

ST. HELEN'S CATHOLIC INFANT SCHOOL



**Pupil Premium
Academic Year
2016 – 2017**

'Love One Another'

Pupil premium strategy statement:

1. Summary information					
School	St Helen's Catholic Infant School, Sawyers Hall Lane, Brentwood, Essex CM15 9BY				
Academic Year	2016/17	Total PP budget	£16,860	Date of most recent PP Review	July 2017
Total number of pupils	270	Number of pupils eligible for PP	15	Date for next internal review of this strategy	N/A

2. Current attainment		
Attainment for: 2015-2016 (3 pupils – Year 2) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y2)</i>
% achieving expected standard or above in reading, writing and maths	100%	%
% achieving expected standard or above in reading	100%	94% / 74%
% achieving expected standard or above in writing	100%	97% / 66%
% achieving expected standard or above in maths	100%	93% / 73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Communication skills (On-Entry Profile indicates lower than National On Entry Levels)
B.	Poor Physical Development (On-Entry Profile indicates lower than National On Entry Levels)
C.	Poor reading skills (phonics)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	None specific

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP Children are able to talk about themselves and their everyday life in full sentences.	PP children will be able to speak in full sentences about themselves and answer questions with a relevant answer. PP children make better progress in CLL which will impact on

		their reading and writing.
B.	PP children's Physical development will improve – both gross and fine motor skills which will lead to greater control and stamina when writing	PP children will improve their fine motor skills which will lead to improved handwriting. PP children will be able to competently use the scooters and bikes. Through this PP children will developing a desire to improve in all areas of the Curriculum.
C.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.

5. Planned expenditure					
Academic year	2016/17				
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?
PP Children are able to talk about themselves and their everyday life in full sentences.	Children will be given the opportunity to work in small social groups led by LSAs/CTs They will be taught to 'Say it out loud' when writing both independently and during guided sessions	Children working in the small social groups will have regular opportunities and encouragement to understand the expectation and structure of a sentence. By learning to speak in full sentences we know that writing standards will be at least expected and possibly better.	Keeping up to date records Regular drop ins Assessment results	HT/DHT / EYFS Leader	Termly
PP children's Physical development will improve – both gross and fine motor skills which will lead to greater control and stamina when writing	Children will be given regular planned opportunities in small and large groups to: ~ use the scooters and bikes ~ access the trim trail ~ use sports equipment ~ use the large building bricks, water channelling etc ~ use the challenge zone ~ use the fiddle box ~ use the Towards Handwriting scheme	Children who improve their eye to hand co-ordination along with resilience and stamina are likely to be at least expected and possibly better in their physical development area of EYFS. By developing fine motor control we know that pencil grip and letter formations will improve which will lead to writing standards being at least expected and possibly better.	Keeping up to date records Regular drop ins Assessment results	HT/DHT / EYFS Leader	Termly

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA/CT. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school	When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	HT / DHT / SLT / CT	Termly
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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?
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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?
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Where needed services such as OT support, counselling service through BCCS, Speech and Language service and Specialist Health Visitor can be accessed.

6. Review of expenditure

Previous Academic Year	2015 / 2016				
i. Quality of teaching for all					
Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost	

	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	(£17,840)
All PP children to make at least good progress and offer the opportunity for rapid progress. All PP children to be at least expected in reading, writing and maths at the end of the year.	4 days Qualified Teacher to input, plan, assess and teach PPG children. LSAs directed and trained by qualified teacher	All Y2 PPG children achieved at least expected at the end of Y2 in reading, writing and maths. All Y1 PPG children passed the National Y1 phonics screening. 83%* of FS PPG children achieved at least a GLD *The 1 child that didn't achieve a GLD has identified SEN	We need to continue to have an additional teacher in school who has responsibility for PPG children and responsibility for training LSAs.	£16,570
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children to be at least expected in reading, writing and maths at the end of the year. All PP children to be at least expected in reading, writing and maths at the end of the year.	Provision of LSA hours to provide focused 1:1 and group support for PPG children. LSAs to receive training from support teacher and appropriate planned activities too.	All Y2 PPG children achieved at least expected at the end of Y2 in reading, writing and maths. All Y1 PPG children passed the National Y1 phonics screening. 83%* of FS PPG children achieved at least a GLD *The 1 child that didn't achieve a GLD has identified SEN	We need to continue to have an additional teacher in school who has responsibility for training LSAs. They in turn can then confidently work with groups or 1:1 providing planned activities.	£710
Specific PPG child receives support	School based counselling hours provided by Brentwood Catholic Children's Society	Through boost of confidence child achieves the expected level and is more confident in school.	We need to continue to provide counselling for targeted children where required.	£208

PPG children have access to appropriate resources that meet their individual needs	Provision of additional school resources	Resources bought were suitable for individual children and helped them to make progress.	We need to continue to look closely at the needs of individual children and ensure we have all the required resources.	£352
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7. Additional detail

Provision for Pupil premium Group outside the allocated Funding

- Social Skills and wellbeing group for all pupils.
- SEN provision mapped support.
- Social Interaction Groups for all pupils.
- Support for individual families according to needs.
- Transition support for Year 2 pupils.
- Subsidised Year 2 after school clubs.
- Subsidised School Trips.
- Provision of uniform items.