

Pupil premium strategy statement

1. Summary information					
School	St Mary's Infant School				
Academic Year	2019/20	Total PP budget	£36,280	Date of most recent PP Review	September 2019
Total number of pupils	169	Number of pupils eligible for PP (October 2019)	23	Date for next internal review of this strategy	April 2020

2. Current outcomes			
(from Herts Insight profile- July 2019)	<i>Disadvantaged pupils</i>	<i>Non- disadvantaged (National)</i>	<i>RAG</i>
% achieving Expected+ (EXS) in reading	63.6%	74.9%	Gap is – 11.3%
% achieving Expected+ (EXS) in writing	63.6%	69.2%	Gap is – 5.6%
% achieving Expected+ (EXS) in maths	45.5%	75.6%	Gap is – 30.1%
% working at a Greater Depth (GDS) in reading	9.1%	25%	- 15.9%
% working at a Greater Depth (GDS) in writing	0%	14.8%	- 14.8%
% working at a Greater Depth (GDS) in maths	0%	21.7%	- 21.7%
% working at EXS+ in Science	63.6%	82.3%	- 18.7%
% making at least expected progress in reading	62.5%	78.6% (school non PP)	<i>Using in school data tracking software (AM7)</i>
% making good or better progress in reading	37.5%	33.9% (school non PP)	
% making at least expected progress in writing	62.5%	69.6% (school non PP)	
% making good or better progress in writing	12.5%	26.8% (school non PP)	
% making at least expected progress in maths	50%	78.6% (school non PP)	
% making good or better progress in maths	0%	28.6% (school non PP)	
% attaining expected standard in phonics (Year 1)	66.6%	81.9% (National Benchmark)	
% attaining expected standard in phonics (Year 2 cumulative)	50%	Awaiting data	Awaiting data
% achieving GLD at end of EYFS	40%	75% (School non PP)	
% achieving reading ELG	50%	76.7% (School non PP)	
% achieving writing ELG	40%	78.3% (School non PP)	

% achieving maths (numbers) ELG	70%	85% (School non PP)	
Within the 2018-2019 cohort: (11) <ul style="list-style-type: none"> 27% of disadvantaged pupils had identified SEN 			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	Majority of disadvantaged children enter Reception with literacy and maths skills below age related expectations	
B.	The correlation between special education needs, including SEMH needs, and disadvantage within our school context	
C.	The challenge of improving parental engagement for our disadvantaged pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	The attendance of our disadvantaged pupils, attendance for disadvantaged pupils was 93.4% for academic year 2018-19. Non PP 95.6% Lack of parental engagement with our disadvantaged pupils, therefore not making as much progress as they should	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	All Reception PP children make at least expected progress, with some making rapid progress – 4 steps or more	Increase in children achieving GLD to be at least in line with National Interventions used effectively throughout the year to support individual/ group needs Pupil Progress Meetings used to closely monitor the impact of strategies and progress of PP children throughout the year All staff aware of PP children and their specific needs
B.	PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	In class interventions and targeted support focus sharply on the needs of those who need to make rapid progress to catch up with their peers Pupil Progress Meetings used to closely monitor the impact of strategies and progress of PP children throughout the year All staff aware of PP children and their specific needs Teaching is consistently good and often outstanding Effective use of additional adults to support the progress of PP children PP children identified as high ability make as much progress as HA 'other' All children, including PP, on interventions make rapid progress and meet objectives The gap between the achievement of PP children, and National Other, is diminished
C.	Parents, work in partnership with the school, to support their children in their learning. This will enable their child to reach	Parents to hear their child read every day and comment in book Practise phonic books. Parents to refer to reading targets in the reading record books

	their full potential.	Practise spellings Use Home Packs and return them Attend information sessions held by the school Attend parents' evening twice a year Close liaison with class teachers
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among PP pupils Effective use of Attendance Improvement Officer Use of in school strategies Introduction of fining for unauthorised attendance
E.	To accelerate the progress and attainment of disadvantaged pupils with SEND	SEND pupils to make rapid progress in all areas SEND pupils to meet targets on their individual SEN support plans/EHCP
F.	To close the gap between PP pupils and non PP pupils in maths	Increased number of PP pupils achieving ARE in maths. Gap diminished in maths between PP pupils and non PP pupils

