



Newlathes Infant School

Pupil Premium Allocation 2017/18

Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past six years (£1320 per child)
- Who are in the care of the Local Authority (£1900 per child)
- Who were in the care of the Local Authority but have been adopted, or are subject to a special guardianship order, a child arrangements order or a residence order (£1900 per child)
- Whose parents(s) serve in the armed forces (£300 per child)

Newlathes Infant School received £23,020 in 2017/18

More than this amount will be spent to support our disadvantaged children

Total proposed spend below is £23560

Schools are held accountable for how this funding is spent. School performance tables will capture the achievement of disadvantaged children. School inspections will examine whether this funding is spent appropriately.

At Newlathes Infant School we are committed to providing effective resources and ensuring vital support is in place for our disadvantaged children, whilst recognising that not all disadvantaged children will be entitled to pupil premium funding. *We see each child as an individual, each with their own needs and challenges, and we do our best to work out how we can help each child succeed.*

Barriers to Learning

Individual children experience different barriers to learning, and it is by determining each child's difficulties that most progress will be made. However some common issues exist that affect more than an individual child. A review at the end of 2016/17 showed these barriers to still exist:

1. Low attainment on entry, particularly in literacy.
2. Narrow life experiences outside school, resulting in reduced language acquisition.
3. Children with social and emotional needs
4. Poor attendance in school.

To address our barriers to learning these are our key objectives for 2017/18

1. To further develop the quality of teaching for all children.
2. To continue to improve attainment in literacy and numeracy for those eligible for pupil premium funding.
3. To continue to meet the social and emotional needs of those eligible for pupil premium funding.

Key Objective 1: To further develop the quality of teaching for all children.

Action: Appropriate professional development for all staff members, including outstanding teacher programme and peer observations.

Rationale: High quality teaching will benefit all children, including those eligible for pupil premium funding. Sutton Trust research in 2011 stated "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning."

Success Criteria:

- Learning walks, lesson observations and work scrutinies all show that teaching is never less than good as evidenced by pupil progress over time.
- Teachers and teaching assistants receive appropriate professional development to enable them to teach effectively.
- Good practice is shared freely in school.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
November 2017	JW	Train NP to deliver OTP	NP to attend training in Manchester	Programme £650 Hotel and travel £230 Supply cover £540
Autumn 2017	JW	Recently qualified teachers x3 to attend Improving Teacher Programme with JW	Lesson observations	Supply £1440
Throughout year	JW	Teachers and Teaching Assistants to observe practice in school, within Carlisle Schools' Partnership or other local schools	Feedback from staff. Lesson observations	Supply £700

Evaluation: All actions completed. Lesson observations showed at least good progress within lessons. Staff attending ITP reported increased confidence in their teaching and all shared good practice taking the opportunity to observe their peers.

Key Objective 2: To improve attainment in literacy and numeracy for those eligible for pupil premium funding.

Action: Review phonics teaching to ensure it is relevant and refreshed.

Rationale: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Although our phonics teaching is already considered effective it is useful to refresh with new staff in school.

Success Criteria:

- Work scrutinies, lesson observations and drop-ins to lessons show appropriate progress being made during phonics teaching.
- Pupil progress meetings provide evidence that children are making appropriate progress, along with phonic assessments.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
12 September 2017	JW	INSET arranged with Debbie Hepplewhite (Phonics International) to reassess teaching of phonics	Review of phonics teaching	£1300
Termly	JW	Pupil Progress Meetings used to identify children in need of additional support or intervention	Feedback to governors	3 x day supply £600
Termly	RD	Staff meeting time allocated to discuss and share good practice in phonic teaching	Feedback from teachers	n/a

Evaluation: All actions completed. Outcomes for PP children improved at the end of Y2 as 67% achieved the expected level or above (14% in 2017). In writing outcomes for PP children improved from 14% to 50% children achieving the expected level or above. A review of our phonics teaching led to the decision to adapt No Nonsense Phonics for use in 2018/19.

