



ST ALPHEGE CE INFANT SCHOOL

Pupil premium strategy statement 2018-2019

1. Summary Information

School	St Alphege CE Infant School				
Academic Year	2018-2019	Total PP Budget	£38,015.00	Date of most recent PP Review	17.7.2018
		Total Budget Spent	£45,725.67		
Total number of pupils	164	Number of pupils eligible for PP	33	Date for next PP Strategy Review	July 2019

2. Current Attainment - Data from July 2018

Key Stage 1	<i>Pupils eligible for PP (St Alphege)</i>	<i>Pupils eligible for PP Nationally 2017-18</i>	<i>Pupils not eligible for PP National Average</i>
% achieving expected standard or above in reading	89%	79%	75%
% achieving expected standard or above in writing	89%	74%	70%
% achieving expected standard or above in maths	79%	79%	76%
% achieving expected standard or above in Science	100%	86%	83%
% achieving expected standard in Phonics – Year 1	50%	70%	81%
% achieving expected standard in Phonics – Year 2 re-screen	98%	NA	NA
Attainment for 2016-17 Year R			
% achieving a Good Level of Development GLD	55%	70%	71%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A	Readiness for School - behaviours are identified on Baseline assessments as lower for PP children. Only 10% of PP children in year R (September 2018) entered at expected levels for all 17 areas of the EYFS, bar Physical Development and Understanding the World, which were at 20%. This impacts upon pupil's readiness to learn therefore impacting upon future progress levels and social and emotional development. 18% of current YR pupils (September 2018) are in receipt of Pupil Premium and of those pupils 70% also have identified SEND.
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B	A higher percentage of pupils eligible for PP in KS1 have associated emotional, social and mental health needs. They have lower levels of wellbeing and involvement, evidenced in Leuven data and Provision maps. Currently 95% have received high level intervention to address this.
C	Historically pupil attainment in writing is lower than in reading and maths. We understand that this is attributed to barriers with speaking and listening, moving and handling, limited life experiences beyond school and school readiness.
D	Pupils lack access and opportunities outside school for age appropriate learning and enrichment e.g. interactive play and life experiences.
E	Pupils with higher abilities who are entitled to PP, require access to enrichment opportunities to enable more pupils to achieve greater depth in their learning. In 2016-17 there were low numbers of pupils achieving greater depth in all subjects, especially Maths. This increased in 2017-18, but was still below National expectations.
External barriers (<i>issues which also require action outside school, for some pupils</i>)	
F	Historically attendance rates for PP children are lower than for non-disadvantaged children and the number of persistent absentees was higher for this group. This reduces their access to quality first teaching and support.
G	Some parents experience difficulty in developing parenting skills e.g. lack of boundaries, routine, expectations, parental attitudes to school, their own mental health, financial and housing issues. We have experienced an increase in this in the 2018 cohort entering Reception.

4. Desired Outcomes		Impact
A	<p>Robust transition programme which identifies barriers early and enables the school to build trusting relationships with families. Improved joint working with preschools will enable sharing of information and best practice.</p> <p>Design of the EYFS curriculum to ensure the environment nurtures resilience and early learning behaviours</p> <p>School drive on Growth Mindset to enable children to build resilience in learning. Staff training delivered by Educational Psychology Service in the summer term 2017 and follow up training delivered in school. Parent workshops planned for terms 2 and 3 to ensure a full understanding of the research behind Growth Mindset and how they can support this at home.</p>	<p>Staff have a really clear picture of the children and families prior to entry to enable planning to be tailored to pupil needs.</p> <p>PP children adapt quickly to their new environment and begin to develop skills of independence.</p> <p>Improved quality of relationships, behaviour and attitudes enable identified children to be school ready and access learning independently.</p> <p>Staff will have a greater understanding of Growth Mindset and will be able to inspire children to become resilient learners who relish challenge, take risks and</p>



