

# Imperial Avenue Infant School Pupil premium strategy 2018 - 2019

Summary information			
Academic Year	2018 - 2019	Total predicted PP budget	£93,720
Total number of pupils	313	Number of pupils Eligible for PP	Based on 71 children

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

### In-school barriers (issues to be addressed in school)

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 (issues which also require action outside school)

D.	Attendance levels has been below the national average and persistent absentees is higher than the national average.
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## 2. Outcomes

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

Pupil Premium 2016 -17	National (non disadvantaged)2017		Pupil Premium 2017 -18	Pupil Premium 2018 -19
50% / 8%	39% / 2%		33% / 0%	40% / 0%
100% / 43%	87% / 21%		94% / 22%	75% / 25%
100% /100%	99% / 66%		No pupils at this level	No pupil at this level
47% / 0%	33% /12%		44% / 0%	20% / 0%
100% / 40%	83% / 14%		100% / 13%	75% / 13%
No pupils at this level	99% / 53%		No pupils at this level	No pupils at this level
53% / 0%	40% / 2%		50% / 0%	30% / 0%
100% / 50%	87% / 20%		100% / 19%	88% / 25%
No pupils at this level	99% / 61%		No pupils at this level	No pupils at this level
% at EYFS 2018 (UTW) Pupil premium	% at expected 2016 KS1 Pupil premium	% at expected 2017 KS1 Pupil premium	% at expected 2017-18 KS1 Pupil premium	2019
87%	44%	85%	87%	78%

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				
<b>Quality of teaching for all</b> Desired Outcomes  Pupils Make progress within lessons and across a sequence of lessons because <ul style="list-style-type: none"> <li>- Learning is well paced with a good balance between consolidation and new learning well matched to learning intentions and individual needs.</li> <li>- Teachers have good subject knowledge and a range of strategies they can use across the curriculum</li> <li>- Teachers use assessment effectively and adapt lessons in response to this which maximises learning time</li> <li>- Teachers new to the school have appropriate training and are upskilled in strategies to accelerate learning within the classroom</li> </ul>				
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 to work with identified teachers including literacy lead 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	Training to be booked for new staff for Autumn term  Book trawls termly  Lesson observations	ES  Jo Puttick – external consultant	£2100

Lead practitioners from local outstanding school to develop quality of teaching by <ul style="list-style-type: none"> <li>- Modelling lessons</li> <li>- Joint planning</li> <li>- Observations with accurate feedback</li> <li>- Moderation of work jointly</li> </ul>	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  SM/ LT form Parks Primary	£1000
NQT training from the Leicester City Council NQT programme	To ensure NQT's are upskilled and continue CPD in their first year of teaching		ES/ DM to book training needs	£1025
<b>Targeted support for pupils</b> Desired Outcomes <ul style="list-style-type: none"> <li>- Percentage of pupils reaching expected level in communication and language strand increases to close gap between Imperial and national at the end of reception</li> <li>- Number of pupils achieving expected levels is in line with non-disadvantaged pupils in reading, writing and maths</li> <li>- To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in EYFS</li> <li>- To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in KS1</li> <li>- To develop language of children who are behind and support children with specific language difficulties</li> </ul>				
<b>Chosen action or approach</b>	<b>What is the evidence or rationale?</b>	<b>How and when will you ensure this is implemented well?</b>	<b>Staff lead</b>	<b>Costings</b>
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 report of research	Observations of interventions by Deputy Head and Literacy reading lead  Reviews of progress from intervention data	MM, MP	£20,634
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	Previous evaluation and evidence of the impact and results  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	£61,352

Targeted and timely intervention for children in need of maths intervention from the maths lead	Evaluation of impact from last interventions	To start in Autumn term Observations Data analysis	KJ	£3162
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	£2347
<b>To develop pupils life experiences through enrichment opportunities</b> <ul style="list-style-type: none"> <li>- 100% of pupil premium children attend all trips throughout the year</li> <li>- Wide range of trips provided throughout the year, beyond the locality</li> </ul>				
<b>Chosen action or approach</b>	<b>What is the evidence or rationale?</b>	<b>How and when will you ensure this is implemented well?</b>	<b>Staff lead</b>	<b>Costings</b>
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	£2100
			<b>Total costings</b>	£93,720