5. Planned expenditure					
Academic year	2019/20				
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?
<p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p>	Continue whole school training on current issues such as quality feedback, improvement marking literacy and maths updates, maths interventions, mental health, PP information sessions, SEN, STEP On training for behaviour support	<p>We want to continue to invest some of the PP funding in long term change which will help all pupils. Results and feedback from 2017-2018 and 2018-2019 showed positive impact.</p> <p>Staff kept up to date on training issues and methods. This ensures high quality teaching is available for all children</p> <p>Historically many of the PP children have had SEN issues that have had a major impact on their learning. We need to ensure that the INCo and intervention TA are kept up to date with the wide variety of strategies and methods available to help support a range of SEN needs in the classroom. This knowledge can be disseminated to the whole staff to impact the whole school.</p>	<ul style="list-style-type: none"> - Courses selected using evidence of effectiveness and the need of the staff - Use INSET days/ staff meetings to deliver training - School observation proforma to be used to ensure staff development and improvement is highly effective - Staff meetings used for feedback from courses - SL observations used as CPD opportunities - INCo to attend courses as dictated by needs of the children in the school. SEN folders set up for staff - Pupil Progress meetings allow the CT to discuss the needs of individual children an INCo can advise on how to support/ meet the needs 	Head INCo	<ul style="list-style-type: none"> - Twice termly Pupil progress meetings to review the progress of all PP children - Performance Management meetings twice a year to review CPD records for staff - March 2020 to review the whole school CPD log
	Non-teaching Deputy available to monitor and improve standards of teaching and learning across the school and support staff as necessary <i>(Includes the planning & teaching of phonics daily across KS1 & Reception, as an additional teacher)</i>	<p>We want to continue to invest some of the PP money in developing the impact on teaching and learning for all by utilising our non-class based Deputy Head/EYFS Leader/Literacy Subject Leader.</p> <p>This long term change will facilitate being able to support PP children as the needs of year groups/ cohorts change.</p> <p>This will also benefit all children across the school.</p> <p>It enables the school to react immediately to situations e.g.; additional support across the school</p>	<ul style="list-style-type: none"> - DH to use staff meetings to feedback to staff regularly on whole school issues - DH to plan whole school literacy WOW events that focus on areas for development e.g.- creative writing - DH will provide half termly timetable showing work across the school 	Head Deputy Head	<p>Mid-Year Performance Management meeting (Feb/March 2020)</p> <ul style="list-style-type: none"> - During Pupil Progress meetings (2x half termly) - SLT meetings (at least 3 x half termly)
B. PP children make at least good progress in	Half termly phonic testing, by DH, of all Year 1	Linked to OFSTED 2014 target on improving phonics teaching	- DH to give class teachers data analysis and scores for all children	Deputy Head KS1 leader	Annually

<p>reading, writing and maths in KS1, including high attaining pupils</p>	<p>children (& retaking Year 2s). Analysis of gaps to inform groupings and future planning (Reception children included in summer term) Class action plans to be written targeting pupils not on track to achieve ARE Within the first week of term action plans will be put in place for each class based on gaps in learning.</p>	<p>Sharply focussed teaching of gaps in children's phonic knowledge and application School has improved on its results, for the past 4 years using this action so it's very important to continue.</p>	<ul style="list-style-type: none"> - Groups revised and altered in light of data and other discussions - DH to provide staff with specific phonemes/ graphemes that caused problems - DH to plan phonic sessions for 2x LA groups in Year 1. <p>The action plan will be reviewed half-termly and discussed at pupil progress meetings.</p>		
<p>E. To accelerate the progress and attainment of disadvantaged pupils with SEND</p>	<p>Class teachers to continue to differentiate planning and support. Planning, SEN support plans/EHCP outcomes to be shared with all support staff in the classroom. INCo to liaise with class teachers and write a vulnerable group action plan for each class. Within the first week of term action plans will be put in place for each class based on gaps in learning.</p>	<p>We want to identify the needs of pupils and ensure that the appropriate teaching and support is in place to meet these needs and enable pupils to accelerate their progress.</p>	<p>SEN support plans/EHCP are reviewed with parents termly. The action plan will be reviewed half-termly and discussed at pupil progress meetings. The INCo will carry out learning walks and spend time in classes to monitor the effectiveness of the planned provision.</p>	<p>INCo</p>	<p>Half termly monitoring meetings/ discussions with CT</p>
<p>F. To close the gap between PP pupils and non PP pupils in maths</p>	<p>Timetables have been adjusted to ensure maths fluency. Morning starters and Big Maths develop fluency and rapid recall of number facts. Targets leading from observations are to ensure that all pupils are engaged through active learning. Ensure that PP pupils are always included in appropriate maths support clubs.</p>	<p>The gap between PP pupils and non PP pupils has widened this year. Historically many of the PP children have had SEN issues that have had a major impact on their learning. We need to ensure that the INCo and intervention TA are kept up to date with the wide variety of strategies and methods available to help support a range of SEN needs in the classroom. This knowledge can be disseminated to the whole staff to impact the whole school.</p>	<p>Through lesson observations (including starters) Improvement of Big Maths results. The action plan will be reviewed half-termly and discussed at pupil progress meetings.</p>	<p>DH Maths/KS1 lead INCo</p>	<p>Half termly monitoring meetings/ discussions with CT</p>
<p>Total budgeted cost (Based on: training costs, % of DH salary & INCo, resources)</p>					<p>£15,000</p>
<p>ii. Targeted support</p>					

