

Pupil premium strategy statement

1. Summary information					
School	Chandag Infant				
Academic Year	2016,17	Total PP budget	£9,820	Date of most recent PP Review	n/a
Total number of pupils	179	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Dec 2016

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths End of Year 2015,16 (7 children)	60%	75%
% making expected progress in reading	55%	92%
% making expected progress in writing	55%	95%
% making expected progress in maths	55%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Special Educational Needs (90% PP pupils on SEN Register), including Speech, Language and Communication Needs, ASD, Social, Emotional and Mental Health Difficulties (SEMHD), and ADHD. 2 pupils with an Education and Health Care Plan (EHCP); a further EHC Needs Assessment requested.
B.	Underlying mental health and well-being and behavioural issues for specific pupils having a detrimental effect on their learning and that of their peers eg poor social skills.
C.	More able disadvantaged pupil progress impeded by underlying SEMHD eg self-esteem.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Issues within the family eg family breakup, parenting capacity, lack of sleep, poor nutrition, needing parenting support eg PSA and Social Care involvement with families out of school and monitored in school at TAC and CIN meetings.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Effective SEND support including ASD and SLC. Improved SLC skills for children receiving SLIP intervention.	Support Plan targets achieved at regular reviews. EHCP outcomes achieved at Annual Review. SLIP Targets achieved
B.	Rapid progress for children off-track.	End of Year/Key Stage Age Related Expectations met.

		EHCP Outcomes achieved at Annual Review. Closing the gap with national non-disadvantaged attainment.
C.	Behavioural issues addressed and reviewed through behaviour strategies on Support Plans and Panel referrals.	Panel Intervention outcomes achieved and intervention ended. Support Plan Targets achieved. Fewer behaviour incidents recorded on ABC forms or class log.
D.	Improved parenting capacity and home support.	PSA support closed. CIN stepped down to TAC meetings.

5. Planned expenditure					
Academic year 16,17					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective SEND support including ASD and SLC. Improved SLC skills for children receiving SLIP intervention.	Advice, information and guidance from external agencies. Specialist support from SLIP, ASDSS, Sensory Support Service, EP, OT. PP Leader accessing ongoing CPD and cascading/organising whole school training eg emotion coaching; ASD Tier 1 from ASDSS. Close monitoring of SLC support and training for intervention TAs eg Makaton and Sensory Support Service training and input. Targeted individual and small group support.	EEF Toolkit approach. Address barriers to learning as identified by Durnford and Hutchinson in their report on the Pupil Premium (Education Policy Institute, 2016).	Invite and attend training from known high quality providers eg ASDSS, Sirona, BaNES. Use INSET days to deliver training. Staff training meetings for teachers, TAs and SMSAs. Monitor interventions eg drop-in and observations.	Inclusion Leader SLT	Each data point 2016,17
Rapid progress for children off-track.	Whole school approach to QFT/ focus on high aspirations for all pupils and on delivering targeted high quality teaching. Targeted approaches for individual children facing particular barriers. Use resources tailored to support pupils' progress. Make decisions based on data and respond to evidence. Clear, responsive leadership with high aspirations.	Promote an ethos of attainment for all pupils, an individualised approach to addressing barriers to learning and emotional support , and focus on high quality teaching first, as identified in NFER Research Report (Supporting the attainment of disadvantaged pupils: Articulating success and good practice, DFE Research Report, Nov 2015) 7 'building blocks of success'. Staff training on outstanding teaching and learning. Relentless focus on improvement. Sutton Trust. tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews EEF Toolkit approach.	Deploy the best staff to support disadvantaged pupils. Develop skills of teachers and TAs. Use INSET days to deliver training. Autumn/Spring/Summer Data analysis. Regular PPM meetings. PM observations. Lessons from training embedded in school feedback policy.	SLT and Maths Leader	PPMS 1/ 2 /3 July 2017

Behavioural issues addressed and reviewed through behaviour strategies on Support Plans and Panel referrals.	Increase the range of skills and personal qualities of the disadvantaged pupils. Open communication between school/home. Ensuring parents are informed and involved. Behaviour support offered through KCV PPP Panel. Targeted individual support. Transition support between KS1 and KS2. Focus on developing self-confidence and belief in ability. Monitor extra-curricular participation and engagement in learning.	nace Essentials Policy Bite Oct 16 EEF Toolkit approach.		Inclusion Leader	Ongoing review of strategies and support.
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Total budgeted cost
In school club £780
Out of school swimming lessons £115
Remaining budget £8,925

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At least expected progress for all PP pupils.	High quality lunchtime/after school club provision offered and uptake monitored. 1-1 targeted teacher support. Individualised approach ie strengths and weaknesses identified eg One Page Profile. Home-school links.	Quality First teaching from teachers (Sutton trust). EEF Toolkit identified effective approach. EEF Toolkit: important for	Regular analysis of tracking data including gap analysis/comparison to national data.. PPM discussions, Reporting progress to staff, governors and parents.	PE Leader Inclusion Leader Deputy Head	Regular PPMs. Autumn, Spring and Summer data analysis i
To maximise the opportunities for and optimise the achievement of more able pupils	As above. Specific focus on progression, with active response by pupil. Planned work at higher levels/in depth and focussed feedback. Monitor extra-curricular participation and engagement in learning.	nace Essentials policy Bite Oct 2016 EEF Toolkit approach/startegy tailored to individual learner's needs eg effective feedback. Clearly articulated outcomes principled rationale other than related to attainment, progress and achievement , as described in nace Essentials Policy Bite, Oct 16, on evaluating the use and impact of PP with more able pupils.	In-house training on greater depth has been delivered and accessed. Regular use of data to identify gaps in attainment and any risk of underachievement. Research effective feedback and INSET on critical analysis of feedback as a whole school.	Inclusion Leader SLT	Regular PPMs. Autumn, Spring and Summer data analysis including 'gap' analysis between PP and non PP groups. July 2017

Total budgeted cost					See above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/a pproach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
As this year: SEND support Rapid progress if off-track	As above	Progress made towards EHCP outcomes and SEN targets(see individual pupil files for evidence in CAF Reviews and Annual Reviews, SLIP IEPs and Support Plan Reviews). Case study for MC who did not make expected progress.	Effective SEND provision to continue and to include Panel SEMHD support and further referrals if needed.	

ii. Targeted support

Desired outcome	Chosen action/a pproach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
As this year: At least expected progress for all pupils Opportunities for optimal achievement for HA pupils	As above	No gaps PP/non PP in End of Key Stage Reading Attainment. AB made rapid progress and exceded ARE in Reading (see case study). No gap FSM/non FSM end of year Y1 cohort in Reading and Maths. HW made rapid progress in Reading. SB (PLAC) made rapid progress in Reading and Writing.	Will continue this approach. Reasons beyond interventions which meant gap was present. This year evaluate and plan appropriate interventions.	

iii. Other approaches

Desired outcome	Chosen action/a pproach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
				Total cost £13,260

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Additional information about our Pupil Premium spending allocation and impact statements from previous years can be found online on our school website at: www.chandag-inf.bathnes.sch.uk