

## St Andrew's CE VA Infant School

### **DISADVANTAGED/PUPIL PREMIUM: 2018/19 ACTION AND SPENDING PLAN**

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. St Andrew's CE VA Infant School therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

#### **Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the "Ever 6") qualifies for pupil premium funding. **The amount set per pupil for 2018/2019 is £1,320**

#### **Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, **known as pupil premium plus. The amount set per pupil for 2018/2019 is £2300**

#### **Children of Service Families**

These children receive an increased premium. **The amount set per pupil for 2018/2019 is £300**

#### **How is St Andrew's CE VA Infant accountable for the pupil premium?**

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

*The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding and the intended outcomes:*

## St Andrew's CE VA Infant School

### DISADVANTAGED/PUPIL PREMIUM: 2018/19 ACTION AND SPENDING PLAN

**Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils**

**Context:**

Pupil premium allocation for the **2018/19 financial year: £41,560** for pupil premium.

This is based on **31 pupils** who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). **This equates to 20% pupils on roll.**

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Current position:

#### 2018 Summer and 2019 Spring 2 WHOLE SCHOOL ATTAINMENT (PERCENTAGES) NON PUPIL-PREMIUM/PUPIL PREMIUM

##### Reception – Spring 2 Attainment Data (figures as percentages)

| Pupil Group<br>• 53 pupils<br>• 9 PP | Reading  |   | Writing  |   | Maths  |   |
|--------------------------------------|--|---|--|---|--|---|
|                                      | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth within expected standard)</small> | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth within expected standard)</small> | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth within expected standard)</small> |
| <b>All R Pupils (53)</b>             | <b>77</b>  | <b>19</b>   | <b>75</b>  | <b>13</b>   | <b>83</b>  | <b>13</b>   |
| Reception PP (9)                     | 89   | -   | 89   | -   | 100  | 11  |
| National 2018                        | 77   | 19  | 74   | 11  | 80   | 16  |

##### Reception – End of Year Pupil Attainment Data (figures as percentages)

| Pupil Group<br>• 42 pupils<br>• 6 PP<br>• 1 is PP and SEN | Reading  |  | Writing  |  | Maths  |  |
|---|--|--|--|--|--|--|
|   | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth)</small> | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth)</small> | % ARE (2)<br><small>(Includes greater depth)</small> | ARE+ (3)<br><small>(Greater depth)</small> |

|                          |           |                           |           |                           |           |                           |
|--------------------------|-----------|---------------------------|-----------|---------------------------|-----------|---------------------------|
| • <b>1 April admit</b>   | depth)    | within expected standard) | depth)    | within expected standard) | depth)    | within expected standard) |
| <b>All R Pupils (42)</b> | <b>81</b> | <b>24</b>                 | <b>79</b> | <b>24</b>                 | <b>91</b> | <b>19</b>                 |
| Reception PP (6)         | <b>83</b> | <b>17</b>                 | <b>83</b> | <b>17</b>                 | <b>83</b> | <b>17</b>                 |
| National 2018            | <b>77</b> | <b>19</b>                 | <b>74</b> | <b>11</b>                 | <b>80</b> | <b>16</b>                 |

**Year 1 – Spring 2 Pupil Attainment Data (figures as percentages) 67% of statements achieved**

| <b>Pupil Group</b><br>• 48 pupils<br>• 12 PP<br>• 4 are PP and SEND | Reading                           |  | Writing                           |  | Maths                             |  | Phonics   |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------|
|   | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % Pass    |
| <b>All Y1 pupils (48)</b>   | <b>69</b>                         | <b>21</b>  | <b>75</b>                         | <b>15</b>  | <b>77</b>                         | <b>19</b>  | <b>83</b> |
| <b>Year 1 PP (12)</b><br><b>33% SEND</b>                            | <b>58</b>                         | <b>17</b>  | <b>58</b>                         | <b>8</b>   | <b>58</b>                         | <b>17</b>  | <b>67</b> |
| <b>Y2 National 2018</b>   | <b>76</b>                         | <b>26</b>  | <b>70</b>                         | <b>16</b>  | <b>76</b>                         | <b>22</b>  | <b>83</b> |

