



Lyndhurst Infant School Pupil Premium Strategy For Removing Barriers

(Audit Trail and Action Plan 2016-2017)

This action plan is updated half termly to demonstrate the impact of interventions and written with governors for each academic year.

Total PPG allocation September 2016 – August 2017 £68,241 (increased to £77,030 at April 2017 due to increased registration)

Pupil Premium is funding additional to the main school budget. The funding is for two policies:

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

The grant is allocated as follows:

- pupils known to be eligible for free school meals in any of the previous six years, £1320.
- looked after children and those who have been looked after, defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority, £1900.
- children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order, £1900
- families with parents in the armed forces in any of the previous five years, £300.

Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils. We have utilised strategies from “Narrowing the Gap”, the Capita conference (Implementing the Pupil Premium) and the Sutton Trust EEF toolkit to inform us of the best ways to use this money. We have taken an action research approach to ensure the initiatives we are introducing have a positive impact on the children’s well being and learning.

In making provision for the Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

Currently, 55 children are registered for the Pupil Premium or have in the last 6 years. This number may fluctuate throughout the year.

Context At Lyndhurst Infant School

- Lyndhurst is a large urban coastal Infant school (R=360 +8) with an attached SSC for children with ASD
- Numbers on roll Feb 2017 - 306
- The school is in an area of deprivation (lowest 10% in England)
- Currently there are SEN (13%), EAL (25%), PP (17%) – Feb 2017
- In the current Y2 72% of the cohort are Home Grown children from Early Years
- There were 5% new starters by end of Sept 16 in both Y1 and Y2
- School was part of the Age of Transfer (2015/16) and is in its 2nd year of transition from a First to a 4 form entry Infant school
- The school takes children from approx. 24 pre-school settings and children's attainment on entry is well below National

Objectives and Barriers

Core Principles – inclusion for happiness and self-worth and academic success for future stability and opportunity

Lyndhurst Infant School prides itself on providing outstanding learning opportunities for all its children. We aim to do this by delivering an exciting and stimulating learning environment within an inclusive and nurturing community. We strive to remove any barriers to learning and our 3 Values underpin all that we do:

- **Learning For Ourselves**
- **We Can**
- **Respect**

Ofsted (Jan 2014) said of our curriculum:

“The range and quality of the learning experiences provided, both inside and outside the school, are outstanding. The school provides excellent opportunities for pupils’ spiritual, moral, social and cultural development and engages its community in many of its activities”

Objectives of Pupil Premium Funding

Some of the Common barriers for disadvantaged children at Lyndhurst Infant School:

Barrier	Examples of solution
<i>Children receive less support from home than others</i>	Intervention groups are set up, quality first teaching and individual scaffolding. Curriculum events for parent/carers
<i>Weak language and communication skills</i>	Talking Boxes, Chatter Packs and additional reading groups, modelling Children work with teachers on school trips (modelled language and vocab) Sports Coaches read with PP boys
<i>Low attainment on entry (Baseline) in YR</i>	Quality first teaching and Objective Led Planning Data interrogation and tracking Tracking of data
<i>Mobility – children who begin school after the YR start date</i>	Early identification and assessment. Support to make rapid progress Meetings with parent/carers
<i>Children who find it difficult to fall within the expected behaviour standards</i>	Behaviour plans and expectations shared with community Inclusion Relevant and personalised curriculum Locality funded project 2015-16 – “Inclusion”
<i>Low aspirations</i>	Experiences that raise expectations – Beach Schools, Museum visits, Library, Art experiences. Working with ‘experts’ to become the ‘expert’. ICT skills – netbooks/ipads Clubs to teach skills Adults/visitors that inspire. Relate skills to real life (jobs)
<i>Attendance and punctuality</i>	Tracking and regular monitoring. Certificates and incentives Linking attendance to achievement Free clubs for improved attendance Locality funded project 2015-16 – “Inclusion” Locality funded project 2015-16 “Attendance”

Children who live in a household with Mental Health issues	CPD for staff Learning Mentors FESO Play Therapy Working with outside agencies Locality funded project 2015-16 – “Inclusion”
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Our key objective is to use the Pupil Premium funding to ‘diminish the difference’ between groups of learners. Our vulnerable groups who are at risk of not ‘achieving well’ are clearly and early identified. We treat all our children as individuals and have robust systems in place to identify personalised need and support.

