



SKEGNESS INFANT ACADEMY

PUPIL PREMIUM STRATEGY REVIEW

1. Review of expenditure				
Academic Year		2017 /2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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

EARLY Years

GLD	2015	2016	2017	2018
All pupils	39%	67%	70%	70%
PP	31%	50%	62%	65%

Year 1 phonics

Phonics Year 1	All pupils	Pupil premium	National
2016	73% (66 children)	62%	81%
2017	79% (71 children)	65%	81%
2018	79% (65 children)	74% (31/42)	-

End of KS1 results – all pupils

All pupils attainment	2016 %	2017 %	2018 % (2017 NA)
R	63	78	78% (76% NA)
W	54	77	73% (68% NA)
M	68	80	77% (75% NA)
RWM	54	77	73%

End of KS1 results- PP children

PP attainment	2016 %	2017 %	2018 (2017 NA)
R	59	70	70 (78 NA)
W	49	70	66 (72 NA)
M	59	72	68 (79 NA)
RWM		68	62

The interactive approaches of Talk for Writing for English ,Talk for Maths strategies support the delivery of high quality teaching and learning and engages children.
 The theme based curriculum will continue to be developed further. Continue to increase parents/carers/community engagement.
 Children's reading preferences will be tracked and views through pupil voice taken into consideration.

EYFS/Phonics results show a three year improving picture.
 Results at KS1 for disadvantaged children show the impact of mobility children., although results in reading have remained static at 70%

£25700

ii. Targeted support																															
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																											
Narrowing of gap in attainment of PP/SEND pupils	<p>Engage with the Mobilise programme to review work of Tas. Increase TA hours where necessary to support PP/SEND pupils in class during morning and afternoon sessions.</p> <p>Continue of Talk for Writing Talk for Maths – whole school approaches No nonsense Phonics Use precision teaching approaches Plus 1 and Power of 2 maths programmes SALT/ECLIPS</p>	<p>See results tables above. Baselines taken for Catch up programmes show children have made gains from their starting points</p> <p>SEN</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>ARE+</th> <th>Gd</th> <th>ARE+</th> <th>Gd</th> <th>ARE+</th> <th>Gd</th> </tr> </thead> <tbody> <tr> <td>Achieved</td> <td>10/19 = 53%</td> <td>3/19 = 16%</td> <td>10/19 = 53%</td> <td>0/19 = 0%</td> <td>9/19 = 47%</td> <td>2/19 = 11%</td> </tr> <tr> <td>Target</td> <td>40</td> <td>-</td> <td>40</td> <td>-</td> <td>40</td> <td>-</td> </tr> </tbody> </table>		Reading		Writing		Maths		ARE+	Gd	ARE+	Gd	ARE+	Gd	Achieved	10/19 = 53%	3/19 = 16%	10/19 = 53%	0/19 = 0%	9/19 = 47%	2/19 = 11%	Target	40	-	40	-	40	-	<p>The Mobilise programme/strategies will continue. TAS to continue to use approved interventions not 'mop up'. Continue to support PP/SEND pupils in class during morning and afternoon sessions.</p> <p>Plus 1 and Power of 2 maths programmes Continue with clubs targeting PP children ie phonics club for year 1.</p>	£93000
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iii. Other approaches																															
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<p>The attendance of PP children improves</p>	<p>EWO involvement with families. Hold SAP meetings in family home if not attended. Remain on site to address late comers. Letters out to parents carers to inform them of robust approach. FKW to engage with families to liaise with school and harder to reach families Awards are given to children who have 100% attendance. Whole school team to work together to monitor, plan for and action attendance issues; follow up absence quickly by making calls earlier.</p>	<p><u>Whole school attendance data</u></p> <table border="1" data-bbox="748 260 1464 459"> <thead> <tr> <th>Year Group</th> <th>2016/2017 - %</th> <th>2017/2018 - %</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>97.7</td> <td>98.4</td> </tr> <tr> <td>Year 1</td> <td>94.6</td> <td>95.2</td> </tr> <tr> <td>Year 2</td> <td>95.7</td> <td>96</td> </tr> <tr> <td>Total</td> <td>96.2</td> <td>96.7 (0.5% decrease on last year)</td> </tr> </tbody> </table>	Year Group	2016/2017 - %	2017/2018 - %	Reception	97.7	98.4	Year 1	94.6	95.2	Year 2	95.7	96	Total	96.2	96.7 (0.5% decrease on last year)	<p>Use of EWO support to continue. Breakfast club places and taxi funding through PP to continue. Support form FKW to continue as liaison between home and parents/carers</p>	<p>£20000</p> <p><u>TOTAL COSTS</u> <u>£138,700</u></p>
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