



# Pupil premium strategy statement Alver Valley Infant and Nursery School

## Summary information Updated September 2018-19

<b>School</b>	Alver Valley Infant and Nursery School					
<b>Academic Year</b>	2018 -2019	<b>Total PP budget Infant School</b>	£63,120	<b>Pupils eligible for PP Number and %</b>		
<b>Date of most recent PP Review</b>	October 2018		<b>Of that:</b> Ever 6 £60,720 Service £2,400 Post LAC £0  (Based on 46 pupils on PP statement July 2018)	<b>Nursery (EYPP)</b>		/21
<b>Date for next internal review of this strategy</b>	December 2018			<b>Year R</b>	14/51	28%
<b>NOR</b>	176			Year 1	23/57	40%
		<b>Year 2</b>		17/47	36%	
			<b>Total R-2</b>	54/155	35%	

## Attainment at end of milestones 2017-2018 cohort

	School PP (Dis) pupils	School all 2018	National FSM 2018
<b>End of KS1 % ARE + in RWM (16 pupils)</b>	50%	58%	50%
<b>End of KS1 % ARE + reading</b>	50%	68%	60%
<b>End of KS1 % ARE + writing</b>	50%	62%	53%
<b>End of KS1 % ARE + maths</b>	50%	64%	61%
<b>Year 1 % achieving phonics screening (14 pupils)</b>	71%	69%	70%
<b>Year R % achieving GLD (19 pupils)</b>	74%	71%	

## Current attainment across Infant School 2017-2018 cohort

	<i>Pupils eligible for PP (school)</i>				<i>National All 2018</i>	National FSM 2018
	End of yr 1	Nov	April	End of year		
<b>Yr 2 Number of PP Pupils</b>	17					
<b>Y2 PP % working at ARE reading, writing and maths</b>	56%				NA	NA

Y2 PP % working at ARE (including close to) in reading	63%				75%	60%
Y2 PP % working at ARE (including close to) in writing	56%				70%	53%
Y2 PP % working at ARE (including close to) in maths	69%				76%	61%
Yr 1 Number of PP Pupils	23					
Y1 PP % achieving in reading, writing and maths	74% (GLD)				NA	NA
Y1 PP % working at ARE (including close to) in reading	74% (GLD)				75%	60%
Y1 PP % working at ARE (including close to) in writing	74% (GLD)				70%	53%
Y1 PP % working at ARE (including close to) in maths	74% (GLD)				76%	61%
Yr R Number of PP Pupils	14					
YR PP % on track for GLD	Baseline					
YR PP % working at ARE in reading %						
YR PP % working at ARE in writing %						
YR PP % working at ARE in maths %						

### 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

Poor oral language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and maths).

Poor speech development resulting in pupils who are unable to articulate phonics sounds.

Higher than National % of pupils with SEND needs (School SEND 20% National 12.2%) (EHCPs 0.6% including pending 1.9% including evidence gathering 5.1% National 1.5%)

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

	Historic lack of parental engagement and knowledge to support some pupils with learning at home.
	Historically higher levels of absence for PP pupils. Deprivation rank index <b>5/425</b> 2016-7
	Number of pupils who need additional support to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

## 2. Planned expenditure

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	Success criteria	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Impact review
SEN PP pupils with gaps in their learning will make accelerated progress	Deputy SENCO appointed and deployed to monitor curriculum provision for SEN pupils with a focus on PP SEN to ensure that provision matches need  Deputy SENCo provides CPD for learning support assistants, then monitors the impact of interventions and actions accordingly	Data shows PP SEN pupils over the year start to close the gap Observation shows PP SEN pupils have appropriate challenge, resources and pre teaching in order that they can make progress	School has identified a need for in class provision for SEN to be strengthened in order for pupils to make accelerated progress (Behaviour data shows a high proportion of PP SEN pupils at wave 2+)	SENCO Deputy SENCo	Book scrutiny Pupil conferencing Scrolling back documents I E Ps	
Maths project	3 teachers from across the school are engaging in a school wide project to improve fluency in maths. Focus on pedagogy	PP pupils' attainment in maths will accelerate across the school through developing greater fluency in the fundamentals	Research based maths hub project with track record in working with schools to improve standards.	Maths Lead	Data analysis Book scrutiny planning	

