



SCHOOL	Abbots Farm Infant School	HEADTEACHER	Jeanette Lovejoy	DATE:	September 2016
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PUPIL PREMIUM PLAN

Pupil Premium: The key priorities:

Our core aim is:

- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress;
- Close attainment gaps relative to school averages;
- Enhance reading, writing, mathematics and communication skills;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- Support pupils in becoming aspirational, confident and successful learners

Key developments for 2016/17

Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

Qualifying Pupils	Ever 6 FSM	Looked After Children	Service Families
14	12	1	1
Lead Teacher	Jeanette Lovejoy	Funding 2016-17	£19360

Early Years Pupil Premium

Qualifying Pupils	Funding
4	£1208.40

Expenditure for 2016/17

Strategy	Cost £	Impact
<p>Teaching and learning</p> <p>A wide range of teaching and learning programmes that develop teacher skills and classroom practice. These include:-</p> <ul style="list-style-type: none"> Whole school Outdoor learning training led by Learning Outside the Classroom Coaching Achievement for All and Achieving Early <p>A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils.</p>	£1500	<p>Consistent approach to pedagogy across the school with both teachers and TA's. Reinforcement of core skills.</p> <p>Through coaching the % of good or better teaching has increased to 94% being good or better with 44% being outstanding.</p>
<p>Transition</p> <p>A targeted transition programme for pupils takes place during the summer term. This allows any disadvantaged or vulnerable</p>	£300	<p>Reduction in anxieties about moving on due to the children being familiar with their new setting and staff.</p>

<p>pupils to gain extra support and guidance during the next transition phase.</p> <p>From Preschool to Reception:</p> <ul style="list-style-type: none"> • Increased opportunities to access the learning environment • Shared spaces so children become familiar with the staff • Home visits so parents and children can form relationships with school staff <p>From Reception to Year 1 and Year 1 to Year 2:</p> <ul style="list-style-type: none"> • Story sessions with new teacher in old and new classrooms • Passports and transition books for vulnerable children • Given parents opportunities to share information with new teachers. <p>From Year 2 to Year 3:</p> <ul style="list-style-type: none"> • pupil passports • Additional visits to Abbots Farm Junior School • Joint projects throughout the year with Abbots Farm Junior School 		
<p>Mentoring and well-being support</p> <ul style="list-style-type: none"> • One to one and group mentoring supports pupils with emotional and/or personal problems. When required pupils have a key member of staff who tracks and monitors progress against specific targets. • Nurture provision runs to support children and runs 4 afternoons a week by 2 trained members of staff. • As a whole school focusing on building resilience and risk taking with activities that teach children that we learn from our mistakes. 	<p>£5500</p>	<p>Children experiencing difficulties at home have had the support of a TA to discuss feelings with. This has allowed them to off load and feel supported which then has a positive impact on their ability to continue learning throughout the day.</p> <p>3 children have attended our nurture provision for 4 afternoons a week and this has helped them develop the skills they need for learning so when they are in the classroom they are engaging more with their learning.</p>
<p>Support for learning and inclusion</p> <p>Many aspects of inclusion impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Early identification and targeted support through a personalised pupil premium plan • Support from external agencies • Motivational support to raise aspirations • Achievement for All and Achieving Early • Access to high quality learning resources and interventions • Additional TA support in Early Years to intervene early • Access to our wrap around care to improve attendance 	<p>£8000</p>	<p>Parental engagement with school is strong and this has led to the children gaining a great deal more from the home environment as well as from the school.</p> <p>Acted on advice from external agencies which led to improved outcomes.</p> <p>6 children have had input from Speech & Language which has had appositve impact on their communication skills.</p> <p>5 children have had specialist teacher intervention. Small targets were set and 100% were achieved.</p> <p>Additional TA in Reception has meant that children’s interests and needs can be targeted and learning is moved on swiftly.</p> <p>One child attends bug club in the morning to improve his attendance. Now he is in school on time he has been able to access more intervention support and has now</p>

		come off of our SEN register due to the amount of progress he has made and that he is now meeting ARE.
<p>Leadership and management</p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification process • Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place. • Reviewing the impact of all provisions and interventions that are in place. • Leading whole school events for disadvantaged pupils including parental engagement and motivational events 	£1500	We have in place a structured approach to leadership and management for our pupil premium children. High quality support, supported by rigorous tracking and monitoring has ensured that pupils remain on track to reach their goals. Where children are falling behind rapid intervention is put in place to address this. As a consequence targeted intervention removed barriers to learning and helped the children make accelerated progress.
<p>Intervention support groups</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> • Pupils not making the expected progress in reading, writing and mathematics • Pupils with social communication barriers. • Pupils with poor fine motor skills. • Pupils new to the country (EAL) • More able challenges set 	£2750	<p>Bespoke targeted support in reading, writing and Maths with additional support for children with communication and language difficulties has also helped to remove barriers to learning and accelerate progress for these children. These have included:</p> <p>2 children have participated in the Moves program which has improved their motor skills.</p> <p>All children in reception were screened using a communication and monitoring tool. 3 children were then screened for Welcomm and interventions put in place to address their communication needs. 100% had moved on the Welcomm levels with 1 child making 3 levels progress.</p>
<p>Enrichment activities</p> <p>A wide range of extra-curricular activities on offer to engage pupils during, before and after school. This includes sports club, academic clubs, breakfast clubs and many more.</p> <ul style="list-style-type: none"> • Theatre visit to see 'Stickman' at Warwick Arts Centre • Multi sports Club • Activ8 Club • Gymnastics Club • Mad Science • Tang Soo Do • Cookery club • Sewing Club • Get Creative • Swimming lessons for yr 2 children • Violin or Keyboard lessons • Visit to Weston-Super-Mare 	£1000	<p>Children were able to attend clubs that they wouldn't otherwise have attended due to family circumstances and as a consequence have gained both skills and confidence and an increased engagement in learning.</p> <p>Pupil Premium children were invited to attend the cookery club as an enrichment activity.</p>

Impact:

In Preschool (4 children)

- 100% have made expected progress in making relationships, self-confidence and self-awareness, managing feelings and behaviour, and moving and handling.

In Reception (12 children):

- 58% reached GLD.
- 75% reached the expected level of development for reading, number, shape space and measures and speaking and listening.
 - 100% made 3 steps progress in Reading , writing and Maths with 64% making better than expected for reading, 64% for writing and 73% for number.
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In Yr 1 (7 children):

- 86% of PP pupils are on track to meet or exceed age related expectations in Reading with 71% being above;
- 86% of PP pupils are on track to meet or exceed age related expectations in Writing with 29% being above
- 86% of FSM pupils are on track to meet or exceed age related expectations in Maths with 43% being above
 - 100% made 3 steps progress in Reading , writing and Maths with 83% making better than expected for reading, 43% for writing and 43% for Maths.

In Yr 2 (3 children):

- 1 child made ARE in Writing and Reading
- 1 child achieved greater depth for Maths.