**Year 1 – End of Year Pupil Attainment Data (figures as percentages)**

| <b>Pupil Group</b><br>• 45 pupils<br>• 6 PP<br>• 1 is PP and SEN<br>• 1 Nov admit | Reading                           |  | Writing                           |  | Maths                             |  | Phonics   |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------|
|   | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % Pass    |
| <b>All Y1 pupils (45)</b>   | <b>80</b>                         | <b>41</b>  | <b>72</b>                         | <b>9</b>   | <b>76</b>                         | <b>17</b>  | <b>85</b> |
| <b>Year 1 PP (6)</b>  | <b>83</b>                         | <b>33</b>  | <b>83</b>                         | <b>17</b>  | <b>83</b>                         | <b>17</b>  | <b>83</b> |
| <b>National 2018</b>  |                                   |  |                                   |  |                                   |  | <b>83</b> |

**Year 2 - Spring 2 Pupil Attainment Data (figures as percentages) 67% of statements achieved**

| Pupil Group<br>• 51 pupils<br>• 11 PP<br>• 3 are PP and SEND | Reading                           |   | Writing                           |  | Maths                             |  |
|--|-----------------------------------|---|-----------------------------------|--|-----------------------------------|--|
|  | % ARE<br>(Includes greater depth) | %ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) |
| All Y2 pupils (51)   | 76                                | 25  | 74                                | 14   | 80                                | 22   |
| Year 2 PP (11)<br>27% SEND                                   | 64                                | 18  | 38                                | -  | 64                                | 18   |
| National 2018  | 76                                | 26  | 70                                | 16   | 76                                | 22   |

### Year 2 - End of Year Pupil Attainment Data (figures as percentages)

| Pupil Group<br>• 54 pupils<br>• 15PP<br>• 7 are PP and SEN | Reading                           |   | Writing                           |  | Maths                             |  |
|--|-----------------------------------|---|-----------------------------------|--|-----------------------------------|--|
|  | % ARE<br>(Includes greater depth) | %ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) | % ARE<br>(Includes greater depth) | % ARE+<br>(Greater depth within expected standard) |
| All Y2 pupils (54)   | 68                                | 20  | 61                                | 9  | 69                                | 15   |
| Year 2 PP (15)<br>7 pupils are PP and SEND (46%)           | 33                                | 0   | 27                                | 0  | 33                                | 0  |
| National 2018  | 76                                | 26  | 70                                | 16   | 76                                | 22   |

#### Outcomes at the end of the 2018/19 academic year:

- We are closing the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP.
- EYFS results show that attainment of disadvantaged pupils is slightly above the attainment of non FSM/CLA pupils nationally.
- Y1 phonics screening results show that attainment of disadvantaged pupils is in line with the attainment of non FSM/CLA pupils nationally.
- Y1 phonics screening results evidence that the proportions of disadvantaged pupils making expected progress in phonics is in line with the proportions of non FSM/CLA pupils making the same progress nationally.
- KS1 SAT results show that attainment of disadvantaged pupils is below the attainment of non FSM/CLA pupils nationally.
- KS1 results for the disadvantaged pupils in Year 2 were affected by the additional SEND needs of this cohort (46% PP children). This had an impact on their progress.

