

National Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Upminster Infant School				
Academic Year	2019/20	Total PP budget	£10 560	Date of most recent PP Review	Sept 19
Total number of pupils	270	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 20

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths	86%	76%		
% making expected progress in reading (as measured in the school)	93%	84%		
% making expected progress in writing (as measured in the school)	100%	80%		
% making expected progress in mathematics (as measured in the school)	86%	88%		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Compared to other pupils in school PP pupils have under developed reasoning skills due to limited vocabulary
B.	Lack of exposure to high level language & life experiences – resulting in poor levels of vocabulary.
C.	Some Y2 PP pupils still require communication interventions
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

D.	Some pupils have limited life experience to draw upon compared to other pupils in our community
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4. Intended outcomes <i>(specific outcomes and how</i>		Success criteria
A.	<p>Compared to other pupils in school PP pupils have under developed reasoning skills due to limited vocabulary</p> <ul style="list-style-type: none"> That PP pupils reading and vocabulary skills are commensurate with other pupils of similar 	<ul style="list-style-type: none"> End of year data confirms diminishes difference. Internal school data shows that PP pupils improve progress in years 1 & 2 towards a positive difference. The trust review and any external audit i.e. Ofsted judges the communication of PP pupils as in line with peers of commensurate ability.
B.	<p>Children show a deeper understanding of the language they read and use higher level language in their writing and speech.</p>	<ul style="list-style-type: none"> Children are exposed to a variety of life experiences – on a par with their peers Children are exposed to high level texts and group conversations Children receive additional 1to1 lessons to improve their reading skills and understanding of vocabulary. Teachers use words of the week to up skill language knowledge.
C.	<p>The children catch up with their peers based upon more intensive teaching.</p>	<ul style="list-style-type: none"> Internal data confirms diminishes difference. Children receiving additional 1to1 tuition and support in groups to close the gaps. Children exposed to high level of vocabulary and texts.
D.	<p>Children have access to similar experiences as their non PP peers</p> <p>That no PP pupil misses an activity due to economic reasons that activities that will enhance the learning for of PP children are recognised and resources</p>	<ul style="list-style-type: none"> PP children are accessing music and sports lessons PP children are not disadvantaged in accessing support That opportunities for broadening horizons are identified and there is evidence that they have been accessed by PP pupils.

5. Planned expenditure

Academic year **2019/2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Restorative Justice Training	Children are settled and happy in class and therefore ready to learn. Less break and lunchtime incidents carrying over into teaching time.	Teaching time is being lost from children having friendship or emotional regulation issues. Some of the PP children are becoming socially isolated and Restorative Justice aims to rebuild relationships, so that they are a fully integrated in our classroom teaching.	Staff trained: Behaviour Lead is attending 3 Day Champion training. All staff received initial training and will receive Inset training in April. Management: SLT are supportive and using it in Reflection Time. Monitoring the behaviour records.	H Lendon	Throughout the year – termly of behaviour log.
Focus on PP at the Pupil Progress Meetings.	There is a heightened profile of PP children at progress meetings. The teachers are given advice and support on how to improve the achievement of PP children.	In a school with lower PP levels, it is possible for it not to take high priority. The attendance of the lead teacher, or a representative, ensures that this is not the case. We have a higher level of high achieving PP children than other schools, so it is important that these children are still focused on.	PP lead working closely with head of school. PP lead, or representative, attending meetings. PP lead following up with staff on decisions made. PP lead carrying out training if needed. Full impact assessment not	H Lendon E Hebron	Termly results analysis.
Total budgeted cost					£2,000
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Mentoring	The school to have a TA who is trained as an Emotional Literacy Support Assistant	The school is experiencing increasingly higher levels of poor mental health amongst PP children and their peers. . Our LAC and PLAC children have often had transient lives, which means they struggle socially. There is not a lot of support from local CAMHS, so the school has to provide this itself.	PP Lead organised the training for the TA. School supporting her with cover to attend. Support with starting to have some ELSA groups as the year goes on. Full impact assessment not carried out: closedown	H Lendon A MacKay	Termly
Maths & Literacy Support Group & Maths Intervention Group	PP children, who have started school behind their peers in Maths and English can have specific support to bridge the gap. The gap between these children and their peers is reduced early in their education.	A lot of our children have access to significant pre-schooling and home support. This can result in a gap having formed before the children start school.	Discussion at Pupil Progress meeting of the impact of this group. Termly tracking on Target Tracker Full impact assessment not carried out: closedown	H Lendon E Hebron	Termly
Additional Support in Class QFT	Early intervention to bridge the gap between PP and their peers at an early stage.	A lot of our children have access to significant pre-schooling and home support. This can result in a gap having formed before the children start school.	Teachers attending Pupil Progress meetings and having to discuss the impact against Target Tracker. Observations and Learning Walks. Book Looks Full impact assessment not	H Lendon E Hebron	Termly
RM Maths Groups	Children have improved their mental maths	Children react well to being able to play educational games. This is an engaging activity which the children wouldn't be able to access outside of school.	RM Maths Reports Full impact assessment not carried out: closedown	H Lendon E Hebron	Termly
Literacy Support (ELS) in class	The gap between PP and non PP children in Reading and Writing is bridged at an early stage.	A lot of our children have access to significant pre-schooling and home support. This can result in a gap having formed before the children start school.	Analysis in termly pupil progress meetings of Target Tracker Use of ELS Tracking document Full impact assessment not carried out: closedown	H Lendon	Termly