**ii. Targeted support**

Desired outcome	Chosen action / approach	<i>Success criteria</i>	What is the evidence & rationale for this choice?	Staff lead	Monitoring	Impact review
All staff including class teachers, LSAs, <b>English, maths, SEN Leaders, SLT, Pastoral &amp; Attendance</b> have a clear focus on PP pupils and strive for best outcomes for this	Ensure all staff have current lists All staff monitor and be aware of PP pupils they have responsibility for (highlight PP pupils on planning/pastoral meeting minutes) and report back to PP leader	All staff groups will know their PP pupils  All staff groups will be accountable for PP pupils in their area of responsibility and communicate half termly with PP lead	Where staff have been more aware of PP pupils for example through identification on planning/work being marked first, to keep the PP profile high and improve outcomes as evidenced in other parts of the school	PP Lead	Half termly	
PP Leader will be aware of outcomes and barriers to learning for PP pupils so they can be addressed. Links to School improvement (1c 4c)	Data used to identify where children are making progress or not. Where Barriers to progress are identified, solutions are found using stakeholders in the school Initially ½ day per fortnight allocated	PP Lead fully aware of all aspects of PP pupils' outcomes and barriers to learning.  Case studies will show accelerated progress where barriers have been identified and addressed.  Lessons learnt will be	Ensuring best practice and high impact strategies are shared	PP Lead	See monitoring cycle	

Pupils' emotional gaps are identified and addressed to reduce barriers to learning.	<p>Thrive Approach embedded across school to identify and address emotional needs of groups and individuals to improve inclusion of most vulnerable pupils.</p> <p>Ensure completion of Practitioner Initial training, ongoing training x 2 &amp; Thrive subscription</p>	<p>Thrive assessments of groups and individuals show improvement in profiles and engagement in class.</p> <p>Years 1, 2 and 6 class trial will identify pupils who would benefit from the approach and inform a class action plan.</p>	<p>Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level.</p> <p>Initial school trial has shown positive impact for PP pupils (see case studies)</p>	HoS Family Support Worker	Case studies, Assessments, Action plans and discussion with class teachers to focus on impact in class	
PP pupils will develop positive learning behaviours including greater self-esteem and confidence through access	Forest schools sessions in place for pupils identified through Thrive assessments or Pastoral team meetings	Forest schools observations/Thrive assessments show an improvement for pupils	Forest schools programmes have been successful at improving rate of progress in children's learning an	FS Level 3 Practitioners Family Support Worker	Observations through Forest School Thrive assessments	
Accelerate Reading fluency Attainment	<b>Rapid Reader</b>	Improvement in reading fluency attainment, more in line with pupils' chronological age	Rates of increased progress in school last year using this intervention	SENCo Deputy SENCo	Entry and exit data (Salford testing)	
Accelerate phonics fluency in year 1 and 2	<b>Rapid Phonics</b>	Improvement in phonics attainment, in line with National	Rapid reader intervention has improved reading outcomes and Rapid Phonics complements this intervention			

Adult employed to carry out Better reading partnership with year 1	<b>Better reading partnership intervention x 4 hours a week per school</b>	PP pupils' attainment in reading will be accelerated.	Intervention has a proven track record in raising attainment in school	KR JH	Improvement in fluency of reading	
Love of reading	Employ a member of staff to open the library at lunch times to work with pupils, sharing books and stories, recommendations and providing a great environment for reading.	Build a love of reading into everyday school life. Children develop a greater love of reading through spending time in the library.	Raising the profile of the library will foster a greater love of books, and also develop a passion for reading	English Leader	Attitudes to reading improves from starting points	
Improvement in PP children's ability to secure basic mathematical concepts	Learning support assistants to use 1 <sup>st</sup> Class at Number intervention	Improvements in the ability of PP to apply basic mathematical concepts in their learning	Evidence from book scrutiny and data shows poor number skills and a need for pupils to develop fluency in the fundamentals.	Maths Lead SENCo Deputy SENCo	Sandwell entry and exit data Evidence of application in books Pupil conferencing	
PP pupils will attend school regularly and absence and Persistent Absentee(PA) rates will be in line with National figures	Attendance officer prioritises absence of PP children. All unexplained absence followed up with a home visit providing support and challenge	PP pupils will attend school regularly and absence and PA rates will be in line with National	Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA.	Attendance officer	Half termly attendance reports	