| <b>PUPIL PREMIUM PROVISION 2018/19</b>  | <b>TOTAL COST OF PROVISION</b> | <b>% FROM PUPIL PREMIUM</b> | <b>COST FROM PUPIL PREMIUM (with on costs)</b> | <b>TIME</b>        | <b>MONITORING/EVIDENCE OF IMPACT</b>   |
|---|--------------------------------|-----------------------------|--|--------------------|--|
| <p><b>1. Learning Mentor</b><br/>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.</p> <ul style="list-style-type: none"> <li>• Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem</li> <li>• Ensure attendance, improve progress and attainment of pupil premium children and other vulnerable learners through classroom support as part of quality first teaching</li> <li>• Additional intervention/ILP work for under attaining and under achieving pupils to accelerate progress</li> <li>• Additional emotional support for targeted LAC/PP pupils</li> </ul> |                                | 20%                         | £4891.40                                       | Ongoing all year   | <p>End of year report: Learning Mentor</p> <ul style="list-style-type: none"> <li>• Reduction in disruption to lessons</li> <li>• Reduction in incidents</li> <li>• Reduction in specific categories</li> <li>• Reduction in use of 'team teach' strategies</li> <li>• Reduction in internal exclusions</li> <li>• Improved attendance for identified PP children</li> </ul> |
| <p><b>2. Education Welfare Officer</b></p> <ul style="list-style-type: none"> <li>• 3 hours of additional EWO support to work with the families of PP children at risk of poor attendance/punctuality</li> </ul>  |                                | 100%                        | £126   | Available all year | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>• Attendance improves for PP children to be more in line with non-PP children</li> </ul>   |
| <p><b>3. Bespoke year 1 catch up: 1 x TA (Year 1)</b><br/>Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths</p> <ul style="list-style-type: none"> <li>• Interventions (catch-up)</li> <li>• 1-1 feedback and guidance</li> </ul>   |                                | 20%                         | £912   | Ongoing all year   | <p>Termly reports: YES</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Work analysis</li> <li>• Learning walks (drop-ins)</li> <li>• Comparative attainment and progress data for PP children v non FSM/CLA showed gap closing</li> </ul>  |
| <p><b>4. Additional TA provision for targeted support (Reception)</b></p>   |                                | 20%                         | £912   | Ongoing all        | <p>Termly report to governors: YES</p>   |

|   |  |     |           |                  |  |
|---|--|-----|-----------|------------------|--|
| Accelerating progress for PP children who are currently under attaining in Prime Areas /or under achieving in reading, writing, communication and maths.  |  |     |           | year             | <ul style="list-style-type: none"> <li>We did close the achievement gap for PP/vulnerable pupils progress so it is more in line with non-PP</li> </ul>   |
| <b>5. Additional HLTA support (Year 2)</b><br>Accelerating progress for PP children who are currently under attaining and/or under achieving in maths.  |  | 20% | £3,552    | Ongoing all year | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We have closed the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP in maths</li> <li>The gaps in Maths reduced for these children although not enough for them to reach ARE in Y2.</li> </ul> |
| <b>6. SENCO: 0.1 FTE</b><br>Additional support for PP pupils and teachers in ensuring provision needs met.  |  | 50% | £3,880.50 | Ongoing all year | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We have closed the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP although not enough for Y2 pupils to reach ARE</li> </ul>  |
| <b>7. Learning Mentor Interventions</b><br>Additional support to develop social and emotional skills. Support to develop positive self-esteem (lunchtime games, Circle Time, Lego Therapy, Mindfulness) |  | 20% | £4891.40  | Ongoing all year | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>These pupils benefited from a range of programmes. Their social and self-esteem improved; logged incidents reduced.</li> </ul>   |
| <b>8. Daily individual reading with Teaching Assistants</b><br>Additional support for pupils in Rec – Y2<br><br>Teaching and application of reading skills  |  | 20% | £1094.40  | Ongoing all year | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>We have closed the achievement gap for many PP/vulnerable pupils' progress so it is more in line with non-PP</li> </ul>  |