Home School Support Worker	Improved behaviour in school and at home. Improved attitude towards school. Improved attendance	A number of our PP parents are grateful of the access to the HSSW, it gives them support with behaviour management and accessing local support. The aim is that the children will be in a better frame mind.	Impact discussed at pastoral meetings. Head teacher liaises regularly with HSSW. Improvement in attendance and behaviour monitored by HT. Full impact assessment not carried out: closedown	H Lendon	Termly – ongoing.
Total budgeted cost					£6,560

Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	When will you review
Educational visit support	Children's knowledge of the world is improved, by having the same exposure to cultural and sporting events as their peers. Children enhance their cultural capital within learning	Our school is located in an area of high economic wealth and therefore our children are exposed to cultural, travel and sporting activities on a regular basis. Our PP families can find it challenging to provide these experiences for their children. Our high standard of trips means that the school can supply this exposure at a much reduced cost.	Liaison with the trips administrator to monitor the use of the funding. Liaison with Year heads if PP children are not taking up the offer of support. Full impact assessment not carried out: closedown	C Puirseil E Cook	End of year
Music and sport tuition	Children can experience sport and music in the same way as their peers. Children have a non-academic area to excel in.	As a school, we are known for our musical and sporting excellence. The cost of the clubs and lessons would be prohibitive for some of our PP children. This support has previously seen PP children go on to achieve music scholarships.	Analysis of figures of PP children taking part in music and sport. Full impact assessment not carried out: closedown	C Puirseil	End of Year
Total budgeted cost					£2,000

6. Review of expenditure				
Previous Academic Year		2018/9		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with the approach)	Cost
Restorative Justice Training	Children are settled and happy in class and therefore ready to learn. Less break and lunchtime incidents carrying over into teaching time.	As the restorative approach began to be used more in Spring term, the number of repeat attendees at Behaviour Reflection decreased. Children started to be able to acknowledge other people's opinions. Children become more reflective able to recognise what actions they could have chosen. Needs concrete evidence: eg: reduction in CPOMs records, improved attendance etc.	Senior leaders were good at using it in Behaviour Reflection, further work needed with developing teaching and TA staffs use of it on a daily basis. Continue with the approach but minimal further eded – only for possible resources.	
i. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with the approach)	Cost

Counselling	Children will feel more emotional will be ready to learn	Due to the class relationship with the counselling service, mindful practices and behaviour management approaches were able to be put in place which supported the children accessing the curriculum. Parents and children were grateful of having access to the service. Evidence of improved behaviour / attendance?	Continue with provision, it has proved extremely valuable. Now that we have a new STAR worker in CAMHS (we didn't have one the whole of 2018/19). We should work on utilising any free parenting or mental health services with them.	
1to1 Tutoring	The gaps between the progress of PP children and their peers will be closed. PP children, who are close to greater depth, will be challenged.	Children all made progress against their targets. Small groups worked well Most children were seen for English were also SEN. Data evidence / impact on progress or KS1 outcomes?	Progress made was limited not best practise withdrawing pupils from lessons Consider enhanced provision through QFT	
Catch Up Maths &	Children, who had previously made limited progress in maths, make accelerated progress.	60 % made expected progress. Parents and teachers reported that children had an improved opinion of maths. Increased confidence in both English and Maths	Catch Up needs to be considered for next year, as it is not clear if it is the most effective approach.	
Home School worker	Improved behaviour in school and at home. Improved attitude towards school.	This was useful for our families in need; however she left during the Autumn term and replaced.	Work closely with social services and early help services they can provide to support our	