



**Pinewood Infant
School and
Foundation Unit**

**Pupil Premium
Plan
2016-2017**

PUPIL PREMIUM FUNDING

Financial year **Amount of Pupil Premium funding**

- 2011-12**
- 2012-13**
- 2013-14**
- 2014-15**
- 2015-16**
- 2016-17**

	2012-13			2013-14			2014-15			2015-16			2016-17		
Percentage of FSM pupils															
Number of FSM pupils eligible for the Pupil Premium	50	@ £600	£30,000	56	@ £1300	£72,800	56	@ £1300	£72,800	54	@ £1320	£71,280	53	@£1320	£69,960
Number of looked after pupils eligible for the Pupil Premium	0			0			2	@£1900	£3,800	4	@£1900	£7600	3	@£1900	£5700
Number of service children eligible for the Pupil Premium	0			0			0			0			2	@£300	£600
Total			£30,000			£72,800			£76,600			£78,880			£76,260

Where are the gaps over time (Year 2)

Year 2 Attainment – Level NS or above or 2B prior 2016	2012/13 outcome for FSM	2012/13 outcome for non FSM	2013 gap between FSM and non FSM	2013/14 outcome for FSM	2013/14 outcome for non FSM	2014 gap between FSM and non FSM	2014/15 outcome for FSM6	2014/15 outcome for non FSM	2015 gap between FSM6 and non FSM6	2015/16 outcome for FSM6	2015/16 outcome for non FSM6	2015/16 gap	Comments/ contextual information
Reading 2B+ NS	73%	85% (above National)	-13%	60%	100% (above National)	-40%	76% (closer to Nat other 86%)	96% (above National)	-20%	48%	76%	-28%	
Reading 2C+ NS	93% (above Nat other)	95%	-2%	76% (-16% on Nat other)	100%	-24%	86% (-7% on Nat other)	100%	-14%				
Writing 2B+ NS	73%	85%	-19%	44%	88%	-44%	67% (closer to Nat other 77%)	86%	-19%	33%	58%	-24%	
Writing 2C+ NS	93% (above Nat)	90%	+3%	72% (-17% on Nat other)	100%	-28%	86% (-5% on Nat other)	93%	-7%				
Maths 2B+ NS	67%	80%	-13%	64%	100%	36%	62% (gap with national other has slightly widened 85%)	86%	-24%	38%	70%	-32%	

Maths 2C+ NS	100% (above nat other)	95%	+5%	84% (- 10% on Nat other)	100%	-16%	90% (- 5% on Nat other)	93%	-3%				
Year 1 Phonics Screening	2012/13 Outcome for FSM	2012/13 outcome for non FSM	2012/13 gap between FSM and non FSM	2013/14 outcome for FSM	2013/14 outcome for non FSM	2013/14 gap between FSM and non FSM	2014/15 outcome for FSM	2014/15 outcome for Non FSM	2014/15 gap between FSM and non FSM	2015/16 outcome for FSM	2015/16 outcome for non FSM	2015/16 Gap	Comments/ contextual information
	46%	65%	-19%	62%	54%	+12%	68%	84%	-16%	77%	94%	-17.4% (but lower than Notts gap 17.8%)	

Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?	
Early Years Foundation Stage	<p>In 2015/16 – 18 pupils were eligible for PP (31%) There are 40/58 (69%) Non PP children in this cohort attainment and progress <u>F2 – GLD</u> 50% PP and 62% NDP achieved expected+ GLD <u>In Reading</u> 89% of PP pupils made good or better progress (88% NPP) <u>In Writing</u> 100% of PP pupils made good or better progress (88%non pp) <u>In number</u> 89% of pp pupils made expected progress (93% non pp)</p>	<p>In 2016/17 F1:3 PP children (including 1 LAC, 2 FSM) F2: 17/59 PP children (including 2 LAC, 13 FSM and 2 FSM6) 29% On entry to F2 1/17 6% at age typical. Predicted exit is that 7/17 41% are expected to reach expected or above in GLD on exit (+35%)</p>