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		<p>learn from their mistakes. Parents will also have a greater understanding of the power of these initiatives and how they can support at home.</p> <p>Children will have a greater understanding of positive learning behaviours through the introduction of the learning dinosaurs.</p>
B	<p>Strategic deployment of Wellbeing team to ensure both children and families receive early identification and intervention which is monitored by Leadership team to evidence impact.</p> <p>Commissioned hours purchased from Educational Psychology to allow assessment and strategies to be suggested for PP children with complex needs</p>	<p>Impact can be clearly seen through Leuven screenings, Boxhall profiles and entry and exit data gathered from interventions and Strengths and Difficulties Questionnaires. Impact can also be seen in an improvement in behaviour for learning and through pupil, parent and teacher voice.</p> <p>Access to Educational Psychology Service for those requiring external assessment and for high quality whole school training on specific issues such as attachment/ mental health etc.</p>
C	<p>Continuation and embedding of vocabulary rich curriculum and talk for writing strategies to improve quality first teaching. Embedding and development of Jane Considine method for teaching writing across the school.</p> <p>Focus on spelling in all phases to raise the quality of pupils writing. Training delivered to staff and parents on spelling strategies.</p> <p>Educational Psychology Service delivered whole staff training on supporting low level boys writing with a focus on PP and vulnerable pupils.</p>	<p>Monitored by English Leader and SLT through triangulation.</p> <p>All PP children make accelerated in year progress in writing and are diminishing the differences compared to non-disadvantaged pupils.</p> <p>During phase meetings and pupil progress meetings, there is a relentless focus on identified children in receipt of PP and the progress that they are making. Children with the ability to move into expected levels or greater depth are closely targeted and monitored.</p>
D	<p>Annual review of whole school curriculum to ensure a blended and experience rich approach to learning which is fundamental to good child development. Reviewing this annually ensures that the curriculum meets the specific needs of the cohort and is influenced by the knowledge of the children. Opportunities for regular community visits and experiences to aid learning.</p> <p>Consistent use of outside environments, including the Urban Forest School to enable access to rich, engaging and purposeful experiences. Current School Development Plan focus on Outdoor Learning in all aspects of the curriculum.</p>	<p>Increasing numbers of PP children reaching expected standards at the end of EYFS and KS1. Increasing numbers of PP children identified as working at Greater Depth. Specific breakdown in percentages of pupils for each phase can be found on the School Development Plan.</p> <p>Staff at all phases delivering a rich, engaging and blended curriculum with weekly opportunities for outdoor learning.</p> <p>Increased numbers of Pupil Premium children developing independent learning behaviours, increased levels of engagement and a thirst for knowledge.</p>



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	<p>Training delivered by Juliet Robertson to all staff on the use of outdoor learning to motivate and inspire children.</p>	
E	<p>School makes effective use of community links and expertise within the local area.</p> <p>PP children have been specifically targeted to participate in Arts Award as part of the school's Arts Mark Platinum Award.</p> <p>Opportunities for enrichment within the school to enable a deepening of learning for targeted children.</p> <p>Effective use of outdoor environments and the Urban Forest School to enrich and deepen learning.</p> <p>Implementation of a Mastery curriculum in Maths to enable increased numbers of pupils to demonstrate Greater Depth learning.</p>	<p>Increased opportunities for PP children to reach Greater Depth.</p> <p>During phases meetings and pupil progress meetings, there is a relentless focus on identified children in receipt of PP and the progress that they are making. Children with the ability to move into greater depth are closely targeted and monitored. This is a focus at all SLT meetings.</p> <p>Increased participation within the local community to access opportunities and facilities such as the Art Gallery, Theatre, Beach, Urban Forest School</p> <p>Increased number of PP children achieving Arts Award accreditation and accessing Performing Arts Club.</p> <p>Increased access to outdoor learning and at least weekly access to the Urban Forest School.</p> <p>Maths Leader has delivered training in Maths Mastery curriculum and this is being consistently delivered and monitored in all phases</p>
F	<p>Attendance figures for PP children will improve.</p> <p>Numbers of PP persistent absentees will decrease.</p>	<p>Attendance figures for PP children will be at least in line with the rest of the cohort and in line with National expectations 96%</p> <p>Numbers of PP children regarded as persistent absentees will significantly reduce to within National expectations (2.1%)</p> <p>Attainment for PP pupils is above national for PP pupils and above national for non PP children.</p>
G	<p>Wellbeing team provide consistent, high quality support to families to identify areas where parents need support.</p>	<p>Parents understand the importance of regular attendance at school.</p>