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?
A. All Reception PP children make at least expected progress, with some making rapid progress	Deputy Head (EYFS Leader & Literacy SL) is an additional teacher in Reception for all literacy and maths teaching sessions and daily phonic sessions. We will ensure that PP parents are informed of and encouraged to attend any parent learning sessions held at school.	PP children typically enter Reception with literacy skills below the national average. There are very few PP children then leaving KS1 at GD We decided to put in additional support in Early Years to help diminish the difference between the achievement of PP children and national other as soon as possible, giving the children the best chance of leaving KS1 achieving EXS and some achieving GDS. EEF Toolkit suggest that Early Years interventions have a moderate impact and school has seen for itself, in previous years, that this system is having a good impact for our children 2017/2018 and 2018/19 results show this had a positive impact on results during their time at the school.	- Organise DH timetable to ensure at least 4 adult directed literacy activities daily (2 teachers, 2 TAs) and for daily afternoon phonic sessions - DH timetable allows for planning and assessment time for phonics and literacy activities	Head Deputy Head	December 2019 first review then in Pupil Progress meetings (twice each term)
B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Deputy Head hears targeted PP children read during first part of the morning We will ensure that PP parents are informed of and encouraged to attend any parent learning sessions held at school.	Some PP children make less progress in reading due to lack of support at home and additional reading time is needed in order for these children to make rapid progress. Continued from 2018/2019 due to positive impact reported.	- DH to communicate regularly with CT - Update reading list at Pupil Progress meetings and ensure needs are being met	Deputy H CT/TA	Half termly monitoring meetings/ discussions with CT
B/E. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Targeted in class support Delivered by Intervention TA	Some of the children need targeted support to catch up. School uses a range of interventions and activities tailored to the needs of individuals/ small groups. Continued from 2017/2018 and 2018/2019 as had positive impact on results	- Organise timetable of TAs to ensure time to prepare and deliver support in class during maths and literacy lessons Children to stay in class and not miss any lessons – all interventions to be held in class	INCo Class teachers SLT	INCo to meet half termly with TAs delivering interventions
B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Intervention TA to support in class in Year 2, in literacy and maths, including working with PP children and allowing CT to work specifically with PP children	Historically children have performed well in their intervention group but have struggled to transfer skills. By the TA working in the classes of the children she supports she can tailor the support and help the children transfer their skills much more effectively and the intervention will therefore have a greater impact. Continued from 2018/2019 as had positive	- TA to meet half termly with INCo to review interventions and progress of SEN/PP - INCo to have overview of interventions of SEN/PP - Class teachers to produce Class cohort file to show all interventions for their class - Termly Pupil Progress meetings will	INCo Class teacher Intervention TA	March 2020

