

# Pupil premium strategy SPRING review: Skegness Infant Academy

1. Summary information					
School	Skegness Infant Academy				
Academic Year	2017/18	Total PP budget	EST £118,980	Date for next internal review of this strategy	Spring 2018
Total number of pupils	293	Number of pupils eligible for PP	107 (36%)		
2. Current attainment 2016/17					
			<i>cohort</i>		<i>Pupils eligible for PP</i>
	% achieving GLD in EYFS		70%		60%
	% achieving the expected standard in the Phonics screen		79%		70%
	% achieving expected standard or above in reading, writing and maths KS1		76%		68%
	% achieving expected standard or above in reading KS1		78%		70%
	% achieving expected standard or above in writing KS1		77%		70%
	% achieving expected standard or above in maths KS1		80%		72%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Reading/ phonics / transferring skills to writing/willingness to engage with learning in all year groups				
B.	% PP pupils with moderate learning difficulties/ significant needs/ emotional and behavioural difficulties				
External barriers					
C.	Attendance of proportion of pupils in receipt of PP including lates				
D.	Lack of engagement/ support from parent/carers				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Nursery/ EYFS and KS1 children's enthusiasm for learning increases KS1 children engagement with reading improves KS1 children able to transfer ideas into writing from reading	Accelerated progress from entry and % increase in achieving a GLD Standards of attainment in phonics test continues to improve to nearer NA at 81% in 2018 68%+ PP children in Year 2 achieve ARE in RWM ( combined ) in the end of KS1 SATs

**REVIEW 2018**

In EYFS – differentiated phonics groups, picture discussions and use of Super Power words used to engage children. Author of the term provides focus for reading. Squiggle books encourage independent writing. In year 1 phonic setting in place. Phonics active play to uses phonic games interactively at playtime, phonic clubs/ other clubs increased afterschool activities and engagement from PP cohort including reading club with year 3 from SJA. Active playtimes at dinnertime encourages friendship, teamwork and active involvement from all learners, promotes engagement. Calm down time means children are ready to learn. Writing competition in Term encouraged writing with prize as incentive. Attitudes to reading survey was carried out across the academy in T4- response positive ( see English leader), curriculum themed approach evident across the academy with themes and environments reflecting topics covered, POP up programme running for T5/6, reading Eggs to engage in school, access from home to be available in T5/6. Currently 48% PP year 2 are at ARE across RWM  
We have successfully booked in more clubs this term- a big increase on last year- see trackers for levels of engagement from PP children

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2016/17	1	3	1	1	3	0
2017/18	2	6	8	9	8	5

<b>YEAR 1 Data summary Attainment TERM 3/4</b>	<b>Reading Target</b>		<b>% achieving 1d/1d+</b>		<b>Writing target</b>		<b>% achieving 1d/1d+</b>		<b>Maths target</b>		<b>% achieving 1d/1d+</b>		<b>COMBINED RWN Target</b>		<b>% combined achieving 1d/1d+</b>	
<b>Whole cohort EXS</b>	59/82	72%	67/82	82%	69%	57/82	57/82	70%	59/82	72%	53/82	65%	57/82	69%	47/82	57%
<b>PP</b>	67%		27/44	61%	67%		24/44	55%	67%		28/44	64%	67%		24/44	55%
<b>PP GDS</b>	15%		8/44	18%	10%		5/44	11%	10%		8/44	18%	10%		4/44%	9%

**Year 2 data -Attainment**

<b>Data summary TERM 3/4</b>	<b>Reading Target</b>		<b>% achieving 2d/2d+</b>		<b>Writing target</b>		<b>% achieving 2d/2d+</b>		<b>Maths target</b>		<b>% achieving 2d/2d+</b>		<b>COMBINED RWN Target</b>		<b>% achieving 2d/2d+</b>	
Whole cohort EXS	79%	71/90	70/89	79%	77%	69/90	59/89	66%	80%	72/90	60/89	67%	77%	69/90	52/89	58%
PP	70%	30/43	27/48	56%	68%	29/43	25/48	52%	75%	33/43	28/48	58 %	70%	30/43	23/48	48%
PP GDS	15%	7/43	3/48	6%	10%	5/43	3/48	6%	10%	5/43	2/48	4%	10%	5/43	2/48	4%

<b>B.</b>	Narrowing of gap in attainment of PP/SEND pupils	Data evidences good progress Significant needs are met
-----------	--	---

**REVIEW 2018**

Baseline and exit data shows the impact on PP/SEND cohort. Children receive interventions then return to class shortly after. PA remains higher for this cohort- hard to reach families have had taxis booked for them to bring children into school, this works in some cases. In one case FKW and EWO support is in place, mum will not get up in time to get children into the taxi, taxi leaves, and then mum rings for lifts into school from staff members. Staff are not always available for this. CGP support for homework given to target PP children

<b>C.</b>	The attendance of PP children improves including lates	Reduce the number of persistent absentees/lates among pupils eligible for PP Attendance for the children is in line with national at 96%
-----------	--	--

**REVIEW 2018**

SAPS are held termly

Child in Year 1 had very poor attendance; positive engagement with the curriculum has meant attendance has improved from 69% to 81% to 88%.

**Current academic year (2017/2018 T1 to end of T4):**

Total 39 children have been late 4 or more times.

Of which: (all based on children who have had 4 or more late marks)

29 children are P.P (74% of total)

6 children have been provided with a taxi in the mornings to bring them to school.

Support has been given via EWO and FKW in the way of bringing children to school in the mornings.

Term for term, there has been a reduction in the lates a child had to begin. This is due to intervention including; close monitoring, SAP meetings, letters, taxi service provided.

**Previous academic year 2016/2017:**

Total 72 children were late on 4 or more occasions.

Of which: (all based on children who have had 4 or more late marks)

55 children were P.P (71% of total)

**Persistent Absences:****Current academic year (2017/2018 T1 to end of T4):**

Total 22 children with persistent absence

Of which:

16 children are P.P (72% of total)

4 children are EAL (18% of total)

(3 of these children have/had medical issues).

3 families are being closely supported by FKW – families communicating with us more and improving attendance.

8 families have been issued with FPN warning letters – this has helped to improved attendance.

2 x taxis have been provided.

Term for term, overall attendance rate has improved in most cases.

<b>D.</b>	Parent engagement/support increases through attendance of workshops/ events to ensure stronger liaison between home and school. Early interventions from Nursery attendance on.	Stronger liaison between home and school
-----------	---	--

**REVIEW 2018**

Parents evening data shows favourable turn out across the whole academy

**Parents evening engagement per year group**

Reception	78% (64/82)
Year 1	77% (63/82)
Year 2	68% (61/90)

Positive feedback from Parent survey sent Term 5- see analysis for details

Engagement with Tapestry app has improved engagement with home/school in EYFS. Homework activities photos/comments improve home school links. Early engagement with school needs to continue throughout all year groups. Use of themed Talk Bags in EYFS have a target focus each term, these are sent home to encourage activities to be recorded onto Tapestry and fed

back to class teachers

Positive feedback from all workshops/ parent carer attendance indicates high levels of engagement.

Use of website/Twitter, newsletters, open door policy in place