



# Pupil Premium Report

2016-2017

**The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.**

In the 2016 to 2017 financial year, schools receive £1,320 for each child in Reception to Year 6 registered as eligible for free school meals at any point in the last 6 years.

Schools also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of one of the following: adoption; a special guardianship order; a child arrangements order; or a residence order.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Pupil premium funding is paid to the local authority in quarterly instalments, and they pass the funding on to schools.

In the 2016 to 2017 financial year, pupil premium funding is paid to local authorities on:

- 30 June 2016
- 30 September 2016
- 29 December 2016
- 31 March 2017

At Bagshot Infant School for the academic year 2016-2017 our total number of pupils who are eligible for Pupil Premium funding is:

**28(17%)**

Our total PP budget is:

**£38,500**

In order to ensure we use this extra funding effectively and we continue to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers, the senior leadership team (SLT) have discussed effective practice and combined their professional knowledge with evidence to draw up a robust action plan for our school.

We have also drawn up our Pupil Premium Strategy Statement, (see below) which is also available to view on our school website.

(Sources consulted: The Education Endowment Foundation's [teaching and learning toolkit](#) , [families of schools toolkit](#) and [evaluation tool](#). The NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress. Ofsted's *Unknown children- destined for disadvantage?* Our RAISE online data, staff and pupil consultation, our Pupil Asset data, our EYFS profile data including our GLD, our Year 1 phonics screening and our end of Key Stage One data, our attendance records and our most recent Ofsted reports.)

As a staff we have attempted to define the term 'disadvantaged'. We believe it includes:

- Children eligible for Pupil Premium funding
- Children who have received/ were eligible for a funded place in pre-school
- Children in Reception with poor speech and language
- Children being looked after by someone other than their parents
- Children whose family members are known to have been involved in crime
- Children with young or teenage parents
- Children with SEN
- Children with EAL

- GRT children
- Summer born children

## Strategy Statement 2016-2017

1. Summary information					
School	Bagshot Infant School				
Academic Year	2016/2017	Total PP budget	£38,500	Date of most recent PP Review	10/2016
Total number of pupils	166	Number of pupils eligible for PP	28 (17%)	Date for next internal review of this strategy	07/2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% of Reception children achieving GLD (Good Level of Development)	43% (6 pupils) 6/14	72%
% passing Phonics screening in Year 1	25% (1 pupil) 1/4	68%
% passing Phonics screening in Year 2	50% (4 pupil) 4/8	68%
% achieving expected or above in reading in Year 2	33% ( 4 pupils) 4/12	50%
% achieving expected or above in writing in Year 2	17% ( 2 pupils) 2/12	41%
% achieving expected or above in maths Year 2	17% ( 2 pupils) 2/12	48%

### 3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Poor language skills	
<b>B.</b>	Social and Emotional skills	
<b>C.</b>	Parental Engagement	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance	
<b>E.</b>	Family literacy	
<b>F.</b>	Cost of attendance at extra-curricular activities	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		
	<b>Success criteria</b>	
<b>A.</b>	Early identification of PP families	Regular meetings held with Children’s Centre and pre-schools to identify families early.  Bespoke transition plans in place for identified children and families.
<b>B.</b>	Increased attendance of all children	% increase in attendance, each term.
<b>C.</b>	Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours	Successful weekly ELSA sessions held with PP children, extended to include Year R.
<b>D.</b>	Increased Parental/ Family Engagement	SLT visible and approachable outside and around school every morning.  Open, welcoming environment and ethos.  Year R hosting termly ‘Learn with me’ family afternoons.  Monthly coffee mornings held

<b>E.</b>	<p>Improved % of PP children achieving GLD in Reception</p> <p>Improved % of PP children passing Phonics screening in Year 1</p> <p>Improved % of PP children achieving 'Expected' and above in Reading, Writing and Maths</p>	<p>% PP children achieving GLD raised</p> <p>% PP children raised</p> <p>% PP children achieving expected raised</p> <p>Gaps between PP and non PP children's progress and achievement closing</p>
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## 5. Planned expenditure

**Academic year**

**2016-2017**

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?
Quality First teaching for all	Staff annual appraisals, CPD	Ofsted's 2014 report on PP progress Professional knowledge	SLT monitoring, learning walks, lesson observations, book scrutiny, tracking data	KA, AB, LG	Annually in October Half-termly for NQTs