		impact on results	review interventions and impact		
B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	After school literacy Booster Club for PP children (1 or 2 sessions a week depending on need)	The school feels that PP children need additional school hours in order for them to catch up and reach age related expectations from low starting points. One way that has proven effective for the school is the use of after school booster clubs. This will continue to run this year using some of the PP budget to pay for the additional hours of the Intervention TA. Continued from 2018/2019 as had positive impact on results	<ul style="list-style-type: none"> - TA to meet with INCo half termly to discuss progress - Proforma used to track progress - Time for TA to plan and resource Booster Club 	INCo	Starting in Autumn Term 2 and reviewed in January
A. All Reception PP children make at least expected progress, with some making rapid progress B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Sp & L interventions delivered by TA Use of Well Comm where necessary	School has many children in need of S&L support. We feel that early intervention is key with this issue.	<ul style="list-style-type: none"> - Timetabling to allow time to support in class and to prepare and deliver interventions - Meetings with INCo - TA to have time to meet with NHS Speech Therapist and be present when working with children etc. 	INCo	Deputy review progress of 'at risk' children with CT every 3 weeks Pupil Progress meetings
E. To accelerate the progress and attainment of disadvantaged pupils with SEND	INCo to liaise with class teachers and write a vulnerable group action plan for each class.	We want to identify the needs of pupils and ensure that the correct provision is in place to meet these needs and enable pupils to accelerate their progress.	The action plan will be reviewed half-termly and discussed at pupil progress meetings. The INCo will carry out learning walks and spend time in classes to monitor the effectiveness of the planned provision.	INCo	Half termly monitoring meetings/ discussions with CT
F. To close the gap between PP pupils and non PP pupils in maths	Intervention TA to support in class in Year 2, in maths, including working with PP children and allowing CT to work specifically with PP children. We will ensure that PP parents are informed of and encouraged to attend any parent maths learning sessions held at school. Distribute a maths booklets	Historically children have performed well in their intervention group but have struggled to transfer skills. By the TA working in the classes of the children she supports she can tailor the support and help the children transfer their skills much more effectively and the intervention will therefore have a greater impact.	<ul style="list-style-type: none"> - TA to meet half termly with INCo to review interventions and progress of SEN/PP - INCo to have overview of interventions of SEN/PP - Class teachers to produce Class cohort file to show all interventions for their class - Termly Pupil Progress meetings will review interventions and impact 	INCo Class teacher Intervention TA Maths/KS1 lead EYFS lead	March 2020

	-How to help your child with maths at home.				
(Based on: % of salaries of key staff, resources, training)				Total budgeted cost	£15,000
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?
A. All Reception PP children make at least expected progress, with some making rapid progress B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Funds available to supplement/cover school trips and enrichment activities for PP children Book token £10 each half term	PP children have the opportunity to participate in a wide range of activities that enhance their learning, motivation and build self-confidence. Experiences are cross curricular and should therefore impact on all areas of learning	- Pupil Progress meetings will ensure PP children have had the opportunity to attend clubs that suit their needs - Ensure a wide range of experiences are on offer over the year to support as many areas of the curriculum and social emotional areas as possible	SLT	Pupil Progress Meetings when completing matrix on individual eligible for PP
B. Lack of parental engagement in Early Years, for many PP children, mean that they are not making as much progress as they could.	Continue with all strategies set in place from 2018/19, EYQS Gold standard	EYQS Gold standard strategies and timetable had a positive effect on parental engagement and had positive feedback from parents. Leading to increased GLD 75% (65% 2018)	Continue with programme of events to encourage and allow parents to come into school to engage with learning. Provide resources for parents to support children at home. Give regular advice to parents on how to support their child at home.	Deputy Head/ EYFS Leader	Termly review with CTs and DH
D. Increased attendance rates for pupils eligible for PP	Continued role of Deputy Head role of 'Attendance Champion' Introduce fining for unauthorised absences	OFSTED data dash board (2016) showed PP children as having lower than national attendance levels. Big focus at school to use part of Deputy's time to analyse the attendance data each half term and react to information. Closer links with AIO in 2019/20 After implementing a range of strategies with little effect on attendance, the Governing body have decided to introduce fining as a next step	- Deputy to analyse absence data and use follow school policy on letters home etc - Analyse half termly data with Deputy and monitor impact/ report to FGB	Head Deputy Governing body	January 2020

Total budgeted cost					£7000
(based on: % staff salaries, resources, supply, training costs, trip subsidies, enrichment purchases)					

6. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
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)
<p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> <p>C. Behaviour in school is of a high standard and enables all students to experience a safe, secure learning environment</p>	<p>Continue whole school training on current issues such as quality feedback, literacy and maths updates, maths interventions, mental health, PP information sessions, SEN, STEP On training for behaviour support</p>	<ul style="list-style-type: none"> - Observations show all teaching to be at least good or better across the school. - Training, in-house and externally, supported high quality CPD - Marking policy successfully implemented and evidenced clear progress and impact of feedback - STEPS therapeutic training impacted positively on supporting children in class - Low number of behaviour incidents recorded in the Behaviour Log for 2018 2019 <p>2019: School ELG increased from 65% to 75% (all children) School ELG increased from 37.5% to 40% (PP children)</p> <p>PROGRESS DATA: EYFS: Reading PP 70% non PP 93.3% Writing PP 70% non PP 93.3% Maths PP 70% non PP 91.7% KS1: Reading PP 62.5% non PP 78.6% Writing PP 62.5% non PP 69.6% Maths PP 50% non PP 78.6%</p> <p><u>Behaviour Log incidents:</u> 2017-2018- 5 incidents logged (1 PP child) 2018-2019- 4 incidents logged (0 PP children)</p> <p>(1 PP child has own behaviour log due to very high levels of SEN and fulltime 1:1)</p>	<ul style="list-style-type: none"> - Marking Policy needs further embedding and regular reviews to ensure best impact for all (sustained & standardised across school) - Disadvantaged Conference (Herts CC) very useful (yearly) <p>- STEPS update training needs to be maintained as approach has proven to be very successful for staff and children</p> <p>- Look into 'emotional coaching' training & 'trauma' training to further support our pupils</p>

	<p>Non-teaching Deputy available to monitor and improve standards of teaching and learning across the school and support staff as necessary</p>	<p>- Enrichment opportunities during WOW literacy days enabled children to think very creatively.</p> <p>Attainment 2019 ELG increased in 2019 (see above) KS1: %</p> <table border="1" data-bbox="831 300 1711 544"> <thead> <tr> <th>Disadvantaged (11)</th> <th>EXS Reading</th> <th>GD Reading</th> <th>EXS Writing</th> <th>GD Writing</th> <th>EXS Maths</th> <th>GD Maths</th> </tr> </thead> <tbody> <tr> <td>School 2019</td> <td>63.6%</td> <td>9.1%</td> <td>63.6</td> <td>0</td> <td>45.5</td> <td>0</td> </tr> <tr> <td>National 2018 (national other)</td> <td>86%</td> <td>21%</td> <td>74%</td> <td>18%</td> <td>80</td> <td>25</td> </tr> <tr> <td>School 2018 (14)</td> <td>79%</td> <td>29%</td> <td>79%</td> <td>7%</td> <td>79</td> <td>14</td> </tr> </tbody> </table>	Disadvantaged (11)	EXS Reading	GD Reading	EXS Writing	GD Writing	EXS Maths	GD Maths	School 2019	63.6%	9.1%	63.6	0	45.5	0	National 2018 (national other)	86%	21%	74%	18%	80	25	School 2018 (14)	79%	29%	79%	7%	79	14	<p>- Feedback from literacy training supported staff in planning & assessment</p>
Disadvantaged (11)	EXS Reading	GD Reading	EXS Writing	GD Writing	EXS Maths	GD Maths																									
School 2019	63.6%	9.1%	63.6	0	45.5	0																									
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<p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p>	<p>Half termly phonic testing, by DH, of all Year 1 children (& retaking Year 2s). Analysis of gaps to inform groupings and future planning (Reception children included in summer term)</p>	<p>PP phonics data 84.2% Year 1 passed the phonics screening (80% 2018) 67% Year 2 retake (down on last year's 100%) Those who did not pass all increased their scores throughout the year.</p>	<p>- Teaching phonics across KS1 very successful using class teachers for all ability groups (3 days a week) - Deputy's half termly phonics tests & analysis of data very useful in focused planning to meet the needs of each group</p>																												

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)
A. All Reception PP children make at least expected progress, with some making rapid progress	Deputy Head (EYFS Leader & Literacy SL) is an additional teacher in Reception for all literacy and maths teaching sessions and daily phonic sessions	- Increase seen in PP children achieving GLD - Increased opportunities for quality first teaching that enabled children to transfer skills more effectively in CHIL	- Use of adults in focussed teaching session saw increase in quality of work in independent tasks = effective use of adults
B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Deputy Head & INCo hear targeted PP children read during first part of the morning	- Targeted 'cusp' children achieved ARE in reading and made good progress - Supported children to reach full potential in reading	- Additional sessions were needed as children were not being heard read frequently enough at home.
B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils	Fischer Family programme Bespoke interventions Delivered by Intervention TA Intervention TA to support in class in Year 2, in literacy and maths, including working with PP children and allowing CT to work specifically with PP children	- Bespoke interventions worked well, Intervention TA working in class in literacy and maths supported transference skills and provided key insight into further support needed	- Interventions need to continue but not with children being withdrawn and need to happen in the class as much as possible.

