

# 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>          | 2016-17  | <b>Total PP budget</b>                  | £80,520 | <b>Date of most recent PP Review</b>                 |       |
| <b>Total No. of Pupils</b>    | 256  | <b>Number of pupils eligible for PP</b> | 61      | <b>Date of next internal review of this strategy</b> | 09/17 |

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| <b>2. Barriers to future attainment (for pupils eligible for PP)</b> |   |
| <b>In-school barriers</b>  |   |
| <b>A.</b>  | 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>B.</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>   |   |
| <b>C.</b>  | Delayed oral and language skills.   |
| <b>D.</b>  | Low attendance/poor punctuality because of issues arising from home.  |
| <b>E.</b>  | 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>  | <p>Pupils make better than expected progress.</p> <p>Attainment is at least in line with National Performance.</p>                 | <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>  | <p>Pupils demonstrate improved learning behaviours.</p> <p>Increase in attainment.</p> <p>Accelerated progress.</p>                | Impact on attainment and progress.   |
| <b>C.</b>  | <p>Improved attendance of pupils.</p> <p>Improved attainment/better than expected progress as a result of improved attendance.</p> | <p>Regular monitoring of attendance shows improved attendance.</p> <p>Parent/carers engage with attendance officer at school and individual initiatives.</p>   |
| <b>D.</b>  | Improved language development.   | Impact on attainment and progress.   |
| <b>4. Planned expenditure</b>  |  |  |
| <b>Academic year</b>   | 2016 – 2017  |  |
| 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/<br/>approach</b>   | <b>What is the evidence<br/>and rationale for this<br/>choice?</b>  | <b>How will you ensure it<br/>is implemented well?</b>              | <b>Staff lead</b>       | <b>When will you<br/>review<br/>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.<br>Budget cost £30,000 | Pupils make better progress if their teaching is targeted at their ability level.   | Impact evidenced in books. Observations of delivery, progress data. | SLT<br>Subject leaders. | ½ termly data scrutiny and pupil progress meetings. |
| Accelerated progress of EYFS pupils.<br>Attainment in EYFS exceeds previous year GLD. | EYFS specific interventions led by trained LSA in class.<br>Budget cost £12,000                                      | Evidence from EET/Sutton Trust shows that EYFS intervention is one of the most impactful strategies.<br><br>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/<br/>approach</b>   | <b>What is the evidence<br/>and rationale for this<br/>choice?</b>                  | <b>How will you ensure it<br/>is implemented well?</b>                             | <b>Staff lead</b> | <b>When will you<br/>review<br/>implementation?</b>   |
| Increase in attainment of pupils in receipt of PPG.                           | <u>LSA Interventions</u><br>Diminishing differences through timely intervention e.g., Daily reading for all pupils not working at ARE.<br>Maths Top Up.<br>Budget cost £12,000 | Pupils do not read regularly at home and will not make progress.                    | Observations of delivery.<br><br>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 wellomm<br>Budget cost £2,000<br><br>Trained LSA to implement speed and language core plans.<br>Budget cost £5,000                      | Poor language development is effecting progress and number of pupils achieving GLD. | Training for staff.<br>Analysis of screening data to inform intervention planning. | F/S manager.      | Annually.   |

| <b>iii. Other approaches</b>   |   |  |  |                             |   |
|--|---|--|--|-----------------------------|---|
| <b>Desired outcome</b>   | <b>Chosen action/<br/>Approach</b>  | <b>What is the evidence<br/>and rationale for this<br/>choice?</b>                 | <b>How will you ensure it<br/>is implemented well?</b>   | <b>Staff lead</b>           | <b>When will you<br/>review<br/>implementation?</b> |
| Improved attendance/punctuality.   | Attendance officer to support families to improve attendance and punctuality.<br>Budget cost £5,000 | Pupils who do not attend school make less progress than pupils who do.             | Analysis of disadvantaged group attendance and punctuality.<br>Intervention of attendance officer to support families with attendance and punctuality. | H.T.<br>Attendance officer. | ½ termly.   |
| Behaviour social and emotional support for pupils.   | LSA dedicated time to support individual pupils.<br>Budget cost £3,000                              | Immediate response will prevent escalation of issues.                              | Pupils will be identified by staff and monitored by SLT.   | Inclusion Manager.          | Annually.   |
| All pupils to access school visits, activities and external visitors which enhance the curriculum. | All activities are either free or heavily subsidised.<br>Budget £2,000                              | 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.   |

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| 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.<br>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 IT interventions.<br>Budget £2,000   | Many children do not have the facilities to complete their homework at home or have internet access. | Ensure good staff ratios to support the children.  | DHT.                                  | Annually. |
| Children have quality reading books to choose.                                   | Restock book boxes.   | Children will be encouraged to engage with reading materials.  | Pupil perception surveys. Reading data.  | Reading lead.                         | Annually. |