



## Court Lane Infant School - Planning for Pupil Premium 2019 2020

Court Lane Infant School's Pupil Premium Profile 2019 2020 as at 19.9.2019	
<b>Total number of pupils in the school</b>	120 children per year group = 360 children
<b>Number of PP-eligible pupils: (as a 19.9.2019)</b>	Year R 8 FSM 4 HMF 1 LAC Year 1 17 FSM 5 HMF 1 LAC (and post LAC) Year 2 19 FSM 5 HMF 2 LAC (and post LAC)
<b>Amount per pupil:</b>	FSM and Ever 6 £1320, LAC £2300, Service children £300
<b>Total pupil premium budget:</b>	£76220 (based on census = 18.6 % of children (67 children), 14.2% disadvantaged (51 ch))
Evidence of school performance	
<b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b>	Leaders, teachers and support staff are adept at identifying, tracking and supporting this group of pupils, including those with particular needs. Disadvantaged pupils make rapid and sometimes very rapid progress, evidenced in their books and the school's achievement information. Their rapid progress extends beyond English and mathematics to other subjects. Disadvantaged pupils benefit from effective phonics teaching that takes account of what they already know. They enjoy reading and use their phonics knowledge confidently to read unfamiliar words. As a result, attainment in reading is rising quickly. Disadvantaged pupils reach standards in line with the national average in writing and mathematics because teachers have good subject knowledge. Leaders use a wide range of strategies to promote good levels of attendance so that pupils make the most of the experiences the school has to offer. Leaders work well with external agencies and families to provide personalised support for pupils with high levels of absence. Your work, and the more regular attendance of disadvantaged pupils, ensures that these pupils are making more rapid progress than previously.
<b>Summary of school's performance data:</b>	<u>Provisional School Profile 2019:</u> 75% of Year 1 Disadvantaged were working at the expected level in phonics Year 2 data:(14 children) 57% in reading and writing, 64% in maths reached the expected level.
<b>School's pupil premium statement</b>	<b>Pupil premium strategy statement review from 2018 - <i>Please see attached and available on the website.</i></b>

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Court Lane Infant School				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£76220	<b>Date of most recent PP Review</b>	6 <sup>TH</sup> November 2017
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	62	<b>Date for next PP Strategy Review</b>	TBC March 2020

2. Current attainment and progress (provisional data 2018 2019)				
<b>Attainment</b>	Disadvantaged Court Lane Infant (2018 2019) (National Disadvantaged 2017 2018) (14 children: one child = 7.1%)		Other not disadvantaged national (figures for 2017 2018 to be updated when available)	
<b>% of pupils achieving the expected standard in reading, writing and maths</b>	EXS+	Higher	EXS+	Higher
	R 57.1% (62%) W 57.1% (55%) M 64.3% (63%)	R 14.3% (14%) W 7.1% (8%) M 7.1% (12%)	R 79% W 74% M 80%	R 29% W 18% M 25%

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>			
<b>A.</b>			Emotional and physical wellbeing of some children impacts on their ability to fully participate in school activities
<b>B.</b>			Some show a lack of confidence, resilience and the ability to use learning to learn behaviours
<b>C.</b>			Some pupils lack life experiences to support rounded development and knowledge of the world
<b>D.</b>			Some have poor language development which impacts on their speech, reading and writing.
<b>E.</b>			Levels are low on entry to school and therefore better than expected progress is necessary to meet age related expectations

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>F.</b>			Parental support needs to be encouraged and developed
<b>G.</b>			Adverse Childhood Experiences – 10 ACES
<b>H.</b>			Attendance levels are poor for a small number of children

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To ensure that children make better than expected progress in reading, writing and maths during Year 1 and 2 in order to obtain aspirational targets in year 2 of above 72% in reading and 68% in writing.	Results in Year 2 are above those stated in the outcome.
<b>B.</b>	To ensure that in Year 2 at least 4 children in reading, 2 children in writing and 3 children in maths make accelerated progress to GDS and in Year 1 at least 1 child in reading, 3 children in writing and 3 children in maths make accelerated progress to GDS	Accelerated progress is evident within pupil progress meetings and in outcomes against baseline data in Yr R.
<b>C.</b>	Children in Year R make accelerated progress in order that the outcomes are significantly above the baseline data of Reading and writing 25% at expected level and maths 37.5% at expected level.	Outcomes are significantly above these figures
<b>D.</b>	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
<b>E.</b>	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.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2019 2020</b>
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	
<b>i. Quality of teaching for all</b>	