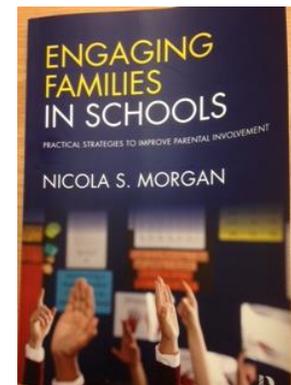
Through targeted support we work to remove barriers to learning and progress. For all children who attend Lyndhurst, we aim that they make accelerated progress in order to reach their Age Related Expectations. Those more able (AMA) children who receive the Pupil Premium are expected to continue on an upwards trajectory whilst experiencing enrichment activities/experiences in line with their peers.

“The curriculum motivates and inspires pupils and promotes their spiritual, moral, social and cultural development well. It provides a rich and exciting programme of opportunities for pupils to learn. This happens not only through the subjects taught but also through many educational visits, clubs, and contributions from the local community and distinguished visitors. “ (Ofsted 2014)

Shared Core Purpose

- All staff take responsibility for all children. Pupil Premium children are identified on all planning and they are carefully tracked to ensure that they are in line to meet at least Age Related Expectations
- Locality working – to share information and experiences. Case studies from each school can be used to support staff in all 9 schools. Sharing information across schools also ensures that vulnerable children and families are kept safe. Sharing strategies across feeder schools ensures there is a parity in inclusion.
- Quality First Teaching – PP children receive targeted teaching by teaching and learning which is classified as “Outstanding” (LEA endorsed Feb 2017)
- Children who show natural talents are encouraged to explore this. We provide clubs and instructors, enrichment activities and experiences. We sometimes mix Pupil Premium groups with our AMA (Academically More Able) children so that they can work together and learn a shared language of collaboration and aspiration
- Activities that encourage children to become the ‘expert’ – Beach Schools
- Intervention groups are set up to ensure that children have scaffolding to succeed.

- Parent partnership – we work hard to form positive and collaborative relationships with parent/carers
- We employ a FESO (family Engagement) Teaching Assistant to work with our vulnerable and hard to reach parent/carers. Her research with parents on ‘Getting it Right’ has been published by Routledge in ‘Engaging families in Schools’.
- Attendance – we track attendance every 6 weeks and inform/meet parents to encourage better attendance. Pupil Premium children receive RAGged letters (Red, Amber, Green). We regularly host competitions/prizes for improved attendance. They are set realistic personalised targets so that better habits can be formed
- Learning Mentors give children opportunities to discuss their barriers to learning.
- CPD for staff – Staff receive CPD so that they can understand barriers and have training to remove these barriers. The staff work supportively by sharing expertise and knowledge
- All children in Y1 and Y2 learn a musical instrument and all children attend Beach and Forest Schools



Range of Activities/Experiences

Pupil Premium children experience a range of activities. These are matched to individual need – not one size fits all! These may include:

- Breakfast Literacy Club – reading and writing
- After School Clubs – range of clubs from Football, Art, French, Wild Club, Music, Snooker
- Breakfast Club – to improve attendance
- Extra Beach Schools sessions – rehearse visits so that they become the experts
- Transitions – extra transition sessions to build confidence and a sense of belonging and engagement
- Choir – singing together, feeling positive
- Quality First Teaching – teaching that targets gaps in learning as result of using a gap analysis
- Intervention groups – support/extension groups
- Film nights – included in community events
- Free uniform when families sign up
- Female sports coaches to act as role models – rugby, dance, gym
- Male sports coaches to inspire and motivate – Football coaches read with PP boys
- Community Arts experiences – art on the pier, Community art at the museum (Creative Waves), Children’s Parade
- CPD – Personal Research Project (2016-17)
- Ceramics – making Totem Poles with AMA children – Imagine Make Play (Brighton)
- Play Leaders, Young Interpreters, Lyndhurst Leaders, Eco warriors – give children the opportunity to use their voice and express their opinions
- Class assemblies, theatre and Panto visits – give children experiences of speaking and listening
- PP More Able – Enrichment days – science, maths, literacy, art

Pupil Premium Work Party

There is an action plan for each academic year which clearly outlines how the Pupil Premium grant is spent. Impact is measured carefully by a Pupil Premium work party made up of Senior Leaders, the Bursar and 3 Governors. Next steps are also clearly identified. The work party meets each half term. This ensures that there is a shared vision and responsibility across the school community.

