

## Premium strategy statement (primary)

Primary information					
	Maidstone Infants School				
Year	2016-2017	Total PP budget	£77,140	Date of most recent PP Review	Autu
Number of	134 (R-y2)	Number of pupils eligible for PP	53 (R-y2)	Date for next internal review of this strategy	Marc
Attainment					

### Years Foundation Stage

Gain a Good Level of Development (GLD) if they score a level 2 (expected) or level 3 (exceeding) in all Primary Goals plus all Literacy and Maths Goals. Average total points score (ATPS) is the average score for all goals added together.

### RESULTS BELOW THE NATIONAL ARE FOLLOWED BY A BLACK DOT

Pupils	Pupils with GLD Sci	GLD%				ATPS			
		Sci	Loc	LA	Nat	Sci	Loc	LA	Nat
51	30	59 •	59	58	60	32 •	34	33	34
45	31	69	69	68	66	34	34	34	34
46	31	67 •	70	70	69	33 •	34	35	34

## Phonics

Percentage of pupils working at the expected level for Y1 Phonics.

Pupils	Scl	Loc	LA	Nat
56	62 ●	71	73	74
52	65 ●	75	77	77
47	74 ●	80	79	81

## Year 2 Phonics rechecks

Percentage of recheck pupils now working at (or above) the expected level for Y1 Phonics. Schools with no data had no recheck pupils that year.

Year	Recheck Pupils	Scl	Loc	LA	Nat
2014	17	53 ●	66	68	66
2015	26	58 ●	73	72	66
2016	22	64	68	67	

## Stage 1 2016 Onwards Results

Percentage of pupils at or above Exceeding (EXS+) and GDS in Key Stage 1 subjects.

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

	EXS+				GDS			
	Scl	Loc	LA	Nat	Scl	Loc	LA	Nat
Reading	74	71	72	74	27	22	23	24
Writing	64 ●	61	64	65	24	12	13	13
Maths	74	69	71	73	31	17	18	18
RWM	60 ●	56	58	60	16	8	8	9

**Disadvantaged pre 16**

This table gives the percentage of the school roll disadvantaged and of the Primary or Secondary (incl. primary schools in the same Cluster, Locality and the LA) that includes all Pupil Premium Pupils but not Service Children.

School	Cluster	Locality	LA
St. Mary's	22.9	18.9	21.0

**Attainment Table Groups**

The following tables show the percentage of pupils achieving the Expected Level or more (EXS+) at KS1 in each of KS1 Reading, Writing and Maths in all of these subjects (RWM). The tables also show the Gap in the attainment between the two groups in each school, in each locality, the LA and Nationally. Care should be taken in interpreting the gaps when there are small cohorts. The attainment figures are for the percentage of pupils on the school roll for KS1 in May. The Disadvantaged Table is based on pupils who were on the LA Pupil Premium in May. It does not include Service Children. In the Autumn Term pre checking data is used and schools may well have more data than that available to the LA from NCA Tools. School, LA and National figures will be updated where available from the following tables.

School	Roll	Reading EXS +				Writing EXS+				Maths EXS+				RWM EXS+			
		Scl	Loc	LA	Nat	Scl	Loc	LA	Nat	Scl	Loc	LA	Nat	Scl	Loc	LA	Nat
St. Mary's	20	75	56	59	62	70	45	50	53	65	52	57	60	60	39	44	46
St. John's	35	74	75	76	78	60	65	67	70	80	74	75	77	60	60	62	64
St. Peter's	1	19	17	16	10	20	17	17	15	22	18	17	0	21	18	18	
St. Paul's	3	22	19	10	0	25	20	10	12	25	20	10	4	25	20	10	

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

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

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

Poor reading skills and knowledge of phonics

**riers** (issues which also require action outside school, such as low attendance rates)

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

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

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

**d outcomes**

*Desired outcomes and how they will be measured*

*Success criteria*

Children have raised low self-esteem and confidence as learners at Maidstone:

- Nurture impact and analysis
- School data

Children able to access learning in the classroom using techniques and strategies taught.  
Teachers and staff using Thrive to support the children.  
Decrease in poor behaviour in the classroom in PP.

Higher rates of progress across KS1 and Early Years:

- Data analysis (particularly expected standard in Year 1 phonics, year 2 phonics)

Pupils eligible for PP make good progress by the end of the year.  
Rise in year 1 phonics and year 2 phonics scores.  
Application of phonic and reading skills across the curriculum.

Children present in school on time and ready to learn with a positive attitude. Increased attendance rates for those eligible for pupil premium:

- Attendance data analysis (particularly FSM and persistence absence)

Reduce the number of persistent absentees among those eligible for PP.  
Overall attendance improves in line with other pupil premium and non PP.

Parents able to support their children with home learning.	Reading records show reading at home. Use of computer programmes at home to support le
Pupil premium children will be able to participate in clubs, be well presented and attend curriculum enrichment opportunities: <ul style="list-style-type: none"> <li>Attendance at clubs</li> <li>Spending of allocated £100</li> </ul>	Pupil premium £100 allocation being used to support clubs and curriculum opportunities. Increased attendance at clubs by PP children.

**Additional expenditure**

Year	2016-2017
------	-----------

Readings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, support and support whole school strategies.

**Quality of teaching for all**

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 review implemented
Access to class progress	Reception TAS full time x2	Staff deployed effectively to set the building blocks of learning early on. Staff are able to set up and run intervention groups throughout the day.	Monitoring of teaching and learning. Teachers deploying the TAS in class to support the children (appraisal and reviews). PPMS.	EYFS leader	Teachers to complete Spring 1 appraisal with TAS.. Termly data review for PP and non PP.

ress in KS1	Literacy intervention Numeracy intervention Speech and language	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 and non PP.
ress in ading in	Reading 1:1 TA Sound discovery Bug Club	Fewer than 80% of disadvantaged pupils met the expected standard in phonics in year 2. Fewer than 70% of disadvantaged pupils met the expected standard in phonics in year 1. 1:1 tuition (for meeting individual learning needs) has been shown to be effective in raising PP progress in national research. Online interactive tool for parents and children to engage in at home.	Monitoring of use of Bug Club. Monitoring data half termly on Target Tracker. Use of reading assessment grids.	Literacy leader	Termly data and non PP.
<b>Total budgeted cost</b>					£52,000

**argeted support**

<b>come</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will review implemen</b>
-------------	-------------------------------	--	--	-------------------	----------------------------------

esteem (and ring ulum)	Nurture group Thrive Gemstones Gym trail and sensory circuits Counselling and therapy	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.
dance	Breakfast club	Attendance was low for all pupils & the groups: FSM, non-FSM, girls, boys, SEN support, no SEN (in the lowest 10%). Persistent absence was high for all pupils & the groups: FSM, girls, SEN support, no SEN (in the highest 10%). 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
idance ulum rd part of chool	£100 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 spr on spending
<b>Total budgeted cost</b>					£12,000

---

**er approaches**

---

come	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will review implement
nt in and with a	<p>Pastoral support to work alongside families by engaging with families.</p> <p>Arrange meetings to formulate plans and use outside agencies if needed.</p> <p>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.</p> <p>Breakfast club provision to help with the morning issues related to arriving at school on time.</p>	<p>Pastoral support monitoring.</p> <p>Attendance officer monitoring.</p> <p>Breakfast club register.</p>	<p>Pastoral support manager</p> <p>Attendance officer</p>	<p>March 2017</p>
<b>Total budgeted cost</b>					<p>£13,000</p>