

Pupil premium strategy statement (primary) Maidstone

1. Summary information					
School	Maidstone Infants School				
Academic Year	2017-2018	Total PP budget	£64,680	Date of most recent PP Review	Summer 2 2017
Total number of pupils	132	Number of pupils eligible for PP	34	Date for next internal review of this strategy	December 2017

2. Current attainment

EYFSP Data							
2013/14		2014/15		2015/16		2016/17	
39% FSM (20)	45% of FSM pupils met GLD (9/20) 45% of FSM met GLD Nationally 68% of non-FSM met GLD (21/31)	40% FSM (18)	56% of FSM pupils met GLD (10/18) 51% of FSM met GLD Nationally 78% of non-FSM met GLD (21/27)	37% FSM (17)	82% of FSM pupils met GLD (14/17) 54% of FSM met GLD Nationally 59% of non-FSM met GLD (17/29)	26% FSM (10)	40% of FSM pupils met GLD (4/10) % of FSM met GLD Nationally 68% of non-FSM met GLD (19/28)
For the 5 out of 6 FSM pupils that did not meet GLD in 2016/17, the common barriers in addition to lower ability Literacy/Maths skills were PSE related (i.e. making relationships, managing feelings and behaviour and self-confidence).							

Key Stage 1 Results

Percentage of pupils at or above the expected standard (EXS+) or working at Greater Depth (GDS) in Key Stage 1 subjects.

SCHOOL RESULTS BELOW THE NATIONAL EXS+ ARE FOLLOWED BY A BLACK DOT

2016		EXS+				GDS			
		Scl	Loc	LA	Nat	Scl	Loc	LA	Nat
Pupils 55	Reading	75	73	72	74	27	23	23	24
	Writing	64 •	62	64	65	24	12	13	13
	Maths	75	71	71	73	31	17	18	18
	RWM	60 •	57	58	60	16	8	8	9

2017		EXS+				GDS			
		Scl	Loc	LA	Nat	Scl	Loc	LA	Nat
Pupils 46	Reading	52 •	76	74	76	22	26	23	25
	Writing	43 •	67	66	68	9	16	15	16
	Maths	54 •	74	74	75	4	21	19	21
	RWM	41 •	62	61	64	2	10	9	11

KS1 Vulnerable Groups

The tables show the gap in the attainment between the two groups in each school, in the school's locality, the LA and Nationally. Care should be taken in interpreting the gaps when there are small cohorts. The attainment data is for the pupils on the school roll for KS1 assessments. The Disadvantaged Table is based on pupils who were on the LA Pupil Premium list for January, it does not include Service Children. The NatGap in the final row is the difference (Gap) between the National Non Disadvantaged and the Disadvantaged for School/Locality/LA.

Disadvantaged Gaps			Reading EXS +				Writing EXS+				Maths EXS+				RWM EXS+			
Year	Term	Roll	Sci	Loc	LA	Nat	Sci	Loc	LA	Nat	Sci	Loc	LA	Nat	Sci	Loc	LA	Nat
2016	Dis Pup	20	75	56	59	62	70	46	50	53	65	52	57	60	60	41	44	46
2016	Non Dis	35	74	77	76	78	60	66	67	70	80	75	75	77	60	60	62	64
2016	GAP		1	21	17	16	10	19	17	17	15	23	18	17	0	19	18	18
2016	Nat Gap		3	22	19		0	24	20		12	25	20		4	23	20	
2017	Dis Pup	19	42	60	61	63	32	43	51	54	42	56	61	62	32	36	45	49
2017	Non Dis	27	59	79	77	78	52	72	70	71	63	77	77	78	48	67	65	67
2017	GAP		17	19	16	15	20	29	19	17	21	21	16	16	17	30	20	18
2017	Nat Gap		36	18	17		39	28	20		36	22	17		35	31	22	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A. Pupils' low self-esteem and confidence (poor ability to engage in learning)

B. Poor reading skills and knowledge of phonics

External barriers (issues which also require action outside school, such as low attendance rates)

C. Low attendance rates (persistent absence of FSM and FSM attendance)

D. Lack of parental support for learning at home including homework (reading and phonics)

E. Financial limiting factors (to support uniform, clubs and curriculum enrichment)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have raised low self-esteem and confidence as learners at Maidstone: <ul style="list-style-type: none"> · Nurture impact and analysis · School data 	Children able to access learning in the classroom using the techniques and strategies taught. Teachers and staff using Thrive to support the children. Decrease in poor behaviour in the classroom in PP children.
B.	Higher rates of progress across KS1 and Early Years: <ul style="list-style-type: none"> · Data analysis (particularly closing and gaps in year 1 for English and year 2 pp children working below) 	Reduced gap between year 1 pp and non pp children in reading and writing. Increase in the percentage of pp children working at expected and above in year 2.
C.	Children present in school on time and ready to learn with a positive attitude. Increased attendance rates for those eligible for pupil premium: <ul style="list-style-type: none"> · Attendance data analysis (particularly FSM and persistence absence) 	Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance improves in line with other pupils for PP and non PP.
D.	Parents able to support their children with home learning.	Reading records show reading at home. Use of computer programmes at home to support learning.
E.	Pupil premium children will be able to participate in clubs, be well presented and attend curriculum enrichment opportunities: <ul style="list-style-type: none"> · Attendance at clubs · Spending of allocated £50 	Pupil premium £50 allocation being used to support access to clubs and curriculum opportunities. Increased attendance at clubs by PP children. Be well presented in school uniform.

