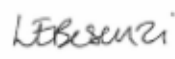




## Carlyle Infant & Nursery School - Pupil Premium Review

Headteacher's name: PP Leader's name:	Laura Besenzi Ruth McNeil	Signature:	
Chair of Governors' name:	Phil Moulden	Signature:	
Reviewers' names:	Jane Green & Debbie Beeston	Signature:	
Date of pupil premium review:	5/7/18	Final Review for 2017-18	

### Pupil Premium Profile [2017-18]

Number of eligible pupils:	25
Amount per pupil:	£1,320 for pupils in reception year to year 6 £1,900 for each pupil identified in the spring <a href="#">school census</a> as having left local-authority care because of 1 of the following: adoption, special guardianship order, child arrangements order or a residence order
Total pupil premium budget:	£33000

#### During the Pupil Premium review day, evidence from a number of sources was gathered & analysed

Discussions with: Headteacher, PP lead	Scrutiny of 2018 KS data for: EYFS, phonics & KS1	Scrutiny of PP Strategy for 17/18
Discussion with Y1 & Y2 disadvantaged pupils	Look at school website	Learning Walk
Visiting interventions taking place	Discussion with attendance officer	Discussions with nurture provision staff
Look at most recent Ofsted report - Section 5 - July 17 "all disadvantaged pupils and pupils who have special educational needs and/or disabilities are supported well so that they consistently make brisk progress from their starting points"		




## IMPACT ON BARRIERS/PPG SPENDING FOR 2017-18

Barrier Identified	Desired Outcome Identified	Outcomes achieved												
<ul style="list-style-type: none"> <li>Children with social and emotional issues related to home life experiences.</li> </ul>	<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>Through quality first teaching and nurture support children have been able to access an exciting programme of events both indoors and outdoors: Numbers of PP children in each year group at the start of the year and what they achieved at the end of the year:</p> <p>FS2(10) GLD- 60% Reading- 60%, Writing- 60%, Maths- 80% Progress: Reading: 30% accelerated, 40% expected. Writing: 30% accelerated, 50% expected. Maths: 50% accelerated, 30% expected.</p> <p>Y1(9) R-89%, W- 67%, M- 89%.</p> <p>Y2(10) R-50%, W- 40%, M- 60%</p>												
<ul style="list-style-type: none"> <li>Low attainment at point of admission including beyond F1 entry.</li> </ul>	<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>Percentage of PP children on track for GLD at baseline: 11%</p> <p>Percentage of PP children achieving GLD: 64%</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">No of PP children</td> <td style="width: 35%;">Baseline</td> <td style="width: 35%;">End of Year</td> </tr> <tr> <td></td> <td style="text-align: center;">R/W/M</td> <td style="text-align: center;">R/W/M</td> </tr> <tr> <td>Y1(9)</td> <td style="text-align: center;">4/4/3</td> <td style="text-align: center;">9/7/9</td> </tr> <tr> <td>Y2(10)</td> <td style="text-align: center;">4/5/2</td> <td style="text-align: center;">5/4/6</td> </tr> </table> <p>Below usual starting point based on FS entry:</p>	No of PP children	Baseline	End of Year		R/W/M	R/W/M	Y1(9)	4/4/3	9/7/9	Y2(10)	4/5/2	5/4/6
No of PP children	Baseline	End of Year												
	R/W/M	R/W/M												
Y1(9)	4/4/3	9/7/9												
Y2(10)	4/5/2	5/4/6												
<ul style="list-style-type: none"> <li>Children whose spoken and written English is not proficient</li> </ul>	<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. SENCO/EAL coordinator involvement and Learning Mentor support.</p> <p>3 children PP and EAL in Reception- 1 made expected progress in reading and writing, 2 made accelerated progress. All 3 made accelerated progress in maths.</p> <p>3 children PP and EAL in Y1- 2 of whom attained 1 at the end of EYFS in reading, writing and maths. 66% reached the expected</p>												

