



Carlisle Infant School



Pupil premium strategy statement 2018-2019

Summary Information					
School	Carlisle Infant School				
Academic year	2018-19	Total PP budget	£35,600	Date of most recent PP review	Planned
Total number of pupils	268	Number of pupils eligible for PP	19 (7%)	Date for next internal review	Spring / Summer 2019
		Number of pupils eligible for PP with SEND	5 (26%)		

Attainment Summary for 2017-18 – Progress of PPG pupils and percentage of pupils achieving the Age Related Expectation (ARE) at the end of Early Years Foundation Stage (Reception), in the Year 1 phonics screener and at the end of KS1 compared to national figures.

EYFS

Subject	Average Progress	
	PPG 2017-18	PPG 2016-17
Reading	5.2	4.1
Writing	4.7	4.1
Maths	4.2	4.0

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	PPG 2017-18	PPG 2016-17
Reading	5.2	4.1
Writing	4.7	4.1
Maths	4.2	4.0

Year 1 Phonic Screener

EYFS Reading attainment	Phonic Screener results	Progress
Below Emerging	1 pupil	Didn't achieve the expected standard
		This pupil has SEND. Good progress has been made.

Emerging	2 pupils	Neither achieved the expected standard	Both pupils have SEND. Good progress was made from starting points.
Expected	4 pupils	4/4 pupils achieved expected standard	With 2 pupils achieving 40/40 in the phonics screener.
Exceeding	1 pupil	1/1 pupil achieved expected standard	Good progress as this pupil achieved 39/40.

Attainment	Year 1 Phonic Screener 2017-18
National	83%
School	93%
PPG only	100%
PPG (with SEND)	62.5%

End of Key Stage 1

	EYFS attainment	EYFS results 2016	Progress Number of pupils achieving expected standard in Year 2 2018
Reading	Emerging	6	2 pupils remained at working towards. 4 pupils achieved the expected standard which represents rapid progress.
	Expected	3	All pupils (3/3) achieved the expected standard which represents good progress.
Writing	Emerging	6	3 pupils achieved the expected standard which represents rapid progress. 3 pupils achieved working towards.
	Expected	4	All pupils (4/4) achieved the expected standard which represents good progress.
Maths	Emerging	2	These pupils achieved working towards.
	Expected	8	6 pupils achieved the expected standard which represents good progress. However 2 pupils didn't achieve the expected standard.

Subject	% of PPG pupils that achieved expected standard in 2018 (11 pupils, so 1 pupil = 9%)	% of non PPG pupils that achieved expected standard in 2018 (79 Pupils, so 1 pupil = 1.3%)
Reading	73% (National 65%)	86%
Writing	73% (National 65%)	76%
Maths	73% (National 65%)	81%

The percentage of PPG pupils achieving the expected standard at the end of KS1 assessments is slightly lower than the non PPG pupils. However, this figure is higher than the national average which is 65%. Although it is worth noting that each PPG pupil is worth 9% whereas the non PPG pupils are worth 1.3%, it therefore only equates to 1 pupil or just over 1 pupil in reading.

By identifying and responding to barriers to learning we aim that all PPG pupils will make good progress in English and Maths

Barriers to future attainment	
1	Parental engagement with school and access to extra-curricular activities in order to extend their wider experiences and cultural development
2	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
3	Specific social and emotional needs affecting learning

Desired outcomes		
Barriers	How the outcomes will be measured	Success Criteria
1	Improvement in parental engagement and increased number of PP children attending clubs	<p>Improved attendance at Teacher-Parent consultations, Meet- the –teacher sessions and workshops run to support families with core skills.</p> <p>Funding improving access to extra-curricular activities and experiences.</p> <p>Measure: maintain or increase the number of PP children accessing day trips, clubs and music lessons. In 2017-18 21/24 pupils (87.5%) (Year 1 and 2) attended clubs paid for by school.</p>
2	Improved English and Maths standards for all PP children (including those with SEND) with a focus on reasoning in maths, comprehension in reading and spelling in writing.	<p>All pupils to make good progress according to our ‘good Progress Guide’. 11 points from Reception baseline to end of Year 2.</p> <p>Measure: EYFS profile, Year 1 phonics screening results and end of KS1 SATs data. ARE (Age Related Expectations) and progress made, Classroom monitor data, in-class assessment scores, moderation, reading and spelling ages.</p>
3	Increase in confidence and self esteem	<p>Children feel more positive about school and their readiness to learn is improved. Learning behaviours embedded within the school ethos are displayed by the PP children.</p> <p>Measure: monitor PP children when doing in class observations, monitor attendance half termly, all pupils to complete an experiences audit once a year, monitoring learning in books through book looks.</p>