<p>Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)</p>	<p>In 2015/16 – 17 pupils were eligible for PP.(34%) There were 33 Non PP children in this cohort</p> <ul style="list-style-type: none"> • Year 1 – progress was broadly in line with good at 4.5 APS in reading, 4.3 in Writing and 4.8 in maths • NDP made better than good progress in Reading and Writing and good progress in maths. 	<p>In 2016/17</p> <p>18/58 PP children (31%) are DP. As of 15.01.17 19/59 32% are DP (which include 2 LAC, 10 FSM, 6FSM6, 1 service child) .</p> <p>Reading : Entry to y1 9/18 PP (50%) met ELG, 28/40 (70%) NPP met ELG. Predicted exit 11/19 58% PP at NS, 31/40 78% NPP predicted to be at NS at end of Y1</p> <p>Phonics : Prediction 2017 11/19 58% PP children to pass. 35/40 88% NPP</p> <p>Writing: Entry to Y1 10/18 56% PP met ELG, 26/40 65% NDP met ELG. Predicted exit 11/19 58% PP 28/40 70% NPP</p> <p>Maths: Entry to Y1 9/18 50%PP met ELG, 29/40 73% NDP met ELG. Predicted exit 11/19 58% PP 32/40 80% NPP</p>
<p>Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)</p>	<p>In 2014/15 21/54- pupils were eligible for pp. (39%)</p> <p>There are 33 Non pp children in this cohort</p> <p>Year 2 – Progress for dp children was broadly in line with good for Reading (9.7),and good for writing and maths at 10.2.</p>	<p>At the start of 2016/17 20/50 (40%) are PP. As of 15.01.17 19/50 38% are DP (which include 2 LAC 1 of which is also fSM6, 10 FSM, 9 FSM6)</p> <p>Reading entry to Y2 2/20 10% of PP at ARE 12/30 40% NPP. Predicted end of Y2 is that 10/19 53%% PP will make NS and 25/30 83% NPP.</p> <p>Writing entry to Y2 5/20 25% of PP at ARE 13/30 43% NPP. Predicted end of Y2 is that 11/19 58% PP will make NS and 19/30 63% NPP.</p> <p>In Maths entry to Y2 5/20 25% of PP at ARE 17/30 57% NPP. Predicted end of Y2 is that 10/19 53% PP will make NS and 24/30 80% NPP.</p>

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes and any gaps. Consider attainment, progress, attendance and exclusions.			
Looked after children		2015/16	2016/17	
	No of pupils in group	2	3	
	Attendance			
	Progress			
	Attainment			
	Exclusions			
Service children	No of pupils in group		1	
	Attendance			
	Progress			
	Attainment			
	Exclusions			

Planning and evaluation outline

2016-2017 Activities

Pupil Premium used for:	Basis of allocation	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?

AUTUMN 2016/SPRING TERM 2017 Activities

Pupil Premium used for:	Basis of allocation	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<p>Teaching Assistants Pupil Focus:</p> <p><u>Whole School, Classroom & Resource Foci. Plus reading intervention and pre/post</u></p>	<p>EEF (Education Endowment Foundation) Research</p> <p>Small group tuition +4 Read comp+5 Phonics group +4 Oral lang interventions +5</p>	<p>Sept 2016 – March 2017 £45, 331</p>	Continued activity but tighter focus on individuals and the interventions used	Employ TA's in for Hours per week To work with targeted pupils in the classrooms	<p>Read Praise Prompt 10 Minute Read Targeted groups during Literacy, Numeracy and Phonics.</p> <p>Reduce attainment gap by raising attainment for DP in Reading, Writing and Maths.</p> <p>Increased comprehension skills in reading for Year 2</p>	<p>Through observations, monitoring and tracking of interventions by HT/DHT.</p> <p>Success will be evidenced by data analysis ensuring all pupils make good and many accelerated</p>	<p>As a result of this intervention our target is that the above PP targets will be met. Autumn term data shows that good progress has been made and children are on track to meet end of year</p>