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<p>The team provide counselling, mentoring and support for identified children and families. The impact of this support on children's attendance, wellbeing and learning is closely monitored.</p> <p>Weekly triage meetings with Head of School/DSL, Wellbeing team, attendance officer and Inclusion lead ensure support is allocated where needed and referrals to external services are made in a timely manner.</p>	<p>Parenting workshops are attended by identified parents and support is given using Solihull training approaches.</p> <p>Targeted families are signposted to external support through Early Help referrals or referrals to other agencies.</p> <p>Foodbank is accessed for families requiring support over school holidays.</p> <p>Parents are able to develop better routines and behaviour management at home enabling consistency between home and school.</p>
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5. Planned Expenditure

Academic Year	2018-2019
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How St Alphege CE Infant School are using Pupil Premium to improve classroom pedagogy, provide targeted support and whole school support strategies.

Quality of Teaching For All

Desired outcome	Chosen action/approach	What is the evidence and rationale for our choice?	How will we ensure it is implemented effectively?	Staff lead	Review of implementation
To deliver a structured programme of targeted intervention, both in and out of class, in English and Maths skills across the school for children at risk of underachieving	During Pupil Progress meetings, children are identified and appropriate intervention is agreed; <ul style="list-style-type: none"> Teaching Assistants including Speech and Language TA and Reading TA will withdraw children to follow a SMART structured programme. 	Our triangulated monitoring shows that high quality early intervention improves the progress of all children from their starting points, effectively diminishing the difference for pupils in receipt of PPG in line with their peers or pupils Nationally. This enables more children to achieve GLD. This is supported by the evidence on the Education Endowment	Strategic deployment of Teaching Assistants across the school to ensure needs identified on provision mapping are met and entry and exit data demonstrates accelerated progress. Ongoing monitoring of interventions through data analysis, planning, work scrutiny, observations of teaching and	Inclusion Leader SLT Link Governors/ Governing Body	Ongoing review in line with Assessment Cycle. Full analysis of data – June 2019



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	<ul style="list-style-type: none"> • Class teachers plan appropriate activities to ensure rapid progress and high quality first teaching for all pupils. • Staff take children for pre and post teaching opportunities when required. • Developmental marking and high quality feedback which is appropriate to the age and stage of the child enable children to edit and improve their work • Educational Psychology Service have delivered high quality training in supporting low attaining boys writing from EYFS to Year 2. 	<p>Fund (EEF) Toolkit (EYFS intervention=5+ months).</p> <p>Our Speech and Language Teaching Assistant delivers high quality intervention to support children's acquisition and comprehension of language (EEF= 5+ months). Our monitoring demonstrates that targeted intervention, both in small groups and 1:1 has a positive impact on progress. Programmes such as BRP, delivered by our Reading TA have enabled children to make accelerated progress (EEF=5+ months) Work scrutiny demonstrates the positive impact focussed feedback and high quality marking has on pupil attainment for low additional cost (EEF= 8+ months)</p>	<p>learning, pupil progress meetings and provision map meetings.</p> <p>Governor link visits</p> <p>Cross school moderation through the Coastal Alliance and with our sister school Herne Infant of Reading, Writing, Maths and Science.</p> <p>Targeted training to ensure TAs delivering interventions are highly skilled in the most current initiatives.</p> <p>Inclusion leader ensures that any intervention implemented comes from a research base, ensuring only high quality interventions with proven impact are used.</p> <p>Speech and Language TA attends regular network meetings and is highly trained to deliver programmes of support.</p>		
<p>To enable all children to access a range of high quality curriculum enrichment activities in and out of school such as access to the Urban Forest School, local trips and visits (beach, theatre</p>	<p>Phase leaders, subject leaders and class teachers to identify enrichment activities that will benefit all children.</p> <p>Clubs and enrichment activities to be arranged for children to participate in both during and after school.</p>	<p>Research has shown that children's writing is improved if they write with a purpose and from their own experiences. Reading comprehension is also improved through a rich and deepened understanding of the world around them. By providing a range of first hand experiences, children have opportunities to write with a purpose and from</p>	<p>Phase Leaders and SLT will ensure there is a variety of activities and a rich blended curriculum on offer for all year groups and all pupils.</p> <p>Extracurricular activities will be planned through the year by subject leaders and evidence of impact will be measured.</p>	<p>SLT</p> <p>Phase and Subject Leaders</p> <p>Link Governors/</p>	<p>June 2019</p>