Key objective 1 (academic): To improve PP attainment and school exit data				
Rationale:				
<ul style="list-style-type: none"> • 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.' • From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. 				
Time	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing	DS/CB/JH	<ul style="list-style-type: none"> • To ensure quality first teaching in all classrooms through targeted CPD and INSET • Staff meeting time for moderation of steps, KS1 tests/tas and Early Years Outcomes (release time) • Training courses to enable staff to move from good to outstanding' • Skills audits • Peer observations – teachers and HLTAs to observe other staff members on chosen subject areas they would like to develop 	Not from PPG. Salary costs	<p>Dec 2016: 92% of lessons good and outstanding</p> <p>Feb 2017: staff meeting moderations have been carried out in Reading, Writing and Science. Judgements made were taken to locality moderations and agreed. Peer observations were carried out.</p>

Key objective 2 (academic): To accelerate progress and reduce gaps

Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. If at Key Stage 1 a child achieves level 2 in Reading, Writing and Maths, 45% of them go onto achieve 5 A-C grades in English and Maths which is considerably higher than if they only achieved a level 2 in one of the subjects (between 8-11%)(from The Pupil Premium: Making it work in your school. Oxford school improvement).

	Responsible	Initiative/Intervention	Cost	
Half termly	CB/JH/SD and All staff	<ul style="list-style-type: none"> To review PP data/case studies half termly to evaluate effectiveness. To meet with team leaders and intervention teachers to replace less effective strategies. Pupil Attainment Meetings with SLT, teachers and TAs Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children 'Closing the gap' performance management targets for all staff. To continue to train staff in depth on PP to reinforce importance of closing the gap Share Top 10 strategies for accelerating progress of PP children in the classroom Whole school gaps to be shared and celebrated in staff room so that profile remains high. PP Working Party Governors to discuss new initiatives, share research, review data, evaluate impact of interventions and hold school to account. 	£11,631	<p>October 2016 INSET: All staff able to list their PP children. Staff shared top strategies for closing the achievement gap. Staff also used data to look at their gaps and analyse next steps for PP children. Staff recognitions given out for those who had narrowed the gap the most/that had the smallest gap/PP outperforming All Others</p> <p>Dec 2016: Children making slow progress or working below ARE identified in Progress and Attainment Meetings. PP children highlighted. Strategies agreed to promote progress.</p> <p>Feb 2017: Progress and Attainment meetings carried out with teachers and TA's as previously, with PP children highlighted and strategies agreed to promote progress of those below ARE or those making slow progress. All staff given information on PP, SEN, EAL and gender gaps in their class. Up to date gaps are on display in staff room.</p>

