

Pupil Premium Provision Map 2016-2017 Review of expenditure



Funding allocation 2016 -17

In the 2016 – 2017 financial year Lee Brigg Infant and Nursery School received £23,760 pupil premium funding.

We had 9.5% of pupils in school who were eligible for the pupil premium grant.

In comparison the national average of pupils eligible for the pupil premium grant was 25.1% in 2016.

Use of PP Fund	Aim / Objective	Actions – How will it be done?	Cost	Success Criteria – What do we want to achieve?	Monitoring date and outcomes	Impact
Targeted intervention support led by SLT	To provide children with interventions to promote additional challenge in order for those targeted pupil premium children to attain 'Greater Depth' and therefore make at least expected progress in reading, writing and maths.	Weekly intervention with a member of SLT for children in year 1 and year 2.	£385 Cost of class cover for class teacher.	To increase the number of pupil premium children achieving GDS in reading, writing and maths by the end of Key Stage 1. To ensure that more able pupil premium children make at least the expected progress by working at greater depth in reading, writing and mathematics.	April 2017 / July 2017	Of ALL of the children targeted for intervention to achieve greater depth in reading writing and mathematics – 85% reading (11/13) 85% writing(11/13) 100% mathematics(12/12) Of the more able pupil premium children (two out of five) targeted for intervention to achieve greater depth in reading, writing and mathematics – 100% reading (2/2) 100% writing (2/2) 100% mathematics (2/2) Both of these children made expected progress in reading. One of these two children made expected progress in writing, with the other making better than expected progress. Both of these children made better than expected progress in maths. This use of funding will continue in 2017/18 with a focus on MA and LA pupil premium children.

<p>Targeted intervention support led by specialist support assistants and HLTA</p>	<p>To provide children with additional intervention support in reading, phonics and writing so that children are working at age related expectations by the end of the academic year in year 1 and year 2.</p>	<p>Daily interventions which run throughout the year for key stage 1 pupil premium children by trained support staff. Interventions include: Handwriting Fit to Learn Better readers Phonics Speech and language – individualised and personalised to meet the needs of the child.</p>	<p>£9236 per year, based upon two support assistants two hours per day.</p>	<p>An increase in the percentage of pupil premium children are at or above age related expectations in reading and writing by the end of year 1 and year 2.</p> <p>All pupil premium children receiving interventions to continue to make at least expected progress from their individual starting points.</p>	<p>April 2017 / July 2017</p>	<p>Of the pupil premium children targeted for intervention to achieve at least ARE in reading writing and mathematics – Year 1 75% reading (3/4) 75% writing(3/4) 100% mathematics(4/4) Year 2 60% reading (3/5) 40% writing(2/5) 60% mathematics(3/5)</p> <p>60% (3/5) WA in phonics screening check.</p> <p>Progress</p>
<p>Continued professional development for specialised support staff who deliver interventions.</p>	<p>To ensure that specialist support staff who deliver interventions receive regular updates and training</p>	<p>SLT to identify training and development opportunities for staff. Staff to feedback and cascade training where necessary, as well as evaluate the impact on their day to day practice</p>	<p>£200</p>	<p>To increase confidence, knowledge and skills of the support staff delivering the interventions.</p>		<p>Of the pupil premium children targeted for intervention to make at least expected progress in reading writing and mathematics from their starting points. – Year 1 75% reading (3/4) 100% writing(4/4) 100% mathematics(4/4) Year 2 60% reading (3/5)* 60% writing(3/5)* 80% mathematics(4/5)* *one child joined Jan 2017.</p> <p>Funding in 2017/18 will continue to be used to support interventions; however the focus will change to the pre teaching of concepts and skills with the alteration of support staff hours to meet this need.</p>

Targeted intervention support led by class teachers and nursery nurses in foundation stage	To provide foundation stage children with specific interventions to develop speech and language as well as PSED skills.	Daily interventions which run throughout the year for the foundation stage children. These focus on specific speech and language activities carried out in very small groups as well as conversational activities which promote confidence. An additional adult working across the two reception classes allows for interventions to take place as well as the increased capacity for the class teachers to work with small groups.	£13798 per year based upon an additional member of early years support staff to work full time.	Identified children make progress from their starting points in the areas of communication and language and PSED. This will be tracked by the SLT each half term. Children are more confident to talk to and engage with others. They have a greater self-esteem and have built up effective relationships with adults and other children in order to support their emotional needs.	April 2017 / July 2017	Individual case studies demonstrate that all pupil premium children targeted have made progress from their starting points. (See progress overview). In terms of behaviour, monitoring of incidents show a reduction over the course of the year. All children (100%) achieved expected in Self Confidence and Self Awareness. 67% (2/3) children achieved expected in all areas of PSED.
Targeted support to ensure all pp children attend school every day and on time	To monitor the attendance and punctuality of pupil premium children weekly.	The Trust EWO works half a day a week in school. As part of her role she monitors the attendance and punctuality of pupil premium children weekly and reports this to the Headteacher. Where concerns arise she works directly with the family to support them.		To increase the number of pupil premium children who achieve an attendance above 95%.	April 2017 / July 2017	No children eligible for pupil premium are classed as persistent absentees. The attendance of this group of pupils improved from 82.2% in the autumn term to 95.61%.
						The number of late marks reduced significantly from 89 in the autumn/spring term to 19 in the summer term. Funding in 2017/18 will continue to be used to support regular and punctual attendance.

Pupil Premium spend 2016/17 - £23,619