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<p>etc.), Maths, Writing and Reading enrichment. The school will also access visiting experts, drama, art and musical experiences to further enhance children's academic progress and life experiences</p>	<p>Targeted PP children to be prioritised for inclusion in enrichment activities such as Arts Leaders, Music, Performing Arts Club, Additional Reading, Maths and Writing opportunities.</p> <p>Blended curriculum specifically designed to enable access to experiences that may not otherwise be available to children. The blended curriculum is monitored termly by subject leaders to evaluate impact in all phases.</p>	<p>experience and have improved skills of reading comprehension.</p> <p>Participation in Arts based activities such as performing arts and music has proven impact on increasing confidence and vocabulary. Children engaging in Arts Award programmes gain leadership skills through the Arts and enable the ability to engage with external arts based agencies.</p> <p>EEF toolkit evidences 2+ months gain through participation in the Arts at moderate costs to the school and 3+ months gain for Outdoor Learning.</p>	<p>Bought in professional services will be quality assured and monitored so that value for money is guaranteed.</p> <p>PP children will be targeted for access to Arts Award accreditation which is externally moderated.</p> <p>Impact on English and Maths progress and attainment will be measured.</p>	<p>Governing Body</p>	
<p>To enable increased numbers of PP children to achieve Greater Depth in Maths.</p>	<p>Maths Leader has implemented the White Rose Mastery in Maths curriculum based on action research and impact seen in other settings.</p> <p>This Mastery curriculum enables pupils increased opportunity to have a secure understanding of Mathematical concepts and the ability to use and apply these in real life situations.</p>	<p>White Rose Mastery approach has a sound research base and evidence of impact in other settings.</p> <p>EEF toolkit evidences Mastery learning as 5+ months gain, with good potential for increased learning opportunities, especially for lower attaining pupils and those with lower starting points.</p>	<p>Maths Leader monitors the impact of this approach and consistency of delivery.</p> <p>Data analysis and pupil progress meetings demonstrate impact on pupils and an increase in numbers working at Greater Depth standard.</p> <p>Alliance and Local Authority network groups enable sharing of data outcomes and research.</p>	<p>SLT</p> <p>Maths Leader</p> <p>Phase Leaders</p> <p>Governors</p>	<p>June 2019</p>