Action: Further improve maths teaching in school, investigating mastery maths.

Rationale: Education Endowment Foundation research suggests “mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches.”

Success Criteria:

- Review of maths teaching to improve outcomes for children.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
Throughout 2017/18	NP	NP to work with CSP and University of Cumbria on mastery project	Feedback from NP to governors to decide whether mastery approach appropriate.	£600 supply
Autumn 2017	NP	NP to further develop the use of 'big maths' within school.	Lesson drop-ins and work scrutinies	

Evaluation: Outcomes for PP children improved as 67% achieved the expected level or above in 2018 (29% in 2017). A decision was made to adopt mastery maths across KS1 and Maths No Problem will be used next academic year.

Action: Following pupil progress meetings ensure children have access to appropriate literacy and/or numeracy interventions.

Rationale: Education Endowment Foundation research suggests that appropriate communication and language approaches can make +6 months difference, early literacy approaches can make +4 months difference, early numeracy approaches can make +5 months difference, oral language interventions can make +5 months difference and targeted small group tuition can make +4 months difference.

Success Criteria:

- The correct approach is adopted for individual children, evidenced by the progress they make.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
September 2017 – July 2018	SE	SENCO to act as Pupil Premium Champion and monitor progress of all disadvantaged children	Progress evident in books	£2500
Throughout year	JW	Teaching Assistants to provide appropriate support for individuals or groups of children. For example, IDL, SIDNEY, Lexia, 1-1 tuition.	Progress evident in books	£11000 towards cost of TAs' interventions

Evaluation: The value of interventions is difficult to assess as there is often an overlap in programmes/interventions etc. However, evidence in books shows that early intervention has most impact. Our SENCO monitored the progress made by PP children.

Action: Use appropriate digital technology to aid learning.

Rationale: Education Endowment Foundation research suggests that digital technology, when used appropriately, can make +4 months difference.

Success Criteria:

- Reluctant learners can be encouraged to learn.
- Individualised learning programmes ensure each child makes the maximum progress

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
September 2017	JW	Update Lexia license	Progress of children accessing lexia monitored	£1600

Evaluation:

Targeted children used Lexia but this needs to be monitored regularly to ensure children use it sufficiently often for it to make an impact.

Key Objective 3: To meet the social and emotional needs of those eligible for pupil premium funding.

Action: To continue to develop nurture provision within school

Rationale: Education Endowment Foundation research suggests that behaviour strategies can make +4 months difference and that self-regulation strategies can make +7 months difference.

Success Criteria:

- Children are happy and able to learn.
- Children are helped to manage their own feelings, behaviour and learning as appropriate.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
September 2017	DE	Release HLTA for weekly nurture group sessions.	Teacher feedback shows that this intervention has helped	£1600
Throughout year	DE	Draw and talk therapy for child(ren) in need.	Child(ren) are supported emotionally	£600
Autumn 2017	JW	Assertive discipline training for NQT	NQT learns and uses appropriate behaviour management strategies.	£200

Evaluation: All actions completed. Moving forward we would like to extend our nurture provision.

Action: Continue to ensure those eligible for pupil premium have excellent attendance in school.

Rationale: Logically, a child is less likely to succeed in school if they are absent. DFE research report RR411 (2015) supports this theory.

Success Criteria:

- Disadvantaged children will have excellent attendance in school.

Dates	Person responsible	Actions	Monitoring and evaluation	Cost
Throughout year	WN	Continue first day contact for absent children.	Half-termly attendance records checked.	n/a
Throughout the year	JW	Positive attendance celebrated. Home visits and attendance panels for poor attendance and quick response when changes noted.	Attendance checked regularly by WN and discussed at SLT meetings	n/a
Throughout the year	JW	Support parents and carers with difficulties. Offer Early Help if appropriate.	Open door policy helps us to identify those in need of support. Classroom logs of concerns monitored monthly.	n/a
Evaluation: Attendance strategies have been very successful. Whole school attendance 96.8% and disadvantaged children 95.1%				