<p><u>maths teaching</u></p> <p><u>Small group tuition</u></p> <p><u>Reading and comprehension strategies</u></p> <p><u>Phonics groups and intervention</u></p> <p><u>Oral lang interventions</u></p>					pupils.	<p>progress to reduce the attainment gap</p> <p>By SLT Pupil progress review meetings, Appraisal and Pupil Premium tracker & data analysis.</p>	targets.
<p>Additional TAs In Foundation (incl Narrative therapy)</p>	<p><u>EEF Research</u> +4 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5</p>	<p><u>Sept 2016-March 2017</u> 2 TAs 5xam sessions</p>	As part of the above	Supporting Quality First Teaching – separate inputs Small group work Targeted writing, reading, speaking and listening and maths provisions related to whole class learning objectives along with interaction in play.	<p>If successful the outcome will be:</p> <p>All DP pupils meet their end of year targets in reading/writing/maths for attainment and progress.</p>	Through pupil progress review meetings & tracking of attendance, pupil premium tracker & data analysis.	As a result of this intervention our target is that the above target in GLD will be met and that all children make good/accelerate progress. As a result of this intervention data has shown good progress has been made in Autumn 2016

							and children are on track to meet end of year targets.
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Pupil Premium used for:	<u>Basis of allocation</u>	<u>Amount allocated to the intervention / action (£)</u>	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
CPD Reading Recovery & PM reading resources		£150 & £500	New	Training Teachers and TAs in early reading	Staff equipped and confident in teaching reading	Monitoring cycle Date analysis	Reading progress data is good across school Aut 2016 with better than good progress being made by PP children in Y1 and Y2.
Think children	EEF Research +4 months (social and emotional learning SEL)	Sept 2016 to March 2017 Julie Hancock PP children	£655	Play therapist to work with identified pupils to address barriers to learning arising from social / emotional difficulties through 1:1 sessions. 2currently 2xPP children	If successful the outcome will be: emotional health and wellbeing needs of 2 pupils will have been met within a safe environment in order to improve mental health and increase engagement in learning experiences.	Through pupil progress review meetings & tracking of attendance, pupil premium tracker & data analysis and general observations of the child.	As a result of this intervention the children have become calmer and less anxious in the classroom and have made good progress in the autumn term in RWM
FU focused provision for targeted groups. Sp and lis and	EEF Research +6 months (communication & Language approaches)	Sept 2016 – March 2017 Aut & Spr terms Sally F1 Chris Caines F2	As part of TA cost above	Extra support in form of speaking & listening groups, reading and writing groups, social skills.	More children to achieve a Good Level of Development (GLD) by exit from F2.	Through whole school monitoring cycle by SLT, Pupil progress review meetings and Pupil Premium	Good progress has been made for all in C&L. Noticeable improvements

narrative therapy						tracker & data analysis.	in speaking and listening skills and children are more able to understand and answer questions
Breakfast club provision for reading and after school club for maths target group	<u>Small group tuition +4</u>	Paula Bramley Hayley Woodward Teacher for maths spring term	As part of TA cost above	Extra reading support and maths	More children reading at age typical level – see year group targets	Through whole school monitoring cycle by SLT, Pupil progress review meetings and Pupil Premium tracker & data analysis.	As a result of this intervention all groups of children have made good progress and are on track to meet end of year targets
Literacy volunteers	<u>Reading and social and emotional support</u>	Kath and Kathy	£200	Extra reading support and maths	More children reading at age typical level – see year group targets	Through whole school monitoring cycle by SLT, Pupil progress review meetings and Pupil Premium tracker & data analysis.	As a result of this intervention (and the other reading support) better than good progress has been made in reading for PP children Aut 2016
Contribution towards trips and residential etc. if required			£500	Contribution towards Y2 residential, trips and visitors in to school	Variety of experiences leading to quality curriculum work	HT to monitor take up of activities by PP children	Puppet man Blunder Bus – extra curricular involvement and breadth of experience
Sports coach to work with targeted	<u>+2 one-one tuition for co-ordination</u>	Tracy Young	£150	Co-ordination and physical intervention	Support the physical development and motor skills of named individuals	SENCO monitoring with sports coach	As a result of this intervention the children's core stability

pupils							has improved which has enabled them to focus and concentrate for longer periods and there have been improvements in their gross and fine motor skills.
Extra curricular clubs	<u>Social and emotional impact of doing an extra curricular out of school activity</u>	All KS1 teachers and TAs	Part of school provision	Variety of clubs offered	Greater involvement in school life and a breadth of experiences being offered	HT to monitor take up of activities by PP children	As a result of this intervention Confidence and involvement in school life has grown and the children have enjoyed a wider variety of experiences. 98% of PP children have taken up an extra-curricular activity.