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<p>To enable children and parents to have an increased understanding of meta-cognition, resilience and Growth Mindset</p>	<p>Educational Psychology Service commissioned to deliver whole school training on meta-cognition, resilience and Growth Mindset. This training will also be delivered to parents in a separate session to enable parents to fully understand the approach and support Growth Mindset at home.</p> <p>Learning dinosaurs introduced across the school to enable children to better understand and develop positive learning behaviours.</p>	<p>Research has shown a huge impact on pupils learning through developing "learning to learn" skills. Research from the EEF Toolkit indicates that Meta-cognition approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and vulnerable pupils.</p> <p>Parental support also has a positive impact EEF Toolkit suggests a 3+ months gain.</p>	<p>Educational Psychology will deliver the training to both teachers and TAs ensuring a consistent whole school approach. This training is also going to be delivered to parents to ensure strategies are understood and supported in the home environment.</p> <p>5 learning dinosaurs have been introduced to the children. These can be found on the school website. Each dinosaur presents with a different learning behaviour and stickers are awarded to the children as they demonstrate these in their learning.</p>	<p>SLT</p> <p>Phase and subject leaders</p> <p>Governing body.</p>	<p>June 2019</p>
Total budgeted cost					£25,508.86

Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for our choice?	How will we ensure it is implemented effectively?	Staff lead	Review of implementation
<p>To enable identified children to access mentoring, play therapy, drawing and talking therapy</p>	<ul style="list-style-type: none"> Wellbeing and Learning Mentor supports individuals and small groups of children with a range of identified needs and vulnerabilities in order 	<p>Leuven Screenings, Boxhall Profile and Strengths and Difficulties Questionnaires (SDQs) demonstrate improved learning and social behaviours, raised self-esteem and self-</p>	<p>Inclusion Leader closely monitors the impact of interventions through entry and exit data.</p> <p>Pupil, parent and staff views are captured before and after</p>	<p>Inclusion Leader</p> <p>Wellbeing Team</p>	<p>June 2019</p>



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<p>and social and emotional support.</p> <p>For wellbeing team to deliver tailored programmes of therapeutic or nurturing support to individuals or small groups of children.</p>	<p>to improve their behaviours and attitudes to learning.</p> <ul style="list-style-type: none"> Wellbeing and Learning mentor to lead nurture groups for identified groups of children to raise self-esteem, social communication and wellbeing and involvement. Access to Play Therapy for identified children All staff have been trained in attachment theory by our Educational Psychologist. Two staff members are attending Attachment Lead training to enable us to be an Attachment Lead School. 	<p>confidence from all children who have received pastoral intervention.</p> <p>EEF Toolkit indicates 4+ months progress for pupils accessing social and emotional learning and 4+ months progress for behavioural interventions.</p>	<p>interventions to see impact and ascertain effectiveness of the strategy.</p> <p>Staff delivering interventions have access to high quality training and have proven expertise in their fields.</p> <p>Staff member delivering Play Therapy is qualified and registered and has access to professional supervision.</p> <p>Attachment Leads will disseminate learning to all staff once their training is complete.</p>	<p>SLT</p> <p>Link Governors/ Governing Body</p>	
<p>For Wellbeing and Learning Mentor and Inclusion Leader to offer support to targeted identified families.</p> <p>For families to be signposted to</p>	<p>Our Wellbeing team provide support through:</p> <ul style="list-style-type: none"> Discussion of identified pupils at weekly triage meeting. Targeting pupils with poor attendance and offering levels of support 	<p>In delivering outstanding support, the work of our Wellbeing Team has always had proven impact on our children and families. Impact of their work can be clearly seen through parent and pupil feedback, triage meeting notes, feedback from external agencies as well as improved attendance and parental engagement.</p>	<p>Ongoing monitoring by Inclusion Leader and SLT.</p> <p>Impact of triage meetings and related attendance data.</p> <p>Parental engagement at school events.</p>	<p>Inclusion Leader</p> <p>Wellbeing Team</p> <p>SLT</p> <p>Link Governors/</p>	<p>Ongoing monitoring in line with school assessment cycle.</p> <p>Full review June 2019</p>



