



Court Lane Infant School - Review Pupil Premium 2017 2018

Court Lane Infant School's Pupil Premium Profile 2017 - 2018 as at 18.09.2017	
Total number of pupils in the school	120 children per year group
Number of PP- eligible pupils: (as a 21.1.2018)	Year R 14 FSM 4 HMF 1 Post LAC Year 1 11 FSM 7 HMF 1 Post LAC Year 2 18 FSM 4 HMF 1 Post LAC
Amount per pupil:	FSM and Ever 6 £1320, LAC £1900, Service children £300
Total pupil premium budget:	£61,100 (based on census = 15.8% of children, 11.6% disadvantaged)

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	No strengths or weaknesses noted
Summary of school's performance data:	Reading: four more children reached greater depth at end KS1 Writing: one fewer child reached the expected level at end KS1
School's pupil premium statement (pupil premium strategy statement review from 2016-17):	<i>Please see attached and available on the website.</i>

Pupil premium strategy statement

1. Summary information					
School	Court Lane Infant School				
Academic Year	2017-2018	Total PP budget	£61100	Date of most recent PP Review	6 th November 2017
Total number of pupils	360	Number of pupils eligible for PP	56	Date for next PP Strategy Review	Spring 2019

2. Current attainment and progress								
Attainment	Disadvantaged Court Lane Infant				Other national (all pupils/ other pupils)			
	EXS+		Higher		EXS+		Higher	
% of pupils achieving the expected standard in reading, writing and maths	R 76% W 71% M 76%		R 53% W 12% M 24%		R 76/79% W 68/72% M 75/79%		R 25/28% W 16/18% M 21/23%	
Progress (from expected or above at EYFS)	<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	76%	20%	100%	100%	76/79%	N/A	N/A	N/A
Progress score for writing: low, middle, high	71%	33%	92%	N/A%	68/72%	N/A	N/A	N/A
Progress score for maths: low, middle, high	76%	20%	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 resilience and the ability to use learning to learn behaviours
C.			Many pupils lack life experiences to support rounded development and vocabulary expansion
D.			Some do not access support for reading and maths via ICT that the school has made available
E.			Reading outcomes are low at beginning of EYFS, with poor access and experience of Reading at home
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.			Attendance levels are poor for a small number of children
H.			Difficult home circumstances impacting on children's wellbeing

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the attendance of the children that last year fell below 95%.	Increase attendance levels for each child over 2016 2017 figure. 37.5% of those children that were below 95% increased their attendance in 2017/2018, all to above 95%.
B.	To ensure that children make accelerated progress in reading during Year 2 in order to obtain above 70% at expected level and diminish the difference seen in Year 1.	Above 70% reach expected level in reading. 2016/17 Disadvantaged pupils Court Lane 79% in Year 2 but in Year 1 only 66% (Nationally 69.0% 2015/2016) gap in Year 1 16% Achieved 71.4%.
C.	To increase the percentage of disadvantaged children attaining the expected standard for phonics.	Percentage increase over last year (61%) Achieved 78.6%
D.	To ensure that children make accelerated progress in writing during Year 2 in order to obtain above 70% at expected level and diminish the difference seen in Year 1.	At least 4 children move up to expected level during Year 2. In Year 1 disadvantaged at expected 50%, non-disadvantaged 73% - gap 23%. Partially Achieved gap reduced to 20.7%. One child made accelerated progress to Expected and one to GDS.

E.	To diminish the difference in maths attainment in Early Years to the same level as that seen in reading and writing.	Difference in line with reading and writing. 2016/2017 difference: reading 11%, writing 13%, maths 21% Achieved Maths Gap 14.6%,
F.	Additional support provided and accessed by parents and families to support wellbeing of children and adults.	Parents engage with school, access new MABS support, use lending library and have access to support and information provided by anomaly project. Achieved: Wellbeing library set up, MABS available in school, school nurse also available in school, anomaly board being used to communicate with parents.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?
Improve support and verification of methods used and records kept	Pupil Premium External Trust Review	Requirement to have a review and also shown to have positive impact on effective usage of Pupil Premium funds.	Research in choosing most appropriate person to undertake review and ensure suggestions are considered & implemented where necessary.	KP KG JR	Autumn 2017

5. Review of expenditure

Previous Academic Year	2017 2018
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i. Quality of teaching for all

Desired outcome	Chosen action /	Estimated impact:	Lessons learned	Cost
Improve phonics outcomes for all children	Phonics teaching reviewed	Target achieved 78.6% of pupils passed phonics assessment, with the school percentage increasing to 85%.	The changes to assessment, monitoring and teaching have been successful and the focus will remain in order to maintain this increased level of success for all pupils.	Training and supply costs

