

Pupil premium strategy statement:

1. Summary information					
School	East Ruston Infant School				
Academic Year	2018/19	Total PP budget	£3960	Date of most recent PP Review	n/a
Total number of pupils	33	Number of pupils eligible for PP	2	Date for next internal review of this strategy	March 2020

2. Current attainment		
Attainment for: 2018/19	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	0%	61%
% achieving expected standard or above in reading	0%	61%
% achieving expected standard or above in writing	0%	65%
% achieving expected standard or above in maths	0%	61%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Social and emotional intelligence –including autism	
B.	Language and communication	
C.	Confidence and developmental delay	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Social awareness	
E.	Lack of routine (sleep, food, homework,)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children are able to share anxieties and feel more confident
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children achieve full potential, Children react well to challenge for all, Children attempt challenging targets and perform well
C.	PP children's engagement in learning improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.

Planned expenditure					
Academic year	2018/19				
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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	SEAL etc. Class ethos is agreed on a classroom rules to ensure all children feel safe to talk about their feelings. Time for You implemented School Council Positive Learning Environment created.	PSHE time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. Pupils with anxiety beyond class mates are given support from Virtual Schools School Council represent peers. Positive Learning Environment	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality SEAL time. Whole school Positive Learning Environment in place.	S Mules	April 2018
Children make expected or better attainment and talk with enthusiasm about their work.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the positive Learning environment. Challenge for All implemented. Feedback is relevant and conducted with the child.	Children who are not on track to meet their end of year target will gain support from relevant intervention. Assemblies are an opportunity to boast morale and inspire pupils to work hard using the Bees. Pupils are encouraged to always do their best. Challenge for all enables pupils to realise all targets and aspire to do better. Feedback following a piece of work is meaningful, child centred and indicates next steps.	HLTA in place to work alongside class based TAs to deliver carefully planned interventions. I will endeavour to raise morale by giving out praise that is deserved I will see lessons in the Monitoring programme and interview children about purposeful learning. I will ensure that positive learning is predominant throughout the school and that all pupils are suitably challenged whatever their starting point so they reach their full potential.	S Mules	Half termly
PP children's engagement improves in line with non-pp children	Each lesson / task adult checks confidence and perceived ability to tackle task. Encouragement and input to support.	When children have confidence their ability improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. A HLTA will deliver extra support.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about what they have read and will perform well in reading tests and associated comprehension tests.	S Mules	Half termly

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings through Conversational Counselling.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	S Mules	End of each term
Children make expected or better attainment and talk with enthusiasm about their work and achievements.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired to try their best and adhere to Challenge for All. They approach new targets with ease and are encouraged to have a go. Feedback is relevant and child friendly so they know where they need to improve, what they have done well and next steps. This improves confidence and individual morale.	Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve well. Assemblies will inform if the children are beginning to have visions of a productive happy experience at school. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom and that they can share their successes with others and they learn from making mistakes.	S Mules	termly
PP children's reading improves in line with non-pp children	A reading structure is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest.	The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	S Mules	termly