

# Pupil Premium Strategy Statement

<b>1. Summary Information</b>					
<b>School</b>	Leigh Beck Infant and Nursery Academy, Point Road, Canvey Island, Essex, SS8 7TD				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£50,160	<b>Date of most recent PP Review</b>	
<b>Total No. of Pupils</b>	250	<b>Number of pupils eligible for PP</b>	38	<b>Date of next internal review of this strategy</b>	09/18
<b>2. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b>					
A.	The change in curriculum in 2014 means that we have worked hard to close gaps and <b>diminish differences</b> between pupil premium pupils and their peers.				
B.	Social/emotional issues as a results of bereavement or safeguarding concerns to support with self-regulation, independence and self-esteem.				
<b>External barriers</b>					
C.	Delayed oral and language skills.				
D.	Low attendance/poor punctuality because of issues arising from home.				
E.	Maintaining the enthusiasm for learning outside of school e.g., reading regularly at home, visiting places of interest linked to curriculum.				

<b>3. Desirable outcomes</b>		<b>Success Criteria</b>
<b>A.</b>	Pupils make better than expected progress.  Progress is at least in line with National Performance.	<ul style="list-style-type: none"> <li>• Pupil Progress meetings identify barriers and how differences diminished</li> <li>• Individual provision maps accelerate progress</li> <li>• Attainment and Progress monitoring and half termly discussed at Pupil Progress meetings</li> </ul>
<b>B.</b>	Pupils demonstrate improved learning behaviours.  Increase in attainment.  Accelerated progress.	Impact on attainment and progress.
<b>C.</b>	Improved attendance of pupils.  Improved attainment/better than expected progress as a result of improved attendance.	Regular monitoring of attendance shows improved attendance.  Parent/carers engage with attendance officer at school and individual initiatives.
<b>D.</b>	Improved language development.	Impact on attainment and progress.
<b>4. Planned expenditure</b>		
<b>Academic year</b>	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.		

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</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 you review implementation?</b>
Better than expected progress of Pupil Premium, including more able disadvantaged.	Additional Trained LSA's enable phonics and maths to be taught in smaller ability set groups. Budget £20,000	Pupils make better progress if their teaching is targeted at their ability level.	Impact evidenced in books. Observations of delivery, progress data.	SLT Subject leaders.	½ termly data scrutiny and pupil progress meetings.
Accelerated progress of EYFS pupils. Attainment in EYFS exceeds previous year GLD.	EYFS specific interventions led by trained LSA in class. Budget £8,000	Evidence from EET/Sutton Trust shows that EYFS intervention is one of the most impactful strategies.  In school data shows that pupils who have specific EYFS intervention make accelerated progress.	Observation at delivery – data analysis of impact.	EY leader.	½ termly.

<b>ii. Targeted support</b>					
<b>Desired outcome</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 you review implementation?</b>
Increase in number of PPG pupils passing Year One Phonic screening.	<u>LSA Interventions</u> Diminishing differences through timely intervention  Daily reading for all Year One pupils not working at ARE.  Tailored 1:1 phonic intervention.  Budget £5,000	Pupils who can read at RR Level 16 will pass the phonics test.	Observations of delivery.  Progress and data scrutiny.	SLT.	½ termly through data scrutiny and progress meetings.
Identify pupils with very low level of language development for Intervention.	Trained LSA to screen all pupils using WELLCOMM. Budget cost £1,000  Trained LSA to implement speech and language care plans. Budget £3,000	Poor language development is effecting progress and number of pupils achieving GLD.	Training for staff. Analysis of screening data to inform intervention planning.  Care plans implemented by speech and language trained LSA.	F/S manager + Inclusion Lead.	Annually.

<b>iii. Other approaches</b>					
<b>Desired outcome</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 you review implementation?</b>
Improved attendance/punctuality.	Additional hours for Attendance Officer to support families to improve attendance and punctuality. Budget £5,000  Teacher mentor for all 2016/17 PA's.	Pupils who do not attend school make less progress than pupils who do.	Analysis of disadvantaged group attendance and punctuality. Intervention of attendance officer to support families with attendance and punctuality.  Teacher release time to support child 1:1.	H.T. Attendance officer.	½ termly.
Behaviour social and emotional support for pupils.	LSA dedicated time to support individual pupils. Budget £2,000	Immediate response will prevent escalation of issues.	Pupils will be identified by staff and monitored by SLT.	Inclusion Manager.	Annually.
Improve children's social skills and ability to interact with their peers.	LSA led Lego/play therapy, social skills. Budget £2,000	National research shows that long term significant gains can be made in social development through Lego play. School case studies support this.	Training observation of sessions.	IM	Termly or as needed.

All pupils to access school visits, activities and external visitors which enhance the curriculum.	All activities are either free or heavily subsidised. Budget £1,000	Promote enthusiasm for learning by delivering an exciting and engaging curriculum.	Feedback from pupils and staff. Work scrutiny following activity/event.	Year group leaders.	Annually.
Promote the children's interests. All pupils access extra curriculum activities.	All pupils to be encouraged to attend extra curriculum activities and be actively participating in children's initiatives. Budget £1,000	Children who engage in out of schools learning achieve better in school.	Monitoring of activities. Survey the children about activities they would like to see offered.	Children's Universities co-ordinator.	½ termly.
Pupils engage in learning outside the classroom.	Daily homework club. Early morning interventions. Budget £1,000	Many children do not have the facilities to complete their homework at home.	Ensure good staff ratios to support the children.	DHT.	Annually.
Children start school ready to learn.	All PP pupils can attend breakfast club free of charge. Budget cost £1,000	Children who have a calm organised start to the day enter the classroom ready to engage in their learning.	Liaison with junior school provider.	Inclusion manager.	Annually.