



Court Lane Infant School - Planning for 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 23.9.2017)	Year R 14 FSM 4 HMF 1 Post LAC Year 1 11 FSM 4 HMF 1 Post LAC Year 2 18 FSM 5 HMF 1 Post LAC (HMF includes one child who is also FSM)
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 (2015 /2016 to be updated when ASP is published)	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<p><u>Dashboard strength:</u> 'KS1 disadvantaged, pupils attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.'</p> <p><u>Dashboard Weakness:</u> 'Fewer than 70% of disadvantaged pupils met the expected standard in phonics'.</p>
Summary of school's performance data:	<p><u>Raise on line:</u></p> <p>Reading: 1 more child reached greater depth at end KS1 having been exceeding in EYFS compared to national.</p> <p>Writing: one fewer child reached the expected level at end KS1 having reached expected at EYFS compared to national.</p>
School's pupil premium statement (pupil premium strategy statement review from 2016-17):	<i>Please see attached and available on the website.</i>

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.
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%.
C.	To increase the percentage of disadvantaged children attaining the expected standard for phonics.	Percentage increase over last year (61%)
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%.
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%

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.
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5. Planned expenditure

Academic year

2017- 2018

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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve phonics outcomes for all children	Phonics	Phonics supports reading and writing and when mastered allows high level skills to be considered more readily.	School Improvement Priority Group set up to promote throughout school. All class teachers closely monitor assessment for	LWW	Pupil progress meetings Weekly assessment meetings
Children have access to and are willing to take on Challenge in all areas of the curriculum	Challenge	To support staff in QFT though enabling them to support children accessing and accepting challenge	School Improvement Priority. Group set up to promote throughout school.	KB	Pupil progress meetings Cohort reviews
Improved wellbeing - both physical and emotional of children within school to support learning stamina and development of whole child.	Wellbeing	Evidence shows that a child's wellbeing has a large impact on their ability to learn and their future development of good mental health.	School Improvement Priority. Group set up to promote throughout school.	KP	Termly

Total budgeted cost					TBC
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 improve the attendance of children under 95%	Conferencing	Research evidence shows this has an impact and evidence seen within other schools on Challenge the Gap programme last year.	Visit and discuss with Challenge the Gap schools. Read research. Provide resources that entice and engage children in process.	KP	Throughout the year and at pupil progress reviews
To improve access to reading and maths consolidation and overlearning.	Reading eggs/ mathematics club	ICT evidence programmes that support overlearning and application of skills in a way children enjoy and promote progress.	KP to run lunchtime club	KP	Termly
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. 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 .	INCo / 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.	SC KP	Pupil Progress reviews and as necessary.
Total budgeted cost					TBC
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	June 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 Crystals introduced across school to ensure and support life experiences of children within school.	KP	July 2017
Additional 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	Termly
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
Total budgeted cost					TBC

6. Review of expenditure (please see last years review on different format)

Previous Academic Year	2016 2017			
i. Quality of teaching for all				
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
ii. Targeted support				

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.