



Court Lane Infant School - Review for Pupil Premium 2018 2019

Court Lane Infant School's Pupil Premium Profile 2018 2019 as at 29.09.2018	
Total number of pupils in the school	120 children per year group = 360 children
Number of PP-eligible pupils: (as a 16.9.2018)	Year R 6 FSM 4 HMF 1 LAC (and post LAC) (To be updated once data is available) Year 1 19 FSM 4 HMF 2 LAC (and post LAC) Year 2 12 FSM 7 HMF 2 LAC (and post LAC)
Amount per pupil:	FSM and Ever 6 £1320, LAC £2300, Service children £300
Total pupil premium budget:	£68,760 (based on census = 16.9% of children (61 children), 12.8% disadvantaged (17 children))

Evidence of school performance (2016/2017 to be updated with 2017/2018 when available)	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	No strengths or weaknesses noted
Summary of school's performance data:	<u>Reading</u> : four more children reached greater depth at the end of KS1 <u>Writing</u> : one fewer child reached expected levels at the end of KS 1
School's pupil premium statement (pupil premium strategy statement review from 2017-18):	<i>Please see attached and available on the website.</i>

Pupil premium strategy statement

1. Summary information					
School	Court Lane Infant School				
Academic Year	2018-2019	Total PP budget	£68760	Date of most recent PP Review	6 TH November 2017
Total number of pupils	360	Number of pupils eligible for PP	57	Date for next PP Strategy Review	Summer 19

2. Current attainment and progress								
Attainment	Disadvantaged Court Lane Infant (2017 2018) (21 children: one child = 4.8%)				Other national (all pupils / other pupils) (figures for 2016 2017 to be updated when available)			
% of pupils achieving the expected standard in reading, writing and maths	EXS+		Higher		EXS+		Higher	
	R 71.4% W 47.7% M 71.4%		R 15% W 4.8% M 9.5%		R 76/79%% W 68/72% M 75/79%		R 25/28% W 16/18% M 21/23%	
Progress (from EYFS to expected + – School data)	<i>Disadvantaged (Court Lane Inf)</i>				<i>Difference from national (highlight if sig)</i>			
	<i>Overall</i>	<i>Low</i>	<i>Mid</i>	<i>High</i>	<i>Overall</i>	<i>Low</i>	<i>Mid</i>	<i>High</i>
Progress score for reading: low, middle, high	71.4%	0%	92.9%	N/A%	76/79%	N/A	N/A	N/A
Progress score for writing: low, middle, high	47.7%	0%	64.28%	N/A%	68/72%	N/A	N/A	N/A
Progress score for maths: low, middle, high	71.4%	0%	100%	100%	75/79%	N/A	N/A	N/A

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.			Emotional and physical wellbeing of some children impacts on their ability to fully participate in school activities
B.			Some show a lack of confidence, resilience and the ability to use learning to learn behaviours
C.			Some pupils lack life experiences to support rounded development and knowledge of the world
D.			Some have poor language development which impacts on their speech, reading and writing.
E.			Levels are low on entry to school and therefore accelerated progress is necessary to meet age related expectations
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
F.			Parental support needs to be encouraged and developed
G.			Difficult home circumstances impacting on children's wellbeing
H.			Attendance levels are poor for a small number of children

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To ensure that children make accelerated progress in reading, writing and maths during Year 2 in order to obtain aspirational targets of above 71% in reading and writing and 78% in maths at expected level and diminish the difference seen in Year 1.	Above 71% reach expected level in reading, writing and 78% in maths.2017/18 Disadvantaged pupils Court Lane 71.4% R,47.7% W, 71.4% M in Year 2 but in Year 1 only 57%R, 50% W, 57% M (Nationally 76% R, 68% W, 75% M 2016/2017) <u>2018 2019</u> <u>Reading 68.8%, Writing 68.8%, Maths 75% (one child =6.25%) all are within one child of the targets.</u> <u>Gaps have closed in writing (from 23.3% to 9.6%) and maths (from 23% to 6.4%) since the end of Year 1 and in writing (from 38.2% to 14.5%) since the beginning of the year.</u>
B.	To ensure that in Year 1 at least 4 children in reading, 5 children in writing and 3 children in maths make accelerated progress to age related expectations and at least 1 child moves towards GDS in reading, writing and maths.	Accelerated progress is evident within pupil progress meetings and in outcomes against baseline data in Yr R. <u>2018 2019 – from the beginning of the year:</u> <u>Reading – 4 have made accelerated progress to EXP and 3 to GDS</u> <u>Writing – 2 have made accelerated progress to EXP and another is very close</u> <u>Maths – 2 children have made accelerated progress and one to GDS</u>