		<ul style="list-style-type: none"> To continue to hold PP conferences in Lyndhurst with locality schools, sharing strategies. 														
<p>Transition work by October.</p> <p>Groups to be evaluated half termly.</p>	Reception CW/KS/JS	<ul style="list-style-type: none"> FEO to work with families across the school before children make transition from nursery. FEO to support children with settling and transition. Literacy TA to work with PP children on fun phonics and pre-reading skills. e.g. phonics packs, chatterpacks and story sack sessions and communication skills Literacy questionnaire to explore home experiences. Nurture groups for PP children who scored low overall in Early Excellence Baseline. 	£2142 (reading groups)	<p><u>Gaps Dec 2016:</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>+4</td> <td>+8</td> <td>-6</td> </tr> </tbody> </table> <p>PP outperforming All Others in Literacy. Gap below national in Maths.</p> <p><u>Nurture groups</u> Dec 2016: 18 PP pupils. 94% accelerated progress. 78% rapid progress. 33% very rapid progress.</p> <p><u>Reading groups</u> Dec 2016: 100% accelerated progress 67% rapid progress. 25% very rapid progress.</p> <p><u>Talking Boxes</u> Dec 2016: 100% accelerated progress. 100% rapid progress. 71% very rapid progress in Communication and Language.</p> <p><u>Gaps Feb 2017:</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>+2</td> <td>-6</td> <td>0</td> </tr> </tbody> </table> <p>PP outperforming All Others in Reading. No gap in Maths and the gap is below National in Writing.</p> <p><u>Literacy group:</u></p>	Reading	Writing	Maths	+4	+8	-6	Reading	Writing	Maths	+2	-6	0
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				<p>67% have made accelerated progress and 33% have made rapid progress.</p> <p><u>Talking boxes</u> Feb 2017: 100% rapid progress in Communication and Language and 57% very rapid progress.</p>												
Intervention impact evaluated half termly	Year 1 HM	<ul style="list-style-type: none"> To accelerate reading, writing and maths progress in Year 1 for lower attaining PP. Year 1 team leader/Literacy specialist to teach targeted groups in Summer Term. Year 1 TA to provide ECaR to low/mid attaining Year 1 PP children Enrichment programme for HA PP children 	<p>£11544 (Year1 literacy)</p> <p>£10,802.50 (Year2 literacy)</p> <p>£1479 (breakfast club writers Y2)</p> <p>£7080 (Y1/2 maths)</p>	<p><u>Gaps Dec 2016:</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>+1%</td> <td>+3%</td> <td>+6%</td> </tr> </tbody> </table> <p>PP outperforming All Others in Reading, Writing and Maths.</p> <p><u>Reading groups</u> Dec 2016: 91% accelerated progress. 77% rapid progress. 23% very rapid progress.</p> <p><u>Gaps Feb 2017:</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>+6</td> <td>+6</td> <td>+5</td> </tr> </tbody> </table> <p>PP outperforming All Others in Reading, Writing and Maths.</p> <p><u>Reading groups</u> Feb 2017: 100% accelerated progress since Sept 2016 and 33% rapid progress.</p>	Reading	Writing	Maths	+1%	+3%	+6%	Reading	Writing	Maths	+6	+6	+5
Reading	Writing	Maths														
+1%	+3%	+6%														
Reading	Writing	Maths														
+6	+6	+5														
Intervention impact evaluated half termly	Year 2 JH/ZS/JS	<ul style="list-style-type: none"> To accelerate reading, writing and maths progress in Year 2. Early Morning Writing Buddies (Breakfast club/reading group) Year 2 Team leader and SENCO working with targeted readers. 		<p><u>Gaps Dec 2016:</u></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>-5.7%</td> <td>-11.1%</td> <td>-5.7%</td> </tr> </tbody> </table> <p>PP gaps are less than national in Reading, Writing and Maths.</p>	Reading	Writing	Maths	-5.7%	-11.1%	-5.7%						
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		<ul style="list-style-type: none"> • First Class Maths (ECC) TA x3 per week to accelerate maths. • 		<p>Maths groups Dec 2016: 90% accelerated progress</p> <p>Gaps Feb 2017:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>-11</td> <td>-10</td> <td>-11</td> </tr> </tbody> </table> <p>PP gaps are less than National in Reading, Writing and Maths.</p> <p>Reading groups: Feb 2017: Since end of Yr1, 100% have made accelerated progress and 56% have made rapid progress.</p> <p>Writing groups: Since starting this intervention after Oct half term, 80% have made accelerated progress and 20% have made rapid progress.</p>	Reading	Writing	Maths	-11	-10	-11
Reading	Writing	Maths								
-11	-10	-11								

Key objective 3 (wellbeing): To improve attendance and engagement with families

Rationale:

- If children are below 95% attendance, they are missing out on quality first teaching.
- Research shows that at least 25% of eligible families in West Sussex may not be signed up.
- Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

	Responsible	Initiative/Intervention		
Ongoing Parent feedback	KH	<ul style="list-style-type: none"> • FEO to support families in need e.g. family group meetings to resolve confrontation in the home, arranging referrals to other agencies, providing a supportive role to families in crisis, 	£17000 assigned	<p>FEO removing barriers to learning</p> <p>Dec 2016: Meditation group 100% have made accelerated progress in core subjects.</p>

