

# Pupil premium strategy statement: AD ASTRA INFANT SCHOOL

1. Summary information						
Academic Year	2016/17	Total number of pupils	269	Date of Report	Dec 2016	
Proposed Pupil Premium Funding	£55,600	Number of pupils eligible for PP EYFS	12 pupils 13%	Number of pupils eligible for PP Y1	15 pupils 17%	
Planned Pupil Premium Spending	£105,908	Number of pupils eligible for PP Y2	17 pupils 19%			
Over/under spend	£50,308 overspend	Total number of Pupil Premium Pupils and percentage of school			44	16%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1..
C.	Lack of parental engagement and support at home for PP children means reading skills are not always practised regularly at home.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils eligible for PP are 2% below the target for all children of 97%. This reduces their school hours and causes them to fall behind on average. Lateness for PP pupils impacts on access to reading and writing.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment outcomes at the end of KS1.	Pupils eligible for PP make rapid progress by the end of the year so that the gap between PP outcomes and others has closed by the end of KS1.
B.	Higher rates of progress across KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing. Measured also in Y1 by teacher assessments and successful moderation practices established across and beyond the multi-academy trust (MAT).
C.	All pupils to achieve their potential and overcome any external barriers to their learning.	Pupils eligible for PP make good progress in reading.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95 % to 97% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016/17				
The three headings below demonstrates how the school is 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 actions / approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improve expertise of parents to enable them to support their children with learning at home.	Parent workshops	The school runs a variety of workshops including maths, reading, phonics and GPS in order to help parents develop their understanding of the curriculum, its expectations and teaching pedagogy that their child encounters. This supports parents in helping their children at home.	Previous positive feedback from parents.  Research on impact of parents on children's progress in learning.	£1600	July 2017
Improve assessment system for pupils so that Key Performance Indicators are clear and feedback has the highest impact.	Purchase and implementation of improved whole school assessment system	This assessment system (Insight) is specific and clearly allows us to identify Key Performance Indicators to ensure assessment for learning is highly effective.  It supports staff in securely assessing pupils, identifying gaps and ensuring assessment and recording of all pupils is accurate.	Package has been reviewed, researched and evaluated by Assessment Leads and Headteacher.  Trial of package for desired use has been effective.  More accurate tracking and assessment is proven to lead to improved teaching and learning and greater progress.	£1200	Jan 2017
<b>Total budgeted cost</b>				£2,800	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen actions/approaches</b>	<b>Details of this approach/action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost to school</b>	<b>When will you review implementation?</b>
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS1.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS1.</p>	<p>After school booster classes in Spring Term for targeted children who are off track to meet their targets.</p> <p>Level 2 TAs to support pupils in the classroom with immediate intervention.</p> <p>Recruitment of a Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils.</p> <p>Reading Recovery for targeted pupils.</p> <p>Designated leadership for ensuring progress for PP pupils.</p>	<p>Some of the students need targeted support to catch up. This is an after school programme which will focus on individuals who require smaller group work to close the gaps. Experienced class teachers will use dis-aggregated time to provide after school sessions to targeted groups each week, in the second half of the Spring term.</p> <p>Level 2 TAs support pupils to make accelerated progress in the classroom.</p> <p>Level 3 TAs recruited to cover afternoon classes, under general supervision of teacher, so that class teacher can carry out same day intervention with pupils to ensure they are kept on track.</p> <p>Daily 1:1 reading intervention with targeted pupils.</p> <p>Recruit Pupil Premium Champion and provide leadership support and time to ensure the focus on PP is appropriate and robust. Use of Inclusion Lead time to provide effective support for pupils who also have SEN and PP status.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Class teachers know their pupils' gaps the best, having undertaken the quality first teaching, so they are the best placed, and most skilled at working with individuals on the same day to ensure they close any gaps in learning.</p> <p>Level 2 and Level 3 TAs provide highly effective support and intervention daily to targeted pupils.</p> <p>Reading recovery has proven highly effective at supporting pupils on a 1:1 basis and closing the gap in reading.</p> <p>Case studies of schools where there is a PP Champion have shown that the relentless focus on PP pupils and the additional resources and support they need, have proved that these pupils make better progress and the gaps in progress and attainment are lower.</p>	<p>£2,079</p> <p>£6,879</p> <p>£6,526</p> <p>£6,500</p> <p>£16,642</p> <p>£15,181</p>	<p>July 2017</p>
<p>Improve the speech and language gaps in pupils for whom difficulties are encountered in this area.</p>	<p>Training of a key member of staff to achieve a Speech and Language, Communication Needs (SLCN) qualification to support the school's needs.</p>	<p>Research on the effectiveness of this training/qualification has indicated a high success rate at working with children with SPL needs.</p> <p>A number of PP children have speech and language barriers which hinders their ability to make progress. A skilled practitioner will be able to support these needs.</p>	<p>High quality training and qualification provided by renowned provider.</p> <p>Clear assessments of those pupils who display SPL gaps or issues.</p> <p>Well designed and timetabled programme of support to be put into place to ensure best outcomes.</p>	<p>£1500</p>	<p>April 2017</p>

Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.	Booster classes from feeder junior school in maths, English and science during Autumn, Spring and Summer terms.	Enrichment sessions organised with feeder Junior School maths, English, science and history.  Commencing January 2017 – weekly.	Use of highly skilled secondary colleagues to extend and enhance more-able PP children's skills and understanding.  Secondary colleagues are best placed to extend thinking and teaching for more-able pupils into the areas of the KS3 curriculum.	£1440	Mar 2017
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**Total budgeted cost** £56,747

### iii. Other approaches

Desired outcome	Chosen actions/approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improved mental and emotional health for vulnerable learners.	Full time pastoral care worker employed across the school to support vulnerable families.	Impact of pastoral support of the school was recognised as PP best practice case study by the DfE.  Pastoral care workers provide behavioural support; liaison with social care; police liaison, outreach and counselling.	Feedback from pupils and parents demonstrates high levels of impact on pupils' well-being and therefore their access to learning.  School has very good reputation in community for providing quality care – including a number of LAC who have the school recommended to them.	£23,546	July 2017
	ELSA employed by the school to support vulnerable families and improve children's emotional health.	Fully trained ELSA provides quality emotional support to vulnerable families who need to overcome barriers to learning in order to fully access the curriculum and achieve their potential.	Children and families who have received ELSA support (counselling and emotional health support) and Art Therapy have improved their confidence and resilience and it has improved pupils' ability to concentrate in lessons and make good progress. They have been provided with strategies to help them to cope with their issues and access the curriculum with more confidence.	£4,936	July 2017
	Provision of Art Therapist to work regularly with pupils to overcome emotional and mental health issues.	Art Therapist works with targeted children and families to explore and overcome emotional issues which are barriers to learning.	System recommended by other schools for its effectiveness in ensuring vulnerable children have a holistic record of all aspects affecting their learning and well-being.	£2,000	
	Purchase of comprehensive pastoral care record system.	Purchase of My Concern record system to make pastoral care chronology and record keeping more robust.		£459	July 2017

Improved attendance, punctuality and school-readiness for vulnerable learners.	Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.	The HALO is an experienced Educational Welfare Officer; Family Outreach Worker and Parenting Skills trained. The HALO leads a team of assistants who carry out policy and process to ensure levels of attendance is high; persistent absence is decreasing and that the Trust takes a zero tolerance approach to absence.	Excellent track record of improved attendance under the management of the HALO.  High levels of support provided by HALO for vulnerable families to help improve attendance.	£5,079	July 2017
	Provision of breakfast club, lunchtime club for vulnerable children.	Breakfast club offered daily to targeted families to encourage punctuality and healthy lifestyle, supporting vulnerable families who need it.  Lunchtime club is offered to vulnerable children who need supported play during lunch breaks.	Encouragement of punctuality, healthy eating and social time through attendance at breakfast club increases learning time and improves outcomes.  Support for vulnerable children during unstructured parts of the day, such as lunchtimes, leads to more productive afternoons of learning.	£1,140  £4,609	
	Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.	HALO is trained to provide parenting classes support for targeted parents to help support improvements in parenting at home.	Safe and secure home environments lead to children with improved mental health. Provision of parenting classes allows us to support parents in ensuring their child's home life is nurturing, safe and productive.	£500	
	Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.	Home visits for all EYFS pupils.  Home visits for new pupils who arrive 'in-year'.  Home visits for known vulnerable families.	The school is committed to supporting families in ensuring that the home environment is calm and secure for all pupils. We offer, provide and fund, where appropriate, parenting support and classes to help ensure children are well managed and cared for at home, including the setting of firm boundaries and behaviour management strategies. This support also includes ensuring parents aim to build loving, caring relationships with their children. Pupils who are unknown to the Trust, or whom have particular vulnerabilities, will receive home visits from the Pastoral Care Team to help aid transition and provide the school with useful info on how it can help support the families of new pupils.	£2,799	
	Provision of free milk to PP children to improve health and well-being.	Free semi skimmed milk for all Pupil Premium children who wish to take up the offer.	Government policy – to improve health and well-being of vulnerable children.	£293	

Provision of additional life opportunities which may normally be out of reach for targeted pupils.	Provision of school uniform items for vulnerable families.	Certain items of school uniform to be funded by school for FSM and LAC families.	Mental health for vulnerable pupils is improved if they are able to 'belong' to their peer group, and a shared uniform allows this to develop. Support for funding this for vulnerable families is essential.	£200	
	Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.	Financial subsidy for particular trips to encourage access to the curriculum for vulnerable families.	Curriculum trips and visits enhance learning and equality ensures all pupils can access this. In order for the school to carry out these enrichment activities, financial subsidy for targeted trips and pupils allows 100% inclusion and an improved learning experience for all pupils.	£800	
<b>Total budgeted cost</b>					£46,361

