



Pupil Premium Review Infants 2018- 2019

What is pupil premium?

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Alver Valley Vision

We believe it is our responsibility to empower individuals to have high aspirations creating a school community that shines. Challenge, resilience, independence and confidence form the backbone of our drive to excellence.

At Alver Valley Schools, learning starts with children's own experience and interests, as this promotes ownership of, and motivation in, learning. We strongly believe that creativity in the curriculum is an essential. It has the ability to enthral, can be the hook to fire imaginations, and drives motivation. It is what gives the curriculum excitement and makes learning irresistible.

At Alver Valley Schools, there are plenty of opportunities to realise these ambitions. It is critical to embrace the wider aspects of children's learning, their backgrounds, their home life, their families and the varied experiences they bring, to fully understand the individuals we are educating. Only then can we be supportive, ambitious and ultimately successful. Building strong links with the community is imperative to bring life and energy into our school. We need to be proud and strong and celebrate and promote what makes Alver Valley unique, exciting and challenging.

Alver Valley Values

The values which the pupils and staff recognise as underpinning school life are:

- Boundaries
- Resilience
- Focus
- Respect
- Self-regulation
- Independence

How do we use the Pupil Premium at Alver Valley schools?

Summary information Updated September 2018-19 - Infant																		
School	Alver Valley Infant and Nursery School																	
Academic Year	2018 -2019	Total PP budget Infant School £63,120 Of that: Ever 6 £60,720 Service £2,400 Post LAC £0 (Based on 46 pupils on PP statement July 2018)	Pupils eligible for PP Number and % (October 2018)															
Date of most recent PP Review	October 2018 February 2019 April 2019		<table border="1"> <tr> <td>Nursery (EYPP)</td> <td>21</td> <td></td> </tr> <tr> <td>Year R</td> <td>14/51</td> <td>28%</td> </tr> <tr> <td>Year 1</td> <td>23/57</td> <td>40%</td> </tr> <tr> <td>Year 2</td> <td>17/47</td> <td>36%</td> </tr> <tr> <td>Total R-2</td> <td>54/155</td> <td>35%</td> </tr> </table>	Nursery (EYPP)	21		Year R	14/51	28%	Year 1	23/57	40%	Year 2	17/47	36%	Total R-2	54/155	35%
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Date for next internal review of this strategy	May 2019																	
NOR	176 (October 2018)																	

