

## 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%                                | 50% / 10%                           |
|   | Expected  | 94% / 22%   | 75% / 25%                               | 80% / 30%                           |
|   | Exceeding | No pupils at this level   | No pupil at this level                  | 80% /30%                            |
| Writing percentage achieving expected and greater depth at end of KS1 from... | Emerging  | 44% / 0%  | 20% / 0%                                | 50% / 15%                           |
|   | Expected  | 100% / 13%  | 75% / 13%                               | 80% / 20%                           |
|   | Exceeding | No pupils at this level   | No pupils at this level                 | 75% / 25%                           |
| Maths percentage achieving expected and greater depth at end of KS1 from...   | Emerging  | 50% / 0%  | 30% / 0%                                | 60% / 10%                           |
|   | Expected  | 100% / 19%  | 88% / 25%                               | 80% / 30%                           |
|   | Exceeding | No pupils at this level   | No pupils at this level                 | 50% / 30%                           |
| Science Attainment  |           | % at expected KS1<br>Pupil premium 2017-18  | % at expected KS1<br>Pupil premium 2019 | Target for 2018 - 19                |
|   | Expected  | 87%   | 78%                                     | 85%                                 |

| Outcomes <i>(Desired outcomes and how they will be measured)</i> |  | How they will be measured   |
|--|--|---|
| <b>A.</b>  | 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.<br><br>Pupil progress meetings half termly<br><br>Half termly data analysis |
| <b>B.</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.      |   |
| <b>C.</b>  | 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  |   |
| <b>D.</b>  | 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><br>Desired Outcomes<br><br>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 use timely intervention to support children to make accelerated progress</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/ literacy leads to work with identified teachers to develop teaching and learning, assessment and moderation  | Sutton Trust tool kit<br>Teaching and learning Tool kit<br>Ofsted report on pupil premium children and progress and attainment information | Book trawls termly<br><br>Lesson observations          | ES<br><br>external consultant | £2100    |

|  |  |  |                        |                 |
|--|--|--|------------------------|-----------------|
| SLT members to develop quality of teaching by <ul style="list-style-type: none"> <li>- CPD in staff meetings</li> <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<br>Teaching and learning Tool kit<br>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"> <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<br>Teaching and learning Tool kit<br>Ofsted report on pupil premium children and progress and attainment information | Observations<br>Book trawls<br>Moderation  | ES, GP, MM, JB, KJ, MP | £2000           |
| <b>Targeted support for pupils</b><br>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> <li>- To develop language of EAL children who are new to the country so they make accelerated progress to be inline with their peers</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<br><br>Ofsted focus on reading and phonics from new framework                  | Observations of interventions by Deputy Head and Literacy reading lead<br><br>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   | Data analysis<br><br>School based evidence   | Observations of interventions by Deputy  | MM, MP                 | £45,000         |

|   |  |   |                       |                 |
|---|--|---|-----------------------|-----------------|
| sharing, maths teaching, language intervention and targeted phonic intervention   |  | Head and Literacy reading lead<br><br>Reviews of progress from intervention data<br><br>Pupil progress meetings half termly |                       |                 |
| Targeted and timely intervention for children in need of maths intervention from the maths lead   | Evaluation of impact from last interventions<br><br>Analysis of Data                       | To start in Autumn term<br>Observations<br>Data analysis  | KJ                    | £4080           |
| Targeted speech and language sessions for children who most need it   | School data<br><br>Involvement of SALT and SNTS  | Observations<br><br>Pupil progress information<br>Data collection<br><br>Children speech and language progress              | MQ                    | £4300           |
| Targeted intervention for EAL children who need it  | Number of children arriving who have EAL<br><br>School data analysis                       | Observations<br>Data analysis   | MM, FK                | £2000           |
| <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<br><br>Children more engaged if they experience things first hand | At least one trip per term for KS1<br>AT least 2 trips per year for EYFS  | All staff             | £2000           |
|   |  |   | <b>Total costings</b> | £84,480         |