**TOTAL PLANNED PUPIL PREMIUM SPEND 2016-2017 ~ £105,908**

5. Review of attainment / achievement in 2015-2016 from the previous plan				
<b>EARLY YEARS FOUNDATION STAGE (EYFS)</b>	<b>Good Level of Development Non PP pupils nationally</b>	<b>69%</b>	<b>Good Level of Development PP pupils school (No and %)</b>	<b>7 pupils 50%</b>
<b>YEAR ONE PHONICS</b>	<b>Met expected standard Non PP pupils nationally</b>	<b>83%</b>	<b>Met expected standard PP pupils (No and %)</b>	<b>9 pupils 60%</b>
<b>KEY STAGE ONE 2016</b>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard in reading		50%		77%
% achieving Expected Standard in writing		33%		68%
% achieving Expected Standard in maths		57%		75%
		<i>Pupil eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>
% making expected or better progress from EYFS outcomes in reading		77%		58%
% making expected or better progress from EYFS outcomes in writing		66%		68%
% making expected or better progress from EYFS outcomes in maths		79%		67%

## 6. Review of expenditure 2015-2016 - Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improve expertise of parents to enable them to support their children with learning at home.	<p>Parent workshops in curriculum and learning to facilitate parents' ability to support pupils' progress.</p> <p>Achievement for All Project</p>	<p>Parents that attended the workshops reported that they felt better equipped to support their children.</p> <p>2 workshops were delivered in spelling, Punctuation and Grammar.</p> <p>Work with parents in Achievement for All project groups supported parents to read more regularly and effectively with their child.</p>	<p>Putting the slides on the website following the workshops allowed parents that were unable to attend the workshops to access the learning, or watch short clips of teaching.</p> <p>Future workshops to be offered by year groups to focus on a particular year groups objectives and coverage. Workshops in other subjects to be offered.</p> <p>Offer support to parents who indicate they struggle to know how to support their child with reading.</p>

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS1.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS1.</p>	<p>Same day and developmental intervention programmes to close the gaps in learning.</p> <p>First Class at Number Comprehension intervention Phonics intervention</p>	<p>Misconceptions and errors were addressed promptly and quality feedback ensured pupils made good progress evident in scrutinies.</p>	<p>Y2 to be allocated a level 3 TA to support teachers with this during the school day.</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improved mental and emotional health for vulnerable learners.	<p>Full time pastoral care worker (plus additional capacity) employed across the school to support vulnerable families.</p> <p>Two ELSAs employed by the school to support vulnerable families and improve children's emotional health.</p>	<p>Teachers are able to focus on teaching and learning with the pastoral capacity now in place.</p> <p>School not reliant on external agencies to support vulnerable learners and the associated waiting lists.</p>	Supervision is required for pastoral teams and ELSA workers to ensure their emotional welfare is being supported to enable them to be able to offer the families the support they need.
Improved attendance, punctuality and school-readiness for vulnerable learners.	<p>Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.</p> <p>Provision of breakfast club, lunchtime club and homework club for vulnerable children.</p> <p>Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.</p> <p>Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.</p> <p>Use of school minibuses to collect children from families where persistent absenteeism is high.</p>	<p>Early intervention for families without reliance on FOW. Getting support into the home has had a positive impact on families in the Trust.</p> <p>Attendance improved for vulnerable pupils and transition into school was easier for targeted families. 2% reduction in absence for PP pupils was targeted – 1% improvement was achieved (96%)</p> <p>Persistent absenteeism for PP pupils – two pupils: one moved closer to a different school to help improve attendance and one was taken into LA care.</p>	<p>HALO's work capacity between the 4 schools means that capacity to deliver parenting classes is limited. Currently referrals are being made to Action for Children.</p> <p>Need for a lone worker policy for HALO</p> <p>Where pupils need collecting it is a better option for staff with business insurance to collect pupils as use of minibus was limited as not all staff trained to drive.</p>

<p>Provision of additional life opportunities which may normally be out of reach for targeted pupils.</p>	<p>Provision of school uniform items for vulnerable families.</p> <p>Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.</p> <p>More able maths club linking with other Trust infant school</p>	<p>Vouchers issued for uniform which enabled school uniform policy to be upheld</p> <p>Theatre trip and school based art project offered opportunity and experience that they would not otherwise have – improved life chances/opportunities.</p> <p>Able mathematicians extended in learning. All pupil premium pupils in group achieved greater depth (3 pupils)</p>	<p>School needs to encourage families to apply for the funding as there may be families that are not receiving the support they are entitled to.</p> <p>Some parents were seeking club to be paid for through PP finances, school to be clear of PP policy.</p>
<p>Improving parental engagement</p>	<p>Second year of the Achievement for All project with a specific focus on improving parental engagement for PP families.</p>	<p>10 of the 14 pupils in the project benefitted from improved engagement resulting in positive impact on progress. 8 Pupils read more frequently at home 4 pupils made expected progress and 4 pupils made better than expected progress. 4 pupils' attendance improved to 97%</p>	<p>Identifying families where engagement can be improved through the use of structured conversations improves outcomes for pupils by supporting families to understand the needs of their child and to work in partnership with school to support pupils' progress</p>