

Pupil premium strategy statement for Carlyle Infant and Nursery School

1. Summary information					
School	Carlyle Infant School				
Academic Year	2017/18	Total PP budget	£25,080	Date of PP Review	May 18
Total number of pupils in KS1	121	Number of pupils eligible for PP in KS1	19	Date for next internal review of this strategy	Jan 18

Attainment 2016/17					
	Pupils eligible for PP				
	Reading	Writing	Maths	Combined expected	Combined GD
% achieving national standard or above in reading, writing & maths at KS1	55% EXP 27% GDS (51% national EXP 25% national GD)	62% EXP 18% GDS (52% national EXP 16% national GD)	72% EXP 18% GDS (54% national EXP 21% national GD)	57% EXP (% national)	0% (% national)
Progress rates	% (0%)	% (0%)	% (0%)	n/a	n/a

2. Barriers to future attainment (for pupils eligible for PP)	
A.	Children with social and emotional issues related to home life experiences.
B.	Low attainment at point of admission including beyond F1 entry.
C.	Children whose spoken and written English is not proficient.
D.	Attendance and persistent absences
E.	Insufficient progress rates by disadvantaged children.
F.	Lack of experience beyond school and home.

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Approach to achieve
A.	Children with social and emotional issues related to home life experiences are able to self regulate their behaviour and make at least expected progress from their individual starting points.	<p>Quality first teaching and nurture Support</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap by John Dunford, Whole Education 2014.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>
B.	Children with low attainment on entry will make accelerated progress and achieve at least in line with national expectations.	<p>Quality first teaching and targeted interventions in response to assessment.</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap by John Dunford, Whole Education 2014.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>
C.	Children whose spoken and written English is not proficient receive targeted interventions from staff with specialisms in this area.	<p>Quality first teaching and targeted interventions. SENCO/EAL coordinator involvement and Learning Mentor support.</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap by John Dunford, Whole Education 2014.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>
D.	Pupil Premium children have attendance rates and persistent absentee rates are at least in line with National All Pupils.	<p>Close tracking of absence rates by admin staff. Involvement of EWO. Rewards for improving attendance.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>

E.	Targeted children will make accelerated progress and achieve in line with at least national expectations.	<p>Quality first teaching and targeted interventions in response to assessment</p> <p>Ensure that all teachers have high enough expectations of Pupil Premium Children.</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap by John Dunford, Whole Education 2014.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>
F.	Pupil Premium children to be provided with access to a range of enrichment activities in and out of school.	<p>To provide subsidies for trips, events and clubs.</p> <p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>

Academic year 2017/18

Desired outcome	Chosen action / approach	Actions to achieve	Staff lead & cost	Monitoring Steps
<p>Children with social and emotional issues related to home life experiences are able to self regulate their behaviour and make at least expected progress from their individual starting points.</p>	<p>Quality first teaching and nurture Support</p>	<p>CPD about general classroom teaching requiring improvement.</p> <p>Whole Staff Introduction to Autism. Key staff visit an autistic school. Staff to visit Outstanding school.</p> <p>Nurture staff to provide 1:2:1 and small group Social and Emotional support to ensure that children are ready to learn.</p> <p>Teachers will liaise with parents regarding behaviour management strategies to develop children's self regulation skills.</p> <p>Nurture staff will provide a lunchtime club that supports social and emotional development and maintains learning readiness over the lunch break.</p> <p>Develop sensory area to be used as and when required.</p> <p>Refocus of behaviour expectations.</p>	<p>£4900</p> <p>£2950</p> <p>£1000</p> <p>£500</p>	<p>Governors will receive an update each term on the standards of teaching in school and the percentages in each category.</p> <p>The Pupil Premium governor will hold termly meetings with nurture staff and provide feedback to FGB.</p> <p>Pupil Premium Profiles to be completed and shared with Pupil Premium Governor.</p> <p>Behaviour logs to be shared with Pupil Premium Governor</p>

<p>Children with low attainment on entry will make accelerated progress and achieve at least in line with national expectations.</p>	<p>Quality first teaching and targeted interventions in response to assessment.</p>	<p>All CPD related to classroom teaching</p> <p>Staff Inset on ; Handwriting, Learn to learn, music, art, computing QR codes, role of the subject leader, assessment, achievement, moderation and higher expectations in English and maths.</p> <p>Intervention groups: phonics, maths, writing, greater depth reading, greater depth, outdoor learning, nurture, computing.</p> <p>Monitoring timetable</p>	<p>£5120</p> <p>£600</p>	<p>Governors will receive an update each term on the standards of teaching in school and the percentages in each category.</p> <p>Individual Pupil Premium Profiles shared with Pupil Premium Governor.</p> <p>Subject Leaders will monitor the progress rates from individual starting points for all Pupil Premium Children in Reading, Writing and Maths and share data with the FGB.</p>
<p>Children whose spoken and written English is not proficient receive targeted interventions from staff with specialisms in this area.</p>	<p>Quality first teaching and targeted interventions.</p> <p>SENCO/EAL coordinator involvement and nurture staff support.</p>	<p>CPD classroom teaching</p> <p>Interventions (SEND) linked to EAL – talk boost groups</p> <p>Internal CPD - Manny Sidhu – and staff attended EAL course</p>	<p>£2000</p> <p>£240</p>	<p>EAL coordinator will provide updates to FGB on impact of interventions and progress rates of EAL children who are also Pupil Premium.</p> <p>Individual Pupil Premium Profiles or children with EAL and who are Pupil Premium shared with SEND Governor and Pupil Premium Governor.</p>

<p>Pupil Premium children have attendance rates and persistent absentee rates are at least in line with National All Pupils.</p>	<p>Close tracking of absence rates by admin staff. Involvement of EWO. Rewards for improving attendance.</p>	<p>CPD for admin team to enable them to track and monitor the progress rates of PP children and provide reports for HT. Protocol implemented for supporting families with attendance issues. Develop a range of rewards based around Outstanding Attendance and Rapidly Improving Attendance. Develop Pupil Premium half termly tracking system with targeted follow up for those children below 90%</p>	<p>£400</p>	<p>Termly attendance report given to FGB highlighting Pupil Premium attendance and PA rates and EWO involvement.</p> <p>Data relates to in year admissions</p>
<p>Targeted children will make accelerated progress and achieve in line with at least national expectations.</p>	<p>Quality first teaching and targeted interventions in response to assessment</p> <p>Ensure that all teachers have high enough expectations of Pupil Premium Children</p>	<p>Ensure that all teachers are aware of end of previous Key Stage attainment level. Reorganisation of books and sticker system.</p> <p>Ensure that all teachers have sufficiently high expectations of Pupil Premium Children and are directing children towards the expected and Greater Depth Challenges in class. Half termly coaching time.</p> <p>Provide interventions with a focus on greater depth for more able Pupil Premium Children.</p>	<p>£1700</p> <p>£3600</p> <p>£624</p>	<p>Book scrutiny of all higher attaining Pupil Premium Children.</p> <p>Lesson observations show that teachers expectations of Pupil Premium children are appropriately high.</p> <p>Pupils have aspirational goals for themselves.</p>

<p>Pupil Premium children to be provided with access to a range of enrichment activities in and out of school.</p>	<p>To provide subsidies for trips, events and clubs.</p>	<p>If Appropriate Pupil Premium children will have reduced costs or no costs for:</p> <p>Breakfast club, Night owls (After school club), After school clubs where external provider is delivering session, Theatre trips, School trips, School Visitors</p>	<p>£526</p>	<p>Children to have a broader experience of life beyond school and home which will enable them to contextualise learning and develop inference skills in reading comprehension.</p>
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