		<p>standard, 1 child made progress but did not reach the expected standard.</p> <p>1 child PP and EAL in Y2- Child attained 1 at the end of EYFS then attained expected standard in reading and writing at the end of year 2. Child fell slightly below the expected standard in maths. This shows expected progress in maths and accelerated progress in reading and writing.</p>										
<ul style="list-style-type: none"> <li>Attendance and persistent absences</li> </ul>	<p>Pupil Premium children have attendance rates and persistent absentee rates are at least in line with National All Pupils.</p>	<p><b>Improvements in reduction of PA by 4.8% from Sept 17</b></p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Sept 5<sup>th</sup></td> <td style="text-align: center;">July 9<sup>th</sup></td> </tr> <tr> <td>Attendance for PP - Y1-Y2</td> <td style="text-align: center;">94.54</td> <td style="text-align: center;">94.42%</td> </tr> <tr> <td>Persistent absence for PP Y1-2</td> <td style="text-align: center;">14.3%</td> <td style="text-align: center;">9.5%</td> </tr> </table>		Sept 5 <sup>th</sup>	July 9 <sup>th</sup>	Attendance for PP - Y1-Y2	94.54	94.42%	Persistent absence for PP Y1-2	14.3%	9.5%	
	Sept 5 <sup>th</sup>	July 9 <sup>th</sup>										
Attendance for PP - Y1-Y2	94.54	94.42%										
Persistent absence for PP Y1-2	14.3%	9.5%										
<ul style="list-style-type: none"> <li>Insufficient progress rates by disadvantaged children.</li> </ul>	<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>See B above</p>										
<ul style="list-style-type: none"> <li>Lack of experience beyond school and home.</li> </ul>	<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>All PP children participated in additional experiences -</p> <p>FS1 - 0 children</p> <p>FS2 - 3 children</p> <p>Y1 - 6 children</p> <p>Y2 - 4 children</p> <p>See weekly SLT minutes</p>										

<b>Attainment - July 2017 -Y2</b>	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP -national average (our school)</i>	
Number of Y2 PP pupils in 2017-18 cohort = 10	2017	2018	2017	2018
% achieving EXPECTED in reading	55	50	79	(86)
% achieving EXPECTED in writing	62	40	72	(88)
% achieving EXPECTED in maths	72	50	79	(92)
% achieving combined	57	30	77	(84)
% achieving AT GREATER DEPTH in reading	27	10	28	(41)
% achieving AT GREATER DEPTH in writing	18	0	18	(29)
% achieving AT GREATER DEPTH in maths	18	0	23	(35)
<b>Attainment - July 2017 -Phonics</b>	<i>Pupils eligible for PP (our school)</i>		<i>All Pupils (national average)</i>	
Y1 PP pupils in 2017-18 = 11 Y2 PP pupils in 2017/18 = 10	2017	2018	2017	2018
% achieving EXPECTED in Y1 phonics	43%	70%	81	70
% achieving EXPECTED in Y2 phonics (cumulative)	64%	50%	92	92
<b>Attainment - July 2017 -EYFSP</b>	<i>Pupils eligible for PP (our school)</i>		<i>Pupils not eligible for PP (our school)</i>	
Number of FS2 PP pupils in 2017-18 cohort = 14	2017	2018	2017	2018
% achieving EXPECTED GLD	60%	70%	73%	83%
% achieving EXPECTED in reading	56%	64%	79%	84%
% achieving EXPECTED in writing	56%	64%	74%	85%
% achieving EXPECTED in maths	67%	82%	78%	89%
<b>Attendance for 2016-17 &amp; 2017-18</b>	16/17	17/18	16/17 All pupils nationally	17/18 All pupils nationally
<b>Absence % for PP pupils</b>	6.8%	6%	4%	awaited
<b>Persistent absence % for PP pupils</b>	22.2%	8%	8.7	9.5

## Carlyle Infant & Nursery School - Pupil Premium Review

Headteacher's name: PP Leader's name:	Laura Besenzi Sian Elliott	Signature:	
Chair of Governors' name:	Phil Moulden	Signature:	
Reviewers' names:	Jane Green & Debbie Beeston	Signature:	
Date of pupil premium review:	Jan/June (Data entry points)	Final Review date July 2019	

### Pupil Premium Profile [2017-18]

Number of eligible pupils:	33
Amount per pupil:	£1,320 for pupils in reception year to year 6 £1,900 for each pupil identified in the spring <a href="#">school census</a> as having left local-authority care because of 1 of the following: adoption, special guardianship order, child arrangements order or a residence order
Total pupil premium budget:	£43560

## Carlyle Infant & Nursery School - Pupil Premium Action Plan 2018-19

### Barriers to future attainment at our school (for pupils eligible for PP, including high ability)

A	Low attainment at point of admission including beyond F1 entry & these children need to make accelerated progress
B	Low self-esteem - lack of motivation and confidence in own abilities.
C	Poor concentration and behaviour.
D	Children with social and emotional issues related to home life experiences.
E	Children whose spoken and written English is not proficient

