

Imperial Avenue Infant School Pupil premium strategy 2019-2020

Summary information			
Academic Year	2019-2020	Total predicted PP budget	£84,480
Total number of pupils	316	Number of pupils Eligible for PP	Based on 64 children

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils enter the school with low oral language skills, limited vocabulary and speech and language needs.
B.	Pupils enter the school with skills below what is typical for their age in all areas.
C.	A larger percentage of pupils with English as an additional language enter the school, many new to English.
External barriers <i>(issues which also require action outside school)</i>	
D.	Attendance levels has been below the national average and some children have been classified as persistent absences.

2. Outcomes

Percentage of pupils reaching the expected level / greater depth level from the different starting points

		Pupil Premium 2017 -18	Pupil Premium 2018 -19	Pupil premium targets for 2019-2020
Reading percentage achieving expected and greater depth at end of KS1 from...	Emerging	33% / 0%	40% / 0%	Unable to put percentages due to Covid lockdown and not having assessment data for this year
	Expected	94% / 22%	75% / 25%	As above
	Exceeding	No pupils at this level	No pupil at this level	As above
Writing percentage achieving expected and greater depth at end of KS1 from...	Emerging	44% / 0%	20% / 0%	As above
	Expected	100% / 13%	75% / 13%	As above
	Exceeding	No pupils at this level	No pupils at this level	As above
Maths percentage achieving expected and greater depth at end of KS1 from...	Emerging	50% / 0%	30% / 0%	As above
	Expected	100% / 19%	88% / 25%	As above
	Exceeding	No pupils at this level	No pupils at this level	As above
Science Attainment		% at expected KS1 Pupil premium 2017-18	% at expected KS1 Pupil premium 2019	

	Expected	87%	78%	As above
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Outcomes <i>(Desired outcomes and how they will be measured)</i>		How they will be measured
A.	The percentage of pupils in receipt of pupil premium reaching the expected standard at the end of Key Stage 1 from different prior attainment points is higher than pupils not in receipt of pupil premium nationally.	Half termly book trawl including a specific focus on the progress of Pupil Premium pupils to assess progress in line with those not in receipt of it. Pupil progress meetings half termly Half termly data analysis
B.	The percentage of pupils in receipt of pupil premium achieving 'Greater depth' at the end of Key Stage 1 from different prior attainment points is higher than pupils not in receipt of pupil premium nationally.	
C.	All pupils are able to take part fully in the life of the school and are not restricted as a result of a lack of equipment or resources	
D.	Almost all pupils demonstrate language skills in line with those typical of their age	Analysis of speaking and listening assessments

Planned Expenditure				
Quality of teaching for all Desired Outcomes Pupils Make progress within lessons and across a sequence of lessons because <ul style="list-style-type: none"> - Learning is well paced with a good balance between consolidation and new learning well matched to learning intentions and individual needs. - Teachers have good subject knowledge and a range of strategies they can use across the curriculum - Teachers use assessment effectively and adapt lessons in response to this which maximises learning time - Teachers use timely intervention to support children to make accelerated progress 				
Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings
External Education consultant/ literacy leads to work with identified teachers to develop teaching and learning, assessment and moderation	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	Book trawls termly Lesson observations	ES external consultant	£2100

SLT members to develop quality of teaching by <ul style="list-style-type: none"> - CPD in staff meetings - Modelling lessons - Joint planning - Observations with accurate feedback - Moderation of work jointly 	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	The joint planning will be followed up by observations of teachers to ensure children's learning is effective and well matched to the needs of all children.	ES, MM, GP	£1000
Teachers new to year group have support from SLT to ensure standards and expectations for all are high <ul style="list-style-type: none"> - Modelling lessons - Joint planning - Observations with accurate feedback - Moderation of work jointly 	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	Observations Book trawls Moderation	ES, GP, MM, JB, KJ, MP	£2000
Targeted support for pupils Desired Outcomes <ul style="list-style-type: none"> - Percentage of pupils reaching expected level in communication and language strand increases to close gap between Imperial and national at the end of reception - Number of pupils achieving expected levels is in line with non-disadvantaged pupils in reading, writing and maths - To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in EYFS - To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in KS1 - To develop language of children who are behind and support children with specific language difficulties - To develop language of EAL children who are new to the country so they make accelerated progress to be inline with their peers 				
Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings
Additional teaching assistants to carry out targeted intervention related to the needs of the children in foundation stage and key stage 1 - including layered reading interventions, spelling and phonic interventions and tailored intervention programmes	Previous evaluation and evidence from monitoring the impact Ofsted focus on reading and phonics from new framework	Observations of interventions by Deputy Head and Literacy reading lead Reviews of progress from intervention data	MM, MP	£22,000

Additional TA support in nursery and reception classes to enhance the communications opportunities, enable daily reading or book sharing, maths teaching, language intervention and targeted phonic intervention	Data analysis School based evidence	Observations of interventions by Deputy Head and Literacy reading lead Reviews of progress from intervention data Pupil progress meetings half termly	MM, MP	£45,000
Targeted and timely intervention for children in need of maths intervention from the maths lead	Evaluation of impact from last interventions Analysis of Data	To start in Autumn term Observations Data analysis	KJ	£4080
Targeted speech and language sessions for children who most need it	School data Involvement of SALT and SNTS	Observations Pupil progress information Data collection Children speech and language progress	MQ	£4300
Targeted intervention for EAL children who need it	Number of children arriving who have EAL School data analysis	Observations Data analysis	MM, FK	£2000
To develop pupils life experiences through enrichment opportunities <ul style="list-style-type: none"> - 100% of pupil premium children attend all trips throughout the year - Wide range of trips provided throughout the year, beyond the locality 				
Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings
Subsidising the cost of trips to widen experiences for all children	Enrichment of curriculum Children more engaged if they experience things first hand	At least one trip per term for KS1 AT least 2 trips per year for EYFS	All staff	£2000
			Total costings	£84,480