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<p>external agency support where required.</p> <p>For parents to receive support to effectively deal with issues that may be causing barriers to learning such as housing, mental health, finances, behaviour at home, parenting skills etc.</p>	<p>dependant on the family need.</p> <ul style="list-style-type: none"> • Delivering and signposting to parenting support such as managing behaviour, incredible years programme, parent drop ins, school nurse, Early Help • Supporting parents through the Solihull parenting programme. 	<p>EEF toolkit identifies Parental Involvement as having 3+ months impact in relation to moderate cost.</p>	<p>Parent surveys and evaluations</p>	<p>Governing Body</p>	
<p>For specific needs of PP children to be identified and strategies put in place to effectively support accelerated progress.</p>	<p>Two days Educational Psychology time has been commissioned specifically for the support of PP children. This service will enable the early identification of complex needs and strategies to support progress and learning.</p>	<p>Our ongoing monitoring has demonstrated high impact on pupils who have been formally assessed by the Educational Psychology Service with strategies recommended to support progress. The school facilitates the delivery of any suggested strategies and EP service will oversee and monitor the delivery of this and the impact on pupil progress alongside the schools on-going monitoring and assessment cycle.</p>	<p>Ongoing monitoring by Inclusion Leader and SLT.</p> <p>Feedback from teachers, parents and pupils.</p>	<p>Inclusion Leader</p> <p>SLT</p> <p>Link Governors/ Governing Body</p>	<p>Ongoing monitoring in line with school assessment cycle.</p> <p>Full review June 2019</p>
Total Budgeted Cost				£20,216.81	



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6. Additional Detail

In addition to Free School Meals for all pupils, PP children can access funded places at breakfast clubs, after school clubs and fully funded school trips and visits. For some pupils we also offer school uniform vouchers, PE kits and book bags. Some money is set aside for this purpose as well as supporting any other individual barriers for families, which may be affecting the child's access to education.

7. Review of Expenditure

Previous Academic Year	2017-2018			
Desired Action	Chosen Action/ Approach	Impact	Lessons Learned and whether this approach will continue	Cost
To improve language skills for EYFS pupils and for those with identified speech and language needs.	<p>To deliver a structured programme of targeted speech and language intervention for pupils with identified speech and language needs.</p> <p>To deliver social communication groups and pre and post teaching opportunities to enrich vocabulary and semantic links</p>	<p>20 children were highlighted on speech and language link screenings at the start of Reception. 17 of these children made accelerated progress and are now no longer in need of further intervention. 3 pupils were referred for further assessment and are now open to Speech and Language Therapy team and are receiving 1:1 support from our Speech and Language TA.</p> <p>All pupils met or exceeded targets on provision mapping.</p>	<p>This is a highly effective intervention and demonstrates very good value for money. The Speech and Language TA has accessed training this year to ensure she is working at technical instructor levels.</p> <p>This area of concern is still key at St Alphege so this intervention will continue.</p>	Proportion of salary linked to PP £5494.28
<p>To enable identified children to access mentoring, play therapy, drawing and talking therapy and social and emotional support.</p> <p>For wellbeing team to deliver tailored programmes of</p>	<ul style="list-style-type: none"> Wellbeing and Learning Mentor supports individuals and small groups of children with a range of identified needs and vulnerabilities in order to improve their behaviours and attitudes to learning. 	<p>6 children in receipt of PP have accessed Play Therapy in this academic year. 8 PP pupils have accessed Nurture Groups, 3 have received Drawing and talking therapy and 8 have received social and emotional support or mentoring.</p>	<p>This is a highly effective intervention and demonstrates very good value for money.</p> <p>This will continue into next academic year.</p>	<p>Play therapy £3,800</p> <p>Nurture Group £608</p> <p>Wellbeing and Learning Mentor – proportion of salary linked to PP - £8,000</p>