PLANNED EXPENDITURE - STAFFING

£27,768

Barrier	Aim	Cost	Rationale (EEF toolkit)	Action taken
1	To encourage attendance at all teacher-parent meetings	PPG Lead	Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. A number of approaches to raising aspirations have been tried across three broad areas: 1. Interventions that focus on parents and families; 2. Interventions that focus on teaching practice; 3. Out-of-school interventions or extra-curricular activities, sometimes involving peers and mentors.	➤ All parents are expected to attend parent-teacher consultations. Follow up telephone calls are expected to engage with parents who have not attended.
	To provide family involvement opportunities	PPG Lead		<ul style="list-style-type: none"> ➤ To run termly workshops for parents in English or Maths. ➤ To encourage parents to accompany children on trips with school.
	To provide financial support for trips and clubs	£1432 Approx		<ul style="list-style-type: none"> ➤ To track amount of PP children attending trips and clubs. ➤ To offer additional enrichment and aspirational experiences.

2	To identify specific needs of PP/SEND children and provide appropriate support for them	PPG Lead / SENCo / TAs / HLTAs	Importance of understanding and identifying specific barriers to learning to allow interventions (in and out of class) to take place to reduce these barriers. The role of the teacher is to support lower attaining learners or those who are falling behind to ensure effective progress.	<ul style="list-style-type: none"> ➤ PPG lead and SENCo to liaise and lead on the identification of any PP children who may need extra support to make good progress. ➤ PPG lead and SENCo to lead on, promote and coordinate intervention groups. ➤ PPG lead to teach small groups of PP children in relation to their individual needs. ➤ HLTAs and TAs to support PP pupils with their individual need.
	To provide LSA and TA support for PP children's specific needs	LSA / TA		<ul style="list-style-type: none"> ➤ To provide training for TA's on how to improve the children's learning skills. SENCo to lead these weekly.
	To deliver relevant CPD for teachers and teaching assistants to allow for individualised learning, clear differentiation, resourcing ideas shared and completion of PP Action Plans	DHT SENCo	Individualising instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners are different and have different needs, and that therefore a personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective	<ul style="list-style-type: none"> ➤ To ensure that all teachers and support staff have a greater understanding of the specific needs each PP child may have. ➤ To provide staff with regular opportunities to share good practice. ➤ To ensure staff continually monitor and respond to any causes for concern. ➤ To ensure staff have set termly targets on the individual Action Plans that are evaluated and responded to regularly. The Action Plans need to show the in-class and out of class provision being provided.
	To enlist the support of relevant professionals, such as SALT and Educational Psychologist	£5280		<ul style="list-style-type: none"> ➤ To ensure that advice and guidance on how to support individual pupils is applied by staff members working with the pupil.

3	To provide the children with the skills needed to cope with any specific emotional and social need	DHT SENCo HLTA	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<ul style="list-style-type: none"> ➤ Support for parents and families from the DHT and SENCo. ➤ Support through the 'Social Explorers' programme for pupils with social emotional difficulties.
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PLANNED EXPENDITURE - CURRICULUM SUPPORT AND RESOURCES

£1120

3	To provide opportunities for aspirational experiences	£100	Aspirations are what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success.	<ul style="list-style-type: none"> ➤ A wide range of enrichment and aspirational trips and activities available termly. ➤ Free termly sports/art clubs for PP pupils. ➤ All staff are mindful when selecting pupils for enrichment opportunities.
	To provide a learning environment that helps focus and concentration	£1020	Many studies shows a link between nutrition and cognitive development. Cognitive development can be defined as the ability for the brain to develop so that learning becomes easier.	<ul style="list-style-type: none"> ➤ Fresh fruit and milk available daily for pupils.

Review of expenditure July 2019		
Barrier	Desired outcome	Impact: Did this meet the success criteria?
1	Improvement in parental engagement and increased number of PP children attending clubs	
2	Improved English and Maths standards in Year 3- 6 of all PP children (including those with SEND)	
3	Increase in confidence and self esteem	