

Pupil premium strategy statement trafilgar Community Infant School 2017-2018

1. Summary information					
School	Trafalgar Community Infant School				
Academic Year	2017-2018	Total PP budget	£26,820	Date of most recent PP Review	Nov 2017
Total number of pupils	260	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Nov 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	20%	71%
% met EYFS in reading	60%	
% met EYFS in writing	40%	
% met EYFS in maths	20%	
% achieving in reading, writing and maths at end of KS1	0%	56%
% met ARE in reading for the end of KS1	22%	79%
% met ARE in writing for the end of KS1	33%	72%
% met ARE in maths for the end of KS1	11%	79%
% making progress in reading at the end of KS1	89%	
% making progress In writing at the end of KS1	89%	
% making progress in maths at the end of KS1	67%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A significantly higher proportion of children eligible for PP are on the SEND register than non-PP children in the school. Also have a range of other needs and many are on the SEND register.	

B.	Children eligible for PP have a higher level of social and emotional needs than non-PP children in the school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.		
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Targeted intervention to increase basic number skills and the independent application of these skills.	Children who are 'secure within the age related expectations' moved to meeting ARE.
B.	Targeted reading in small groups to develop reading skills and a love of reading.	Children who are 'secure within the age related expectations' moved to meeting ARE.
C.	Daily targeted phonics teaching in EYFS and KS1. Intervention to ensure children with weak phonological skills are able improves their phonological skills and the application of these skills in reading.	The high proportion of Children who passed the phonics screen by the end of KS 1 in 2017 is maintained.

5. Planned expenditure					
Academic year					
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					
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 higher % of children achieve ARE in maths at the end of KS1	Additional support in KS1 maths lessons.	All children to be taught in class so benefit from QFT maths teaching. In addition, extra support is provided to the 'cusp' children to help them make accelerated progress to achieving the ARE.	Progress is monitored at half termly pupil progress meetings attended by the whole year group and LT.	Year group leader/class teacher/SENCO	Termly (initially end of Autumn term).
A high % of children eligible for PP achieve ARE in reading at the end of KS 1. This has begun to have an impact on their writing skills	Additional support in Year 2 reading groups so groups are smaller and more carefully targeted.	More children read with a trained and experienced adult daily. Focus on targets and the next steps to improve reading.	Progress is monitored at half termly pupil progress meetings attended by the whole year group and LT.	Year group leader/class teacher/SENCO	Termly (initially end of Autumn term).

Total budgeted cost					£8855
ii. Targeted support					
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?
Children improve their basic numeracy skills and can apply to a range of problems.	1stClass@Number	Evidence from school and Sutton Trust that this is an effective and cost effective programme	Monitored by SENCO. Half termly pupil progress meetings. Close monitoring of progress of children.	SENCO	Termly (initially end of Autumn term).
Children who are not going to meet ARE are given targeted support to ensure that they make progress.	Reading Recovery	Evidence from school and Sutton Trust that this is an effective and cost effective programme	Delivered and monitored by a trained RR teacher. Skills have been disseminated to the inclusion team.	SENCO	Termly (initially end of Autumn term)
Total budgeted cost					£4300
iii. Other approaches					
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?
The social and emotional needs of the most vulnerable children eligible for PP are beginning to be addressed.	School TA trained as a school mentor and beginning to use these skills.	Evidence that these needs have to be met before children are able to learn effectively (brain development research).	Monitored by SENCo. Evidence may be anecdotal eg. more settled in class, forming positive relationships with adults and children, more engaged in learning, more ready to learn.	SENCO	Termly (initially end of Autumn term).
Total budgeted cost					£12000

Previous Academic Year			
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)

To raise the number of children eligible for PP passing the phonics screening by the end of KS 1.	Additional support in Year 2 class phonics sessions for children who did not pass in year 1.	Pass rate for PP children was .Pass rate by the end of KS1 was	Extra targeted support in Year 2 phonics had a positive effect. Next year this will continue with KS 1 all doing daily phonics sessions. Aim is to continue this level of success and work towards ensuring more PP children pass in Year 1.
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)
To raise attainment in reading and writing.	Every Child A Reader (ECAR) delivered by a trained and experienced teacher. An additional inclusion team LSA, focusing on supporting PPF children through delivering interventions in maths, literacy, speech and language, fine and gross motor skills, social and emotional support .	Children gained in confidence but did not meet ARE.	
To raise attainment in Maths, particularly number.	Every Child Counts (ECC) delivered by a trained and experienced teacher.	Children gained in confidence but did not meet ARE. Targeted children were not those targeted to meet ARE, but they made progress with their number skills and this is likely to benefit them in the longer term as they move through KS2.	Targeted children worked in an intervention group out of class in maths sessions. The disadvantage was it was harder for them to move back into class. Next year children will be kept in class and additional support put into the classroom, to allow more flexibility.

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

As all our children are eligible for universal free school meals, there is less incentive for parents to apply for PP. As an additional incentive school also offers:

- One before or after school club per child per term is funded.
- One set of uniform per school year per child up to the value of £50.
- Trips and visits paid for each term (approx. £15 per child).
 - A set of Numicon for use at home, valued at £10.00 per set. Offered for purchase to all families.

Total cost £1995