Whole school ethos of attainment for all	<p>Appoint a <i>PP champion</i></p> <p>PP children 1<sup>st</sup> item on agenda at every Pupil Progress meeting</p> <p>PP children referred to in all planning/ differentiation</p> <p>PP item on agenda for every GB meeting</p>	Professional knowledge, staff discussion	<p>Monitoring of PP documentation and meetings</p> <p>Monitoring of planning</p> <p>Learning walks</p> <p>Monitoring of GB minutes and meetings</p>	KA/AB/LG	Every term
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## 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?
Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours in class, therefore demonstrating rapid progress in reading, writing and maths	<p>ELSA to continue in Year 1 and Year 2 and be extended to Year R</p> <p>Dedicated nurture group established</p>	<p>Success of approach in previous 2 years with Year 1 and Year 2 children</p> <p>EET Early Years Toolkit</p> <p>Increased ESB difficulties being demonstrated.</p> <p>Nurture and ELSA techniques proven to be successful</p>	<p>Monitoring by SLT</p> <p>Feedback from ELSA TA</p> <p>Data tracking</p> <p>PP meetings</p>	KA, AB, TW	<p>Termly via Pupil Progress meetings</p> <p>Half-termly data analysis by KA</p>
Rapid progress of C&L in Reception	<p>Targeted intervention/ support by JM with SALT and OT in reception</p>	<p>EET Toolkit</p> <p>Success of interventions in previous year</p>	<p>Monitoring by AB</p> <p>Feedback from JM</p> <p>Data tracking</p>	AB, JM	<p>Weekly TA meetings led by AB</p> <p>Termly Pupil progress meetings</p> <p>Half-termly data analysis by KA</p>

Accelerated progress for our PP children in Phonics, reading, writing and maths	Targeted intervention groups Dedicated intervention/ nurture group set up	Maths Intervention groups (YrR-2) English Intervention group (Yr R-2) SALT groups (Yr R-2) Intervention Teacher working specifically with our PP children (0.2) EET Toolkit	Monitoring and data tracking by AB Pupil Progress Meetings	KA/AB/LG	Weekly TA meetings led by AB Termly Pupil progress meetings Half-termly data analysis by SLT Termly FGB reviews
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### 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?
Early Identification of PP families	Liaising with our Children's Centre and pre-schools	EET Toolkit Ofsted ' <i>Unknown Children- Destined for Disadvantage?</i> ' EPPE Project	Monitoring, meeting minutes, bespoke transition plans implemented	KA, LG, RP	Half-termly
Increased participation in extra-curricular activities (breakfast club, lunchtime SCL sports clubs) of PP children	Promotion of activities via website, SLT in playground before school, targeted families given information and advice by SLT and office staff Funding available for uniforms, breakfast club, school trips	Professional knowledge	Monitoring, feedback	KA, JS, CB	Weekly

6. Review of expenditure			
Previous Academic Year		2015-2016	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	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)
Improved transition between pre-school and reception and year 2 and KS2	Review Transition arrangements, review transition policy, review transition planning	A review of transition process has shown that it was an overall success for all	Overall success, continue with approach, and enhance by early identification, liaising with Children's Centre and pre-schools to offer bespoke transition packages to those families identified
ii. Targeted support			
Desired outcome	Chosen action / approach	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)
Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours in class, therefore demonstrating rapid progress in reading, writing and maths	ELSA	Outcomes met by all children able to access support.	Successful intervention, need to extend to include YR  Expand to full Nurture group



<p>Accelerated progress for our PP children in Phonics, reading, writing and maths</p>	<p>Intervention groups:  Speech and language  1:1 reading support (FFT)  First class@ number</p>	<p>Good progress shown in internal data and work.</p> <p>100% of Year 1 children, in receipt of funding made good or better progress in reading</p> <p>75% of Year 1 children, in receipt of funding made good or better progress in writing and maths.</p> <p>50% of Year 2 children, in receipt of funding made good or better progress in reading.</p> <p>90% of Year 2 children, in receipt of funding made good or better progress in writing.</p> <p>67% of Year 2 children, in receipt of funding made good or better progress in maths</p>	<p>Interventions will be continued with a more robust timetable, targets, and with a dedicated intervention/ nurture space, with increased accountability through weekly TA meetings with SENCo</p>
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