Children have access to and are willing to take on Challenge in all areas of the	Challenge	Visitors to school have commented on the willingness of our children to accept challenge. The children know what challenge means and it has become an integral part of teaching within the core	This will be further developed next year to support challenge within foundation subjects. Learning behaviours support children in accepting and relishing challenge.	Training and supply costs
Improved wellbeing - both physical and emotional of children within school to support learning stamina and development of whole child.	Wellbeing	Children have had an increase in physical activity at lunchtime. Wellbeing library has been established and letter received from parent to thank us for the initiative. Children have been supported with additional adults to help them emotionally and/or academically to be in a position to access friendships and the curriculum. MABS support has been successful and parents are accessing the visits by the school nurse.	Some approaches have been bespoke to the individual children and these will continue as necessary. Other initiatives will continue and a project is being completed with the Occupational Therapists to further support physical development.	Additional adult support

i.Targeted support

Desired outcome	Chosen action /approach	Estimated impact:	Lessons learned	Cost
To improve the attendance of children under 95%	Conferencing	This initially had an impact particularly on one child but did not remain so over the entire year. 37.5% of those children that were below 95% increased their attendance in 2017/2018, all to above 95%.	The format will change next year to ensure a greater impact and more class teacher involvement.	Adult to run sessions
To improve access to reading and maths consolidation and overlearning.	Reading eggs/ mathletics club	Impact has not been as high as required as the club has not been able to run as frequently as originally planned for unavoidable reasons.	Ensure that it is more consistent next year as it was a popular activity and not only supported children academically but also emotionally. The reading eggs club will continue for a smaller number of targeted children in order that this is able to be more consistent.	Adult to run sessions

Improved attainment of targeted pupil premium children	Small group and individual targeted support	Teachers, LSA's and SNA'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 .	Please see below for attainment.	Adult to run sessions
iii. Other approaches				
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)	Cost
Improve children's learning to learn behaviours for increased learning stamina and independence.	Each child is a learning behaviour champion	Children have improved their learning to learn behaviours. They are rated in each of the five areas at the beginning of the year and then this is compared with the end of the year. Over the five areas the children have increased their rating by: Yr R 80% Yr 1 40.9% and Yr 2 20%	Continue for next year as improves self-esteem and learning to learn behaviours.	Small cost for resource and adult time
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	No child has been excluded from a trip on grounds of cost. Our HM Forces children have taken part in a wide range of activities in conjunction with a cluster of schools, Naval Families Federation and QE park.	Children have benefitted from an extended range of activities which has increased their wider knowledge and experience and also supported them emotionally and academically. We will continue with this next year e.g. Pantomime, Art work, QE Park	Mini bus, trip costs and staff costs
Additional facilities available to support parent and family wellbeing	MABS support Anomaly project Lending library Helping my child to learn	See wellbeing above. Additionally, we have altered some parent support to involve children more which was very successful.	This will continue and more year groups will consider offering parental support through workshops similar to those offered by Year R	Staff and resource costs

Improve support and verification of methods used and records kept	Pupil Premium External Trust Review	This was highly successful. Strengths identified included high involvement of leaders showing clear vision, effective communication to ensure that all staff are highly involved with targeted provision, core leads and year leads collaborate effectively	Review will be commissioned. We will take account of the recommendations accounting more clearly for More Able disadvantaged children. The Pupil Premium champion will represent CLIS for all children at the new Local Authority network for More Able children.	Staff and resource costs
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6. Additional detail

Year R Pupil Premium 2017-2018 Analysis

COMBINED

ALL pupils	65.5%
Disadvantaged (9/19)	47.4%
Non -disadvantaged	69%
Gap	-21.6%

READING	At least expected standard	Better than exp standard
FSM/LAC	52.6%	0%
Non FSM/LAC	72%	19%
Gap 2018	19.4%	19%

WRITING	At least expected standard	Better than expected standard
FSM/LAC (15)	47.4% (9)	5.3% (1)
Non FSM/LAC (103)	69.0%	10%
Gap 2018	21.6	4.7%

MATHS	At least expected standard	Better than expected standard
FSM/LAC	68.4% (13)	0% (0)
Non FSM/LAC	83%	19%
Gap 2018	14.6%	19%

Next year's priorities

- To diminish the difference in all areas.
- Particular consideration given to immediate support to boost following the summer break in order to lessen the gap as quickly as possible.
- Continue to raise awareness of staff, actively target and support these children in order to accelerate progress.

Year 1 Pupil Premium 2017-2018 Analysis

COMBINED

ALL pupils	71%
Disadvantaged	50%
Non -disadvantaged	73.3%
Gap	-23.3%

READING	At least expected standard	Better than expected standard
FSM/LAC	57%	14%
Non FSM/LAC	80%	35.2%
GAP 2018.	23%	21.2%

WRITING	At least expected standard	Better than expected standard
FSM/LAC	50%	7%
Non FSM/LAC	73.3%	20%
GAP 2018	23.3%	13%

MATHS	At least expected standard	Better than expected standard
FSM/LAC	57%	14%
Non FSM/LAC	80%	21.9%
GAP 2018	23%	7.9%

Next Year's Priorities:

- To diminish the difference in all areas.
- Particular consideration given to immediate support to boost following the summer break in order to lessen the gap as quickly as possible.
- Continue to raise awareness of staff, actively target and support these children in order to accelerate progress.

Year 2 Pupil Premium 2017-2018 Analysis

COMBINED

ALL pupils	73%
Disadvantaged	48%
Non -disadvantaged	78%
Gap	30%

READING	At least expected standard	Better than expected standard
FSM/LAC	71.4%	15%
Non FSM/LAC	79.6%	32.6%
Gap 2018	8.2%	17.6%

WRITING	At least expected standard	Better than expected standard
FSM/LAC	47.7%	4.8%
Non FSM/LAC	68.4%	15.3%
Gap 2018	20.7	10.5

MATHS	At least expected standard	Better than expected standard
FSM/LAC	71.4%	9.5%
Non FSM/LAC	78.6%	23.5%
Gap 2018	7.2%	14%

Priorities:

- To diminish the difference in writing and combined.
- Particular consideration given to transition to junior school to ensure that progress is maintained, and accelerated, and children are confident and ready to learn on their arrival at junior school.