5. Planned expenditure

Academic year

2017-2018

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?
Children able to access the learning in class and increased progress in Reception	<p>Reception TA full time Reception 5x mornings and 3x afternoons</p> <p>Unit style approach in Reception</p> <p>Pre-teaching early literacy/early maths skills using a 'mastery learning' approach, flexible groupings based on close AfL and careful tracking of next steps</p>	<p>Staff deployed effectively to set the building blocks of learning early on.</p> <p>2016/17 data - 40% of FSM pupils met GLD (compared to 68% of non-FSM pupils). This is significantly lower than in previous years and will likely be well below National. However, 5 out of the 6 FSM pupils who did not meet GLD were also SEN. For the 5 out of 6 FSM pupils that did not meet GLD, the common barriers in addition to lower ability Literacy/Maths skills were PSE related (i.e. making relationships, managing feelings and behaviour and self-confidence). Pupils will benefit from small group support to develop self-confidence in their abilities.</p>	<p>Monitoring of teaching and learning - intervention/assessment records to detail clear evidence of progress for targeted pupils.</p> <p>Teachers deploying the TAS in class to support the children (appraisal and reviews).</p> <p>PPM discussion re individuals targeted.</p>	EYFS leader	Teachers to complete Spring 1 appraisal review with TA.. Termly data review- PP and non PP.
Increased progress and attainment in KS1	<p>Literacy intervention Numeracy intervention Speech and language Purple Mash</p>	In national research, paired or small group additional teaching has been identified as being the most effective approach to raising attainment for Pupil Premium pupils.	Monitoring of data half termly. PPMS.	Head of school	Termly data review- PP and non PP.

Year 1 Close the gaps between pp children and non pp children (including SSC) for reading and writing	Guided reading sessions Literacy intervention Speech and language Sound discovery Thrive Behaviour support Small group work High quality teaching Attendance focus	Gaps- GLD was 32% between PP and non PP for 2017 (without SSC 36%) Gaps- Reading 15%, writing 12%	Monitoring data half termly on Target Tracker. Use of reading assessment grids.	Literacy leader	Termly data review- PP and non PP.
Year 2 To aim to reduce the amount of pp working below in reading, writing and maths.	Guided reading High quality teaching Small group work Maths intervention Writing intervention 1:1 reading	15% working below in reading, writing and maths.			
Total budgeted cost					£15,500
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?
Improved self-esteem and confidence (and behaviour allowing access to curriculum)	Nurture group Thrive Gym trail and sensory circuits	Children need to be emotionally ready to access learning in the classroom. Some need help and support to do this.	Analysis of interventions. PPMS. Reports from outside agencies.	SENCO	Ongoing.

Improved attendance	Breakfast club PP milk	Missing six days every term of every year is the same as missing one whole school year. 95% attendance means that you are taking one day off a month.	Register for breakfast club. Attendance data.	SENCO Attendance officer Pastoral support manager	Termly
Increased attendance at clubs, curriculum opportunities and children feeling part of the school in school uniform	£50 allocated amount for each PP child Milk daily	It is important that PP children have access to the same opportunities as the other children.	Spreadsheet of spending and analysis.	Office manager	Ongoing spread sheet on spending
Targeted support identified and monitored	SENCO Assessment and management	The impact of pupil premium is monitoring and evaluated regularly.	Impact reports and data analysis.	PP leader Senco	Half termly
Total budgeted cost					£17,000
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?

<p>Children present in school on time and ready to learn with a positive attitude- reduce the gap of 14% in 2016/17</p>	<p>Pastoral support to work alongside families by engaging with families. Arrange meetings to formulate plans and use outside agencies if needed. Breakfast club to support families with children being in school on time or to give them a positive start before entering the classroom.</p>	<p>Engagement of families and supporting families in the home is key for attendance to rise. Breakfast club provision to help with the morning issues related to arriving at school on time.</p>	<p>Pastoral support monitoring. Attendance officer monitoring. Breakfast club register.</p>	<p>Pastoral support manager Attendance officer</p>	<p>Termly</p>
Total budgeted cost					<p>£13,000</p>