Desired outcomes in relation to each barrier		
Desired outcome	Approach chosen to achieve and reason for selection	
A	<p>Pupils admitted who are attaining below ARE make accelerated progress so that they can reach at least the expected standard.</p>	<p>-Chn not on track will receive 1:1 or small group intervention (TAs and Teachers) - Improvement in Quality First Teaching, Teacher Led Interventions - See EEF information</p> <p>-Collaborative learning and Early years interventions</p> <p>-Targeted interventions see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>. Education Endowment Trust Toolkit</p>
B	<p>Pupils identified as having low self-esteem are motivated through confidence building activities and intervention support so that they are inspired to reach their full potential.</p>	<p>-Chn will access additional outdoor learning opportunities e.g. through Forest Schools.</p> <p>-Chn will access newly created Sensory and Emersion rooms - these will provide a physical and mental stimulus, supporting communication and encouraging independence.</p> <p>-Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>. Education Endowment Trust Toolkit.</p> <p>-Increased physical activity opportunities (supported by Sports Premium budget) to increase memory, concentration, mental health and reduce anxiety see <a href="http://www.gov.uk/government/news/pe-and-sports-premium-doubles-to-320-million">www.gov.uk/government/news/pe-and-sports-premium-doubles-to-320-million</a></p>
C	<p>Pupils with negative behavior and attitudes towards learning will improve their concentration skills and focus, meeting the expected standard by being offered learning opportunities adapted to their needs, learning styles and interests.</p>	<p>-Chn will access additional outdoor learning opportunities e.g. through Forest Schools.</p> <p>-Chn will access newly created Sensory and Emersion rooms - these will provide a physical and mental stimulus, provide a safe, warm environment encouraging reflection and heightening awareness and improving concentration.</p> <p>-Increased physical activity opportunities (supported by Sports Premium budget) to increase memory, concentration, mental health and reduce anxiety see <a href="http://www.gov.uk/government/news/pe-and-sports-premium-doubles-to-320-million">www.gov.uk/government/news/pe-and-sports-premium-doubles-to-320-million</a></p> <p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>. Education Endowment Trust Toolkit</p>
D	<p>Children with social and emotional issues related to home life experiences are supported and nurtured by school staff so that the needs are removed or alleviated.</p>	<p>-Support for parents and carers - regular communication regarding pupil progress and Workshop sessions see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>. Education Endowment Trust Toolkit</p> <p>-Home environment learning area to be accessed by small groups - nurturing and providing important life skills, encouraging activities between parents and their children and modelling a safe, inclusive and positive learning environment.</p> <p>-Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>.</p>

F	Pupils identified with lower language levels make accelerated progress so that they can reach at least the expected standard in receptive & expressive language.	Chn not on track will receive 1:1 or small group intervention - programmes of language intervention. EYFS PP toolkit Targeted interventions see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit
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Planned expenditure						
Academic year	2018-19					
Barrier to remove	Desired outcome	Actions needed to achieve	Monitoring steps	Staff lead	Cost	Review date
Low attainment at point of admission including beyond F1 entry & these children need to make accelerated progress	Pupils admitted who are attaining below ARE make accelerated progress so that they can reach at least the expected standard.	All staff to be fully aware of who the disadvantaged pupils are in their class/ year group - updated PP list to be given to staff monthly. Baseline assessments completed and added to Otrack. Complete pupil case studies to gather relevant pupil information to enable diagnostic analysis. Develop bespoke interventions (additional to QFT) that are planned according to the individual's prior attainment - accelerated progress must be the focus. Teachers to provide close tracking of impact and respond appropriately. (Individual case studies).	Close tracking of the impact of interventions - 4 weekly monitoring by PP lead: Observing children and monitoring of books. TA files monitored - half termly. Next steps put in place and actioned accordingly - seek specialist support if little or no progress is made. Pupil progress meeting x5 yearly - focus on DA children, set targets discussed & interventions evaluated for clear impact during each review from F1/F2 starting points. PP lead to attend weekly SLT meetings to monitor Pupil's progression against their attendance.	SE	£15000	Jan 19
Low self-esteem - lack of motivation and confidence in own abilities.	Pupils identified as having low self-esteem are motivated through confidence building activities and intervention support so that they are inspired to reach their full potential.	Based on information gathered from baseline assessments - PP children to access a broad range of activities e.g. Forest Schools, that promote turn taking, team work, resilience and effort and reward. PP children given additional responsibilities to increase confidence and independence skills. Promote positive role models and the use of the Dojo's to encourage Growth Mindset. Continuation of extra-curricular provision to enable all PP children to access the full range of activities designed to provide first hand experiences and broaden horizons giving priority to PP children and supporting financially where needed. PP children to access lunch time club every Wednesday to improve self-esteem, build confidence.	Teachers to complete baseline interview with children to form part of their case study (ascertain causes/reasons for lack of motivation/confidence) - to be updated for each Pupil Progress Meeting. Half termly observations and discussions with children. TA files monitored - half termly.	SE Class teachers TAs	£5000	Jan 19