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<p>therapeutic or nurturing support to individuals or small groups of children.</p>	<ul style="list-style-type: none"> • Wellbeing and Learning mentor to lead nurture groups for identified groups of children to raise self-esteem, social communication and wellbeing and involvement. • Access to Play Therapy for identified children 	<p>This holistic approach has impacted greatly on all pupils. Both teacher and parents indicate a significant improvement in pupils following intervention. Behaviour for learning has also significantly improved enabling better access to learning in class.</p>		
<p>To support Reading skills for PP children who may not be accessing reading support at home.</p>	<p>BRP is used on a 1:1 basis. Each pupil receives 1:1 support 3 times per week over a ten-week period. These children are identified through provision mapping and pupil progress meetings and entry and exit data is tracked and monitored.</p>	<p>BRP was started in January 2016. 10 PP children accessed this programme and all made above 10 months progress in their reading abilities in 10 weeks.</p>	<p>This approach has been highly successful and enabled the school to significantly diminish the differences for pupils entitled to PP. This approach will continue next year with a dedicated TA delivering BRP and direct reading skills work to pupils across the school.</p>	<p>Proportion of salary linked to PP - £7,000</p>
<p>To enable all children to access a range of high quality curriculum enrichment activities in and out of school</p>	<p>Enrichment through music and performing arts. The school commissions a peripatetic specialist music teacher for one day per week. She delivers enrichment activities through music and PP children are targeted to participate in these additional opportunities. Performing Arts Club is run by school based staff alongside the music specialist.</p>	<p>21 children participated in Performing Arts Club last year. 8 of these pupils were entitled to PP. The specialist music teacher delivered a drumming group specifically for PP children enabling team work, communication and listening skills. 12 PP children accessed the school choir. All children showed marked improvements in self-confidence and self-esteem as well as improvements in vocabulary and oral skills which impacted on Reading and Writing standards in Year 2. 11 PP children received Arts Award in June for leadership skills within the Arts.</p>	<p>This is an embedded approach which has very high impact on all pupils and enables pupils entitled to PP to develop confidence, self-awareness and self-esteem as well as having notable impact on reading and writing levels. This approach will continue.</p> <p>The school will be looking to increase the number of pupils achieving Arts Award Discover and look to introduce the next level of Arts Award Explore. An extra staff member will be accredited as an Art Award facilitator in order that this award can be more widely spread.</p>	<p>£1,800</p>



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<p>To enable opportunities for daily pre and post teaching delivered by teachers</p>	<p>Daily teacher led pre and post teaching has been timetabled in all year groups between 1:00 and 1:30 each day. During this time the HLTA covers the classes to allow teachers to be released.</p>	<p>All classes across the school trialled this approach from January. All PP children had access to this initiative.</p>	<p>For some children this approach was highly effective and enabled accelerated progress through high quality feedback and opportunities for revisiting concepts and vocabulary. This was not effective for all pupils and therefore this is an approach that we will maintain for targeted children but not for all pupils.</p>	<p>£6,510</p>
<p>To enable quality training for whole school development and individual support for targeted pupils.</p>	<p>Working with outside agencies to bring in additional expertise. The school commissioned the Educational Psychology Service to deliver bespoke training linked to analysis of staff CPD needs, the targets outlined on the School Development Plan and the needs of the pupils across the school. They also undertook direct assessment of PP pupils to enable evaluation of current needs and setting of targets and strategies to support progress.</p>	<p>This training was accessed by all staff leading to an increased awareness of strategies to support pupils in school. This has enabled a more collaborative and consistent approach to meeting the needs of our most vulnerable pupils. Direct work was highly successful in diminishing the difference for targeted PP children with identified needs.</p>	<p>This training was accessed by all staff leading to an increased awareness of strategies to support pupils in school. This has enabled a more collaborative and consistent approach to meeting the needs of our most vulnerable pupils. Direct work was highly successful in diminishing the difference for targeted PP children with identified needs. This approach will continue next academic year with a different training focus linked to the School Development Plan priorities.</p>	<p>Training £2,645 Direct work £1,500</p>
<p>Total Received 2017-2018</p>	<p>£38,840.00</p>	<p>Total Spent 2017-2018</p>	<p>£46,745.67</p>	