<p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p>	<p>After school literacy Booster Club for PP children (2 sessions a week)</p>	<ul style="list-style-type: none"> - Had less impact initially as many parents did not want their child to stay later at school. - After moving Booster Club to be within the school day, children attending did benefit from additional opportunities for reading & writing (linked to in class activities) 	<ul style="list-style-type: none"> - PP children not always able to attend (parents' choice) so it was moved to the last part of the school day. - Need to evaluate whether this is an effective intervention for next year.
<p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1 including</p>	<p>Sp & L interventions delivered by TA</p> <p>Use of Well Comm</p>	<ul style="list-style-type: none"> - WellComm tools useful to identify needs in children and support needed - SP&L TA well utilised. Including meetings/ training with SP & L therapist. - Carried out specific interventions/ support for those identified needs. 	<ul style="list-style-type: none"> - This needs to continue for those children with Speech & Language plans that have been drawn up with Herts SP & L therapist. - WellComm remains a useful tool that has been purchased by the school
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p>	<p>Funds available to supplement/cover school trips and enrichment activities for PP children</p> <p>Book token £10 each half term</p>	<p>All PP children offered clubs in and out of school. Payments made on an individual basis.</p> <p>Book token in Spring Term was well received</p>	<ul style="list-style-type: none"> - Continue with individual needs being met but look into more opportunities (as we have done this Summer term) to increase Cultural Capital for all. - Popular choice, but would send a questionnaire out next time to judge how it was used and if it is an effective use of money

<p>B. Lack of parental engagement in Early Years, for many PP children, mean that they are not making as much progress as they could.</p>	<p>- Application for EYQS Gold</p>	<p>- School has achieved the Gold Early Years Quality Standard, which included the focus of increasing parental engagement.</p> <p>- Range of very successful and well attended activities/ events throughout the year that helped educate and support parents in supporting their child's academic and social progress.</p>	<p>- Many changes in timetabling, structure of the day and the learning environment in Reception has taken place this year that needs to be sustained. This has been following key advice from the Herts Early Years team and has raised standards for this school.</p>
<p>D. Increased attendance rates for pupils eligible for PP</p>	<p>Continued role of Deputy Head role of 'Attendance Champion'</p>	<p>Attendance for Pupil Premium 2017 -2018 : 91.1% (90.7% FSM)</p> <p>Attendance for Pupil Premium 2018 2019: 94.4% (93.5% FSM)</p>	<p>- School still needs to improve attendance for vulnerable group. - Attendance Champion Role is key - School to add option of fining parents in to its Attendance Policy from September 2019</p>

7. Additional detail

Our Pupil Premium Policy can be found on our school website at www.stmarysinfants.herts.sch.uk
Information on the Education Endowment Foundation can be found at <https://educationendowmentfoundation.org.uk/>

The school feels that it is key to embed high quality systems and strategies with a long term vision for maximum impact for Pupil Premium children and the approaches and methods have been in place since 2014-2015. The use of funds to support high staff ratios and well trained staff means all children benefit from high quality teaching in an inclusive environment.

The results of both the 2016-2017 and 2017-2018 cohorts show that our approaches, in place since their Reception years, did diminish the difference and raise standards for the PP children.

Key:

FGB- Full Governing Body

SL- Subject Leader

DH- Deputy Head

SLT- Senior Leadership Team

INCo- Inclusion Co-ordinator

CT- Class Teacher

TA- Teaching Assistant

S&L- Speech & Language

RWM= Reading, Writing, Maths

SEN= Special Educational Needs

EXS= Expected Standard

GD= Greater Depth

SEAL= Social, Emotional Aspects of Learning

KS1= Keystage 1 (Years 1&2)

EYFS= Early Years Foundation Stage (Reception)

CPD= Continuous Professional Development

EEF= Education Endowment Foundation