

Imperial Avenue Pupil Premium Strategy 2016 -2017

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| School | Imperial Avenue Infant School | | | | |
| Academic Year | 2016-17 | Total PP budget | £109560 | Date of most recent PP Review | July 2016 |
| Total number of pupils | 310 | Number of pupils eligible for PP | 83 | Date for next PP Strategy Review | July 2017 |

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Pupils enter the school with low oral language skills ,limited vocabulary and speech and language needs |
| B. | Many 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, such as low attendance rates)*

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

| | | Percentage of pupils reaching the expected level / greater depth level from the different starting points | | |
|---|-----------|---|------------------------------|-------------------------------|
| | | Imperial Pupil Premium 2015 – 16 | National (non disadvantaged) | Target Pupil Premium 2016 -17 |
| Reading percentage achieving expected and greater depth at end of KS1 from... | Emerging | 36% / 0% | 39% / 2% | 55% / 0% |
| | Expected | 77% / 15% | 87% / 21% | 100% / 46% |
| | Exceeding | 100% /100% | 99% / 66% | 100% /100% |
| Writing percentage achieving expected and greater depth at end of KS1 from... | Emerging | 18% / 0% | 33% /12% | 44% / 0% |
| | Expected | 71% / 15% | 83% / 14% | 100% / 56% |
| | Exceeding | 100% / 100% | 99% / 53% | No pupils at this level |
| Maths percentage achieving expected and greater depth at end of KS1 from... | Emerging | 33% / 6% | 40% / 2% | 57% / 12% |
| | Expected | 86% / 29% | 87% / 20% | 100% / 55% |
| | Exceeding | No pupils at this level | 99% / 61% | No pupils at this level |

| 2b. Outcomes <i>(Desired outcomes and how they will be measured)</i> | | How they will be measured |
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| 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 | |

| 3. Planned expenditure | | | | | |
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| Academic year | 2016-17 | | | | |
| 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? |
| Pupils make progress within a lesson and across a sequence of lessons because learning is well paced with a good balance between consolidation and new learning well matched to learning intentions and individual needs. | Staff training, joint planning and observations with Leading Practitioners to improve the skills of teachers to sequence learning effectively, matching differing learning needs to | School Pupil Premium Review 2015 Sutton Trust Toolkit Teaching and Learning Toolkit | The training and observations will be followed up by observations of teachers practice to ensure implementation. Book scrutiny to analyse progress Half termly analysis of data | CE GP MM LS | Half termly through book scrutiny and pupil progress meetings, specific review of Pupil Premium pupil data. |
| | Review and develop teachers skills in using feedback to deepen learning and improve pupils ability to self-evaluate | Ofsted's 2013 and 2014 report on the Pupil premium and progress. | | | |
| Total budgeted cost | | | | | £20,000 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| All those entitled to pupil premium are aware and supported to do so | Ensure paragraph in the school prospectus | School Pupil Premium Review | Monitor the number of parents accessing the fund in comparison with those receiving Early Years Pupil Premium. | CE | Sept 2016 |
| <p>Number of pupils achieving the expected levels is in line with the percentage of non-disadvantaged pupils nationally in maths and reading at the end of Year 2.</p> <p>Percentage of pupils reaching expected level in communication and language strand increases reducing the gap between imperial and national averages at the end of Reception.</p> | Maths lead plans and carries out intervention weekly of pupils working just below for catch up. | <p>School Pupil Premium Review 2015</p> <p>Ofsted Report 2013 – allocate best teachers to teach interventions</p> | Half termly monitoring of data. Book trawl and pupil interviews | KJ | December and then half termly |
| | Additional Teaching Assistant, in the nursery classes who is trained to and delivers language and communication. | <p>School baseline data on entry.</p> <p>Sutton Trust toolkit</p> | Termly data analysis Termly observations and monitoring of Learning Journals | DG and SM | Half termly. |
| | 5 additional Teaching Assistants in KS 1 to support the delivery of reading Intervention, including before school | Research from local outstanding school. | <p>Half termly observations</p> <p>Half termly analysis of reading assessments</p> <p>Termly pupil progress</p> | MM and EH | Oct/Dec/Feb/ March/May/ July |

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| Progress in reading accelerates for pupils in receipt of pupil premium enabling the percentage of disadvantaged pupils in Year 1 passing the phonics screen at the end of to be in line with the percentage of those not in receipt of pupil premium. | Learning Mentor and Nurture provision to provide behaviour intervention for pupils with emotional and behavioural challenges or who lack confidence to contribute in class. | Sutton Trust Toolkit | Analyse the behaviour log to determine improvements in behaviour. Analyse Nurture baseline and exit data. | GP | Termly |
| Total budgeted cost | | | | | £90,000 |