<p>Poor concentration and behaviour.</p>	<p>Pupils with negative behavior and attitudes towards learning will improve their concentration skills and focus, meeting the expected standard by being offered learning opportunities adapted to their needs, learning styles and interests.</p>	<p>Develop behaviour profiles (as part of case studies) to identify why this is a barrier. Profiles will include the following information: The activities during which the child is non-compliant/struggles, the specific behaviour that occurs during those activities and the appropriate outcome/behaviour you want the child to engage in. Recognise and reinforce effort and success by rewards and praise - making use of class Dojos, OWL tree and class/school certificates. Targeted interventions in place for those children not yet meeting Physical Literacy Milestones. Differentiated planning in place. PP children given small structured targets and responsibilities that they can work on in small groups with the support of an adult.</p>	<p>Monitor Behaviour Profiles at pupil progress meetings, check for frequency of eruptions, triggers etc. Monitor progress of physical literacy milestones in relation to children's achievement and progress in the classroom - termly. Collect, analyse and use the Otrack data to maximum effect in monitoring the progress of every PP-eligible pupil. This will be done half termly so that interventions can be put in place quickly, as soon as a pupil is starting to slip.</p>	<p>S Elliott Class teachers TAs</p>	<p>£5000</p>	<p>Jan 19</p>
<p>Children with social and emotional issues related to home life experiences.</p>	<p>Children with social and emotional issues related to home life experiences are supported and nurtured by school staff so that the needs are removed or alleviated.</p>	<p>Assess PP children using Boxall Profile/Leuven Scale - Social skills sessions and interventions created - developing skills such as: self-awareness and self-esteem, non-verbal and verbal communication, reciprocal conversation, assertiveness, friendships and relationships, perspective taking and empathy, conflict resolution, social-problem solving. Provide high quality PSHE education throughout the curriculum, drawing upon good practice and evidence-based programmes, incorporating social and emotional aspects of learning as appropriate - Jigsaw Scheme. Create a safe space / quiet area for relaxation and calm or sensory breaks, for PP children to access within the school environment as needed.</p>	<p>Pupil voice questionnaire before and after intervention. Termly assessment against Leuven Scale to check for progress - if progress is not being made assess using Boxall Profile. Half termly observations/discussion with PP children. Log parents/pupils who are being supported &amp; exit strategy targets met. Monitor PP children attending clubs and extra-curricular activities. Visit by PP governor to facilitate first hand reporting to FGB / finance committee.</p>	<p>S Elliott Class teachers TAs</p>	<p>£15000</p>	<p>Jan 19</p>
<p>Children whose spoken and written English is not proficient.</p>	<p>Pupils identified with lower language levels make accelerated progress so that they can reach at least the expected standard in receptive &amp; expressive language.</p>	<p>All EAL PP pupils assessed on EAL Levels of Competence Proficiency Scale. Targets set for them with dates to be achieved by. Exposure from FS1 onwards to good quality English to decrease the words gap ensuring that key concepts and vocabulary are revisited and reused. Clear intervention programmes implemented/ devised to meet actual needs based on EAL proficiency &amp; next steps in EN - Colourful Semantics, Speech and Language Link.</p>	<p>Pupil progress meeting x5 yearly - focus on DA children - set targets discussed &amp; interventions evaluated for clear impact during each review from F1/F2 starting points. Discussions with TAs and half termly monitoring of TA files - look at the effectiveness of interventions and progress made so far. EAL Levels of Competence Proficiency scale highlighted termly to show progress.</p>	<p>EAL/PP lead</p>	<p>£5000</p>	<p>Jan 19</p>



## IMPACT ON BARRIERS/PPG SPENDING FOR 2018-19

Barrier identified	Desired outcome identified	Outcomes achieved - lessons learnt