C.	Outcomes at the end of Year R are above those seen in 2018.	Outcomes are above these figures (Reading 52.6%, Writing 47.4%, Maths 68.4%) <u>2018 – 2019</u> Reading 41.2%, writing 41.2%, Maths 52.9% - There are 17 disadvantaged as at July 2019, a number have very specific needs and all will be monitored closely next year.
D.	Learning Behaviour Champions support the children’s learning to learn behaviours – resilience, relating to others, reflective, resourceful, risk taking.	Data shows an improvement in these areas over time At mid-term all areas had improved over time.
E.	SEND support for children is specific and supports the children in increasing the speed of their progress.	Progress is evidenced within interventions and can be seen in book scrutinises or records of interventions <u>2018 2019</u> Progress is evident within books and interventions – particularly with FFT wave 3 literacy intervention in Year 1 and Year 2.

5. Planned expenditure

Academic year

2018 2019

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further develop Quality First Teaching to secure ‘ordinary provision’ for all pupils, particularly those with multiple barriers	Staff familiarise themselves with document to support QFT and utilize resources. Reflection is used to develop and improve teaching. CPD is planned to support and extend staff knowledge.	Quality First Teaching is the most important factor in improving outcomes for children.	Monitored by SLT, Year Leaders and SEND Leader	SLT, EC	Pupil progress meetings
Effectively support the emotional wellbeing and self-regulation of pupils	Introduce and develop staff knowledge of restorative practice.	To enable children to be able to learn effectively they	CPD used to support and develop staff knowledge and reviewed as part of school J2E.	LE KG MLT	Subject leads to monitor and SLT to review – see J2E

	Implement PSHE curriculum changes, increasing the opportunity to develop specific personal, social and emotional skills. Introduce REAL PE to support PSHE throughout the curriculum.	need to in the appropriate emotional state.			
Ensure the curriculum is challenging, creative, meaningful, motivating and memorable so that pedagogical approaches, reflective practice and metacognitive practices are utilised.	Audit is undertaken to ensure progression of skills and cross curricular links are evident. Ensure pupil voice is evident and utilised to motivate teaching and learning.	Pupils learn best when they are engaged and motivated. Metacognitive practices support learning and enable children to develop	Subject Leaders, Year leaders will report on and discuss audit with SLT and KB to ensure effective implementation.	KB SLT	Half termly
Increase and improve writing outcomes so that achievement for pupil premium children is raised	Subject leader and year groups to write actions plans to improve and increase the level of attainment and progress, ensuring clarity around targets, approaches and targeting specific children.	Pupil premium children need to achieve to the best of their ability in order that gaps do not open up between themselves and other children, therefore they need teaching that will best support their achievement.	Action plans will be monitored termly and discussed at regular intervals – including the impact seen during pupil progress meetings	LWW KB SE	Pupil progress meetings
Increase and improve reading outcomes so that achievement for pupil premium children is raised	CPD will be undertaken to support these plans and QFT.	Parental engagement is important in encouraging and supporting children's' development.			Pupil progress meetings
Increase and improve maths so that achievement for pupil premium children in raised.	Parental engagement will be reviewed to support this aim.				Pupil progress meetings

Methods developed to support, celebrate and capture the achievements of children in areas outside of literacy, numeracy and maths	Methods to be evaluated and considered and then appropriate ones developed to support, celebrate and track all areas of achievement.				
Total budgeted cost					See budget

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?
To boost achievement and reduce 'dip' evident after summer holidays.	Small groups are selected and supported by a teacher over for reading, writing and maths.	Evidence shows that children 'dip' over the summer holidays and particularly children who may lack support at home or are not as actively engaged in educational activities.	Work will be carried out by a quality teacher who will use assessment for learning to ensure high quality teaching and impact.	LE/ KP	October half term
Improve the writing attainment of pupil premium children	Writing conferencing	Some children need additional individualised support and targets to support their progress with reading. Evidence has shown that writing conferencing can support their understanding of how they can improve as writers.	PP champion will release teachers to support targeted children. Teachers will then be able to monitor and support application of targets within their classes.	LWW / KB /KP	Pupil progress meetings
Improved attainment of targeted pupil premium children	Small group and individual targeted support	Some children need targeted support to catch up or reach their potential. This method ensures support is given by experienced Teachers and TA's using a variety of methods best suited to the needs of the individual children, including Sidney, FFT wave 3, Maths, ELSA support, booster groups .	INCo / pupil premium champion will identify children ad set up appropriate interventions. Booster groups will also be considered as necessary and will be identified by Pupil Premium Champion.	EC SW KP	Pupil Progress reviews and as necessary.