Chosen action / approach	Impact review															
<p>Deputy SENCO appointed and deployed to monitor curriculum provision for SEN pupils with a focus on PP SEN to ensure that provision matches need</p> <p>Deputy SENCo provides CPD for learning support assistants, then monitors the impact of interventions and actions accordingly</p>	<p>Evidence has been obtained through learning walks, lesson observations and book looks – to ensure that provision matches needs. The Deputy SENCO has met with teachers and LSAs to ensure that provision across the key stages is sustained and rigorous.</p> <table border="1"> <thead> <tr> <th></th> <th>Spelling</th> <th>Reading comprehension</th> <th>Reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>12.5% +7 mths</td> <td>12.5% + 22 mths</td> <td>12.5% + 45 mths</td> <td>50% + 7mths</td> </tr> <tr> <td>Year 2</td> <td>33% +3 mths</td> <td>33% +6 mths</td> <td>100% + 3 mths</td> <td>0%</td> </tr> </tbody> </table>		Spelling	Reading comprehension	Reading	maths	Year 1	12.5% +7 mths	12.5% + 22 mths	12.5% + 45 mths	50% + 7mths	Year 2	33% +3 mths	33% +6 mths	100% + 3 mths	0%
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3 teachers from across the school are engaging in a school wide project to improve fluency in maths. Focus on pedagogy	<p>Maths Hub project – the decision was taken that this project was not having the desired impact on our pupil premium children. It has been decided that the school will focus on developing pedagogy across both schools. This will be the schools key area next year.</p>															
<p>Ensure all staff have current lists</p> <p>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</p>	<p>The PP lead ensured that the venn diagram of PP children not on track was shared - this has raised awareness of the PP pupils in class with all staff members. It has ensured that there is a clearer understanding of the needs of these children. PP children are also now monitored by pastoral team in meetings. PP children are now noted on planning.</p> <p>Evidenced from the data shows...</p>															
<p>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</p>	<p>PP Lead aware of data across schools. Used data to produce venn diagrams of children not on track to support class teachers. Barriers identified with class teachers and solutions were brokered.</p> <p>Key class of Year 1/Reception had writing targeted.</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>M1(PP children on track)</th> <th>EOY (PP children on track)</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Reading</td> <td>55%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>61%</td> </tr> </tbody> </table>	Year 1	M1(PP children on track)	EOY (PP children on track)	Combined	36%	50%	Reading	55%	63%	Writing	41%	50%	Maths	64%	61%
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<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 & Thrive subscription</p>	<p>Thrive has been embedded throughout the Infant school. Year 6 class was not included in the trial as it was deemed unnecessary. Year 1 and 2 have benefited. (see case studies)</p> <p>Thrive children receiving sessions:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Beginning of year</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6/26 23%</td> <td>5/26 19%</td> </tr> <tr> <td>2</td> <td>1/19 5%</td> <td>1/19 5%</td> </tr> <tr> <td>3</td> <td>1/15 7%</td> <td>0/15 0%</td> </tr> </tbody> </table> <p>Pastoral team have a very high awareness of the PP children. These children are monitored closely.</p>	Year	Beginning of year	End of year	1	6/26 23%	5/26 19%	2	1/19 5%	1/19 5%	3	1/15 7%	0/15 0%			
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Forest schools sessions in place for pupils identified through Thrive assessments or Pastoral team meetings	Forest schools has been implemented in Reception - having a positive impact on self-esteem. (see Thrive assessments) Year 3 supported in summer term – 4/6 PP children 67%. Evidenced through less behavioural issues noted															
Rapid Reader	<table border="1"> <thead> <tr> <th></th> <th>Reading comprehension</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>12.5% + 22 mths</td> <td>12.5% + 45 mths</td> </tr> <tr> <td>Year 2</td> <td>33% +6 mths</td> <td>100% + 3 mths</td> </tr> </tbody> </table>		Reading comprehension	Reading	Year 1	12.5% + 22 mths	12.5% + 45 mths	Year 2	33% +6 mths	100% + 3 mths						
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Rapid Phonics	64% of PP children achieved in the phonics screening test.															
Better reading partnership intervention x 4 hours a week per school	Adult has worked regularly with Year 1. PP reading improved by 9% over the year.															
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.	Reading policy to be implemented. Profile of library has been raised by love of reading activities have taken place throughout the school.															
Learning support assistants to use 1 st Class at Number intervention	<table border="1"> <thead> <tr> <th></th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50% + 7mths</td> </tr> </tbody> </table>		maths	Year 1	50% + 7mths											
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Attendance officer prioritises absence of PP children. All unexplained absence followed up with a home visit providing support and challenge	Attendance: 59 PP: 93.6% Current FSM: 93.1% Rest: 95.5% Unauthorised FSM – 93.8% Lates FSM 0.4% before register															

<p>Pastoral team work with pupils, staff and home to develop positive learning behaviours using the six strands. PP identified on Pastoral Team meeting minutes</p>	<p>Pastoral team have a very high awareness of the PP children. These children are monitored closely.</p>
<p>Lunch clubs to support most vulnerable pupils with trained ELSA lead lunchtime club. Social Skills group led by Deputy SENCo supports vulnerable children Member of the pastoral team leads team games, developing social skills</p>	<p>Lunch club has run successfully throughout the year. It has supported our most vulnerable pupils during a time that they find most difficult.</p>