention tracking,</i></p>	<p>MA and LA pupils who are eligible for PP funding will make progress to diminish the difference between themselves and their non PP peers, with a similar starting point, in Reading, Writing, Maths. The percentage of pupils, who are eligible for PP funding, achieving at least ARE in RWM will increase.</p>	<p>Termly Pupil Progress Meetings highlight children to be targeted for intervention or targeted 'Quality First' Teaching.</p> <p>Percentages of PP children achieving ARE increased as follows; Reading 2017 50%, 2018 52%. Writing 2017 55%, 2018 65% Maths 2017 55% 2018 61%.</p> <p>The percentage of children in receipt of PP funding achieving ARE in RWM (combined) increased by 2%.</p> <p>Although there is a gap in attainment between PP children and their peers, both in school and against national data, the gap has diminished from 2017 to 2018.</p> <p>% of children achieving GLD at the end of EYFS has increased; 16/33 children in receipt of PP funding achieved GLD in 2018</p>
B.	<p>Improved social skills</p> <p><i>Measured: Intervention tracking, Pupil Progress Meetings</i></p>	<p>Children engaged in Social Skills/ Friendships groups. Children will be able to access classroom activities successfully, sharing and taking turns.</p>	<p>'Jigsaw (nurture) Room' reports indicate less incidents of low level behaviour disruption during 2017-18 compared with the previous year. Soft data indicates that children are demonstrating increased confidence during, for example, Whole School Assemblies.</p> <p>Children are screened initially and post Talk Boost intervention. The most impact evidenced within Year 2 was the 'Social Interaction' element with 100% of children reaching the expected standard. Before Talk Boost, 0% of children were reaching expected levels.</p>
C.	<p>Improved language skills</p> <p><i>Measure: Intervention tracking, Pupil progress Meetings</i></p>	<p>The percentage of pupils, who are eligible for PP funding, achieving ARE in Reading and Writing will increase due to improved language skills.</p>	<p>Children are screened initially and post Talk Boost intervention. Average point scores increased in Reception by 13.5, Year 1 by 13.5 and Year 2 by 12.7.</p> <p>The biggest impact was seen in the area of 'Understanding Spoken Language' – In Reception, 100% of children who took part in Talk Boost reached expected levels in understanding and using vocabulary meaning they no longer needed extra help in this area. Before Talk Boost, 0% of children were reaching expected levels. In Year 1, 100% of children who took part in talk Boost reached expected levels in their ability to talk in sentences and no longer needed extra help in this area. This led to improved outcomes in Reading and Writing.</p>
D.	<p>Improved attendance for pupils eligible for PP funding.</p> <p><i>Measured: School Attendance figures.</i></p>	<p>Attendance of children eligible for PP will improve to come in line with their non PP peers.</p>	<p>Internal data indicated that whole school attendance improved slightly this year, however children eligible for PP funding dipped 0.02% from 93.87% to 93.85%. Nine Action Plans were written for PP children to address this. Attendance improved for seven out of the nine children. Three PP children were referred to EWO.</p> <p>Two children were invited into school at 8.30am to carry out 'morning jobs' with a TA (£816) which led to improved attendance and improved self-esteem of these children.</p>

E.	Punctuality will improve for pupils eligible for PP funding	Punctuality will improve for pupils eligible for PP funding	Strategies implemented to support families with improving punctuality have been mainly successful. Three particular persistent latecomers were offered a free place the Breakfast Club. This resulted in significantly fewer late arrivals at school.
F.	<p>Pupils will have the chance to experience a range of cultural experiences (visitors and trips), which impact positively on their view of learning.</p> <p><i>Measured: Pupil voice, Pupil engagement in curriculum experiences, Attendance.</i></p>	<p>From pupil voice, the experiences the children are exposed to will aid ambition and drive.</p> <p>All children will be given the opportunity to attend after school clubs, go on school trips and take part in activities planned by a wide range of visitors to school.</p>	<p>All PP children were given the opportunity to attend after school clubs at no cost. 32 PP children attended clubs and 15 of those children attended several different clubs. This resulted in improved behaviour for learning. The children were given opportunities to go on school trips and take part in activities planned by a wide range of visitors to school. This increase in the range of cultural experiences resulted in the children's vocabulary being extended, which improved outcomes in writing.</p>
G.	Effectively support children with safeguarding issues.	Children with safeguarding issues will feel supported in school	<p>Achieved. Evidence from 'Jigsaw' staff reports. Pupil voice evidences that children talk about the 'Jigsaw Room' being a safe space.</p> <p>48% of children and families in receipt of PP funding accessed support from PSA. This had a positive impact on parental engagement and attendance for children.</p>