|   |  |      |        |                         |   |
|---|--|------|--------|-------------------------|---|
|   |  |      |        |                         | although not enough for Y2 pupils to reach ARE.   |
| <b>9. Accelerated reader with HLTA</b><br>Whole school reading programme to support the accelerated progress of all readers and ensure that most able continue to make good progress.   |  | 20%  | £3,552 | Ongoing all year        | Termly report to governors: YES <ul style="list-style-type: none"> <li>• % of PP pupils making expected /accelerated progress in reading was not in line with that of non-PP. The Y2 cohort had poorer reading levels on completing Y1 than expected. This low starting point affected the impact of Accelerated Reader.</li> </ul> |
| <b>10. Provide funded breakfast club places</b><br>For children eligible for PP (on request)  |  | 100% | £5,700 | 1 hour per day all year | Termly report to governors: YES <ul style="list-style-type: none"> <li>• These children targeted as additional individual readers. Children in class, on time and ready to learn. These children demonstrate good attitudes to learning.</li> </ul>   |
| <b>11. After School clubs</b><br>Opportunity to take part in new activities   |  | 100% | £3,000 | Ongoing all year        | Termly report to governors: YES <ul style="list-style-type: none"> <li>• We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP</li> </ul>   |
| <b>12. Extra-curricular enrichment activities</b> <ul style="list-style-type: none"> <li>• Funding provided to support children to access the educational visits</li> <li>• Visitors to school to stimulate enjoyment of learning<br/>Eg, authors, The Owl Man, Shows and demonstrations</li> </ul> |  | 100% | £450   | Nov 2018                | Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> <li>• Improved attitudes for learning.</li> <li>• Supports good behaviour for learning.</li> <li>• Increased aspirations</li> </ul>  |
|   |  | 20%  | £630   |                         |   |

|  |  |      |          |                       |  |
|--|--|------|----------|-----------------------|--|
| <p><b>13. Provide milk option with school dinners</b><br/>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.</p>   |  | 100% | £441.75  | Ongoing all year      | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>• Children receiving a nutritious drink.</li> </ul>  |
| <p><b>14. Offer free Family Learning Sessions – Teacher lead</b><br/>Phonics, Reading, maths, art, cooking sessions.<br/>To encourage family participation/engagement.</p>   |  | 100% | £150     | Ongoing all year      | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>• We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP</li> </ul>   |
| <p><b>15. Increased office hours – monitor attendance, punctuality, administering medicines. First contact point for parents providing help and support.</b></p>   |  | 20%  | £3413.55 | Ongoing all year      | <p>Termly report to governors: YES</p> <ul style="list-style-type: none"> <li>• Attendance improves for PP children to be more in line with non-PP children</li> <li>• Evidence of challenge given to parents of poor attendees</li> </ul> |
| <p><b>16. CPOMS</b><br/>(Child Protection Online Monitoring Service)<br/>Improved staff communication to SLT re pastoral care concerns.</p>  |  | 20%  | £179     | Ongoing all year      | <p>Termly report to governors: YES (included in HT report to governors on behaviour)</p> <ul style="list-style-type: none"> <li>• Reduction in the number of behaviour related incidents.</li> </ul>                                       |
| <b>SUB TOTAL</b>   |  |      |          |                       |  |
| <p><b>22. Emergency Provision: Only if required for pupils</b></p> <ul style="list-style-type: none"> <li>• Counselling £40 x 4 per hr as required</li> <li>• Noah's Ark £150 x per pupil as required</li> <li>• Behaviour support from £50 x per hr as required</li> <li>• Emergency contingency fund for in year transfer of PP/CLA</li> </ul> |  | 100% | £3784    | Available during year | <p>End of year report</p> <ul style="list-style-type: none"> <li>• PRU placements</li> <li>• Impact in class/school</li> </ul>   |



|   |                |  |  |  |  |
|---|----------------|--|--|--|--|
| child<br><ul style="list-style-type: none"> <li>In year transfer PP/SEN requiring 1:1 support.</li> </ul> |                |  |  |  |  |
| <b>TOTAL PROJECTED SPEND 2018/19 ACADEMIC YEAR</b>  | <b>£41,560</b> |  |  |  |  |