Total budgeted cost					See budget
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?
Improve children's learning to learn behaviours for increased learning stamina and independence.	Learning Behaviour Champions	Well documented to have a positive impact on children's life-long learning	SLT lead and embed throughout school practice. Rreview and adapt to maintain momentum.	KP	March /July 2018
Increase the opportunity for pupils to access clubs, trips and a wider range of life experiences	Subsidises available for trips, costs covered for some clubs, additional trips arranged	Reflects falling income of vulnerable families and their ability to give children access to additional experiences.	Take up will be monitored by office and discussed with Pupil Premium Champion. Court Lane Crystal's passport used across school to ensure and support life experiences of children within school.	KP	Half termly
Develop facilities available to support parent and family wellbeing	MABS support Anomaly project Lending library Helping my child to learn	Wellbeing has a major impact on ability to learn. By supporting wellbeing of both child and family we are addressing an area which is evident has had an impact on our children's ability to learn.	Support will be both targeted and general to tackle this area at different levels. SLT and whole school priority and focus.	KP / EC / SW	Termly
Methods developed to support, celebrate and capture the achievements of children in areas outside of literacy, numeracy and maths	Methods to be evaluated and considered and then appropriate ones developed to support, celebrate and track all areas of achievement.	The importance of self-esteem and self-belief is documented. We need to ensure that all areas of achievement are recognised, supported and valued to develop this in children.	SLT will lead this and it will be review and revised to ensure it supports children	KP	Termly
Total budgeted cost					See budget

6. Additional Information

COMBINED (GLD)

ALL pupils	73.1%
Disadvantaged	41.2%
Non -disadvantaged	78.4%
Summer 2 GAP	37.2%

READING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	41.2%	11.8%
Non FSM/LAC	81.4%	24.5%
Summer 2 2019 GAP	40.2%	12.7%

WRITING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	41.2%	0%
Non FSM/LAC	79.4%	6.8%
Summer 2 2019 GAP	38.2%	6.8%

Maths

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	52.9%	0%
Non FSM/LAC	84.3%	15.7%
Summer 2019 GAP	31.4%	15.7%

Next Year's Priorities:

- To diminish the difference in all areas
- Precise targeting at the beginning of next year to accelerate progress
- Particular consideration given to immediate support to boost attainment following the summer gap
- Reading supports sent home during summer break, where appropriate to maintain skills

Year 1

COMBINED

ALL pupils	69.8%
Disadvantaged	54.6%
Non -disadvantaged	73.2%
Summer 2 2019 GAP	18.6%

READING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	68.2% (15)	13.6% (3)
Non FSM/LAC	77.3%	26.8%
Summer 2 2019 GAP	9.1%	13.2%

WRITING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	54.6% (12)	4.6% (1)
Non FSM/LAC	75.3%	15.5%
Summer 2 2019 GAP	20.7%	10.9%

Maths

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	68.2% (15)	4.6% (1)
Non FSM/LAC	82.5%	24.7%
Summer 2 2019 GAP	14.3%	20.1

Next Year's Priorities:

- To maintain levels and build upon these in reading and identify any children who could move to Greater Depth.
- Maintain reading levels by sending packs home, where appropriate, over the summer holidays.
- Build on reading skills and develop these into writing in order to identify and target for children to increase attainment.
- Continue to raise awareness of staff and actively target for support with maths in order to accelerate progress.

Year 2

COMBINED

ALL pupils	73.8%
Disadvantaged	63%
Non -disadvantaged	75.5%
Summer GAP	12.5%

READING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	68.8%(11)	12.5%(2)
Non FSM/LAC	83.3%	42.2%
Summer 2 2019 GAP	14.5%	29.7%

WRITING

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	68.8%(11)	6.3%(1)
Non FSM/LAC	78.4%	21.6%
Summer 2 2019 GAP	9.6%	15.3%

Maths

Disadvantaged/Not Disadvantaged Levels	At least expected standard	Better than expected standard
FSM/LAC	75% (12)	6.3% (1)
Non FSM/LAC	81.4%	28.4%
Summer 2019 GAP	6.4%	22.1%

Next Year's Priorities:

- To diminish the difference in reading.
- To give special consideration to transition to the junior school ensure that the gaps continue to reduce and that progress is maintained.