Autumn half term		<p>feelings group, advising on behaviour and eating issues at home.</p> <ul style="list-style-type: none"> • FEO arranged parent questionnaire and feedback sessions for new parents regarding routines, expectations and supporting their child at home. • Parental engagement activities and resources • Help to reduce lateness and increase attendance. 		<p>Feelings group 65% have made accelerated progress in core subjects.</p> <p>Talk Time group: 100% have made accelerated progress in all subjects.</p> <p>Feb 2017: FEO working with 59 families/children across the school, 20 of which have below 90% attendance.</p>
By January census	CB/JH/KH	<ul style="list-style-type: none"> • To ensure all eligible families are signed up for the Pupil Premium. (Part of school attendance Ofsted plan). • Incentives for signing up. • School jumpers/book bags • Include online sign up option on school website. 	<i>Pred £350 (uniform)</i>	<p>Competition to win £15 book voucher or pantomime tickets for everyone who applies for PPG.</p> <p>Dec 2016: 14 additional children eligible for Pupil Premium Grant</p> <p>Feb 2017: 2 additional children eligible for Pupil Premium Grant</p> <p>2 x theatre tickets available for PP children as incentive to do the Bug club reading challenge.</p>

	JH	<ul style="list-style-type: none"> • Rapidly analyse attendance, recognising persistent offenders using new software. • To invite children to attend breakfast club and/or after-school clubs (on a half termly basis to improve attendance/lateness) • Letter sent home to individual families to celebrate success of increased attendance and to encourage better attendance. • Attendance incentives • Discussions with parents re: lates and absences. Support offered. • (See Ofsted action plan) 	£95 for SIMS Attendance Analysis program	<p>October 2016: SIMS attendance tracking software purchased for quick identification of low, middle and high attenders.</p> <p>December 2016: Year 2 Pupil Premium attendance is higher than attendance of All Others. Continue to focus on attendance of Year 1 Pupil Premium children.</p> <p>Feb 2017: Year 2 Pupil Premium attendance continues to be higher than attendance of all other groups in the school. Year 1 PP attendance remains an issue. The school's FEO is working with 16 of these families/children.</p>
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Key objective 4 (enrichment and engagement): To develop personal qualities and extend opportunities, giving aspirations to PP children.

Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.

	Responsible	Initiative/Intervention	Cost	
July 17	JH/DB/SC	<ul style="list-style-type: none"> • PP children to be with class teacher on school trips to maximise benefits of experience • A group of Year 1, 2 and 3 PP children to attend 3 Beach school sessions led by trained Beach School and/or Forest School Practitioners. 	£104 Yr2 Arundel Castle trip <i>£ EY farm trip?</i> <i>£ Yr1 Weald and Downland trip?</i> <i>Pred £500</i>	<p>Feb 2017: Pupil Premium children in Year 2 and in Year 1 have enjoyed additional Beach school trips. Early Years PP will be attending in the Summer term.</p>
Sept 16 – Aug 17	NR/KH	<ul style="list-style-type: none"> • Your Space play therapist x3 hours/week • Play therapist providing supervision for team 	£1700 YourSpace (as split with SEN)	<p><u>Play therapy</u></p>

		<ul style="list-style-type: none"> X2 learning mentors in school to identify barriers to learning 	<p>£360.00 for supervision</p> <p>£2052.00 (learning mentors)</p>	<p>Dec 2016: 100% of PP children receiving play therapy are working at or above expectation.</p> <p><u>Learning Mentors</u></p> <p>Dec 2016: Y1 – 33% expected progress, 67% (2/3) accelerated progress</p> <p>Feb 2017: Imagine, Make, Play ceramics workshop for children including (6 PP) to make a totem pole for the Forest School area.</p> <p>Art therapy?</p>
Termly	JH/ CB	<ul style="list-style-type: none"> Funding of school clubs for children with attendance over 95% to broaden opportunities. 	<p><i>Pred £250 Aut/spr/sum breakfast club</i></p> <p><i>Pred £300 Aut/Spr/sum after school clubs</i></p>	<p>Dec 2016: 4 children attended clubs in Autumn Term.</p> <p>Feb 2017: 8 children have attended clubs so far in the Spring term, funded by the school.</p>
Autumn 2016	HE	<ul style="list-style-type: none"> X10 drama lessons for PP plus child 	£120	