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?
Further develop Quality First Teaching to ensure that appropriate pedagogical techniques are selected to ensure maximum impact in learning for all.	Improve teaching and learning by developing expertise in when, how and why to vary pedagogical techniques across subjects. Provide targeted CPD to ensure subject knowledge is secure resulting in sustained high achievement and increased teacher confidence. Targeted effort and incisive feedback.	The inclusive ethos of Quality First Teaching is the most important factor in improving outcomes for children.	Monitored by SLT, Year Leaders and SEND Leader	SLT	Pupil progress and cohort review meetings
To adapt, design and further develop enhanced opportunities for SMSC, British Values and personal development within the longitudinal design of the curriculum so pupil succeed in life.	Implement and develop staff knowledge of restorative practice. Build upon PSHE curriculum changes, increasing the opportunity to develop specific personal, social, emotional skills and cultural awareness. Further develop staff awareness of and supporting strategies for improved Mental health and wellbeing of children	To enable children to be able to learn effectively they need to in the appropriate emotional state. By supporting and developing SMSC and cultural experiences children who might have a limited life experience will understand more of the world around them.	CPD used to support and develop staff knowledge and reviewed as part of school J2E.	HF KG JR MLT AG	Subject leads to monitor and SLT to review – see J2E
Increase and improve writing outcomes so that achievement for pupil premium children is raised including GDS	Across the school ensure : Use of quality texts to develop language and specific vocabulary for writing. Focus is given to spelling and punctuation. Task design is reviewed for writing at all levels. Appropriate scaffolds and modelling including stem sentences. Reading opportunities	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 including GDS	promoted across the curriculum, including pre-learning vocabulary and 1:1 reading. Fluency and independent application of knowledge and skills.				Pupil progress meetings
Increase and improve maths so that achievement for pupil premium children in raised including GDS	Early identification of pupils with the skills to be GDS and appropriate support given to ensure that accelerated progress is made by some children.				Pupil progress meetings
Review the curriculum so that there is clarity in terms of knowledge, coherence of sequencing and deepening of understanding.	Ensure that opportunities within and across the curriculum are planned for and delivered to enable acquisition and retrieval of skills and knowledge so that conceptual understanding is built. Ensure learning is memorable.	Teaching needs to be coherent; building on previous knowledge in order for it to support children's' learning and move into the long term memory.	Monitored by SLT, Year Leaders and SEND Leader	SLT LWW SE AG	Year leads to monitor and SLT to review – see J2E
<b>Total budgeted cost</b>					See budget

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. These will include children to boost to expected and also GDS.	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	RB/ KP	October half term

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 .	Pupil premium champion will identify children and set up appropriate interventions. Booster groups will also be considered as necessary and will be identified by Pupil Premium Champion.	SW KP	Pupil Progress reviews and as necessary.
<b>Total budgeted cost</b>					See budget
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve children's learning to learn behaviours for increased learning stamina and independence.	Learning Behaviour Champions and consistent use of and introduction to Learning Behaviours in Year R.	Well documented to have a positive impact on children's life-long learning	SLT lead and embed throughout school practice. Review and adapt to maintain momentum.	KP	March /July 2020
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 record appropriate opportunities.	KP	Half termly

Develop facilities available to support parent and family wellbeing	MABS support Anomaly board Lending library Yr R workshops to support a variety of areas across the curriculum – with parents supported to work with their children	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/ SE	Termly
Methods developed to enable children to have responsibilities throughout the school.	Suggestions taken, considered and implemented throughout the school. Pupil Voice listened to and contributes to their learning by shaping the curriculum.	The importance of self-esteem and self-belief is documented. We need to ensure that all children feel valued and each can add value to the spirit of community of the school.	HF will lead this and it will be review and revised to ensure it supports children's self-esteem and self-belief.	HF KP	Termly
<b>Total budgeted cost</b>					See budget

**6. Review of expenditure (please see last year's review on separate document.)**