



# Pupil premium strategy statement: Skegness Infant Academy

1. Summary information					
School	Skegness Infant Academy				
Academic Year	2018/19	Total PP budget	EST £153,500	Date for next internal review of this strategy	December 2018
Total number of pupils	293	Number of pupils eligible for PP	107 (36%)		
2. Current attainment 17/18					
			<i>cohort</i>	<i>Pupils eligible for PP</i>	
% achieving GLD in EYFS			70%	65%	
% achieving the expected standard in the Phonics screen			79%	74%	
% achieving expected standard or above in reading, writing and maths KS1			73%	62%	
% achieving expected standard or above in reading KS1			78%	70%	
% achieving expected standard or above in writing KS1			73%	66%	
% achieving expected standard or above in maths KS1			77%	68%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Reading/ phonics / building stamina/ memory skills				
B.	% PP pupils with moderate learning difficulties/ significant needs/ emotional and behavioural difficulties				
External barriers					
C.	High PA -pupils in receipt of PP ( including lates)				
D	Lack of engagement/ support from parent/carers/ parents carers in need of support themselves				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	By the end of KS1 reading/writing stamina is sustained KS1 children engagement with reading improves The average phonic pass mark for children not passing phonic assessment exceeds 16 Increase in the average overall pass mark in phonics	Accelerated progress from entry and % increase in achieving a GLD with particular focus of % increase across RWN, SSM Standards of attainment in phonics test continues to improve to nearer NA at 81% in 2019 Children are able to retain information with greater success 70%+ PP children in Year 2 achieve ARE in R in the end of KS1 SATs 66%+ PP children in Year 2 achieve ARE in W in the end of KS1 SATs
<b>B.</b>	Narrowing of gap in attainment of PP/SEND pupils	Data evidences good progress Significant needs are met
<b>C.</b>	High PA -pupils in receipt of PP ( 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%
<b>D.</b>	Lack of engagement/ support from parent/carers/ parents carers in need of support themselves	Stronger liaison between home and school. Parents are supported with their needs

#### 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
By the end of KS1 reading/writing stamina is sustained KS1 children engagement with reading improves The average phonic pass mark for children not passing phonic assessment exceeds 16+ (£30,000)	Continue the interactive approaches of Talk for Writing for English, Talk for Maths to support the delivery of high quality teaching and learning. Develop the theme based curriculum further. Engage with Mobilise, POP UP and ARTSMARK, PIXL, CPD for subject leaders. Use the website as an audience for children's writing. Increased focus on the library both in school and locally. Track reading preferences of groups of children specifically PP. ( Junior Librarian) Improve reading scheme	Children's attitudes to reading/ writing and learning are learned from parents/carers. Organised events throughout the year which increase children's participation in activities. Workshops with SJA will focus on applying strategies taught and the website will provide a real context for publishing work  PIXL programme has proven track record of identifying gaps with targeted intervention therapies to address need	Book scrutiny Drop ins to lessons Joint staff training/events Intervention monitoring	English Lead  Year 1 lead Year 2 lead	February 2019

	Work in liaison with SJA to develop reading/writing workshops.				
Narrowing of gap in attainment of PP/SEND pupils (£98,000)	Pupil progress meetings termly will inform on children's achievement. Continue with SALT/ECLIPS	Children who are not on track to meet their end of year target will receive additional support from intervention (subject support, 1:1 specialist support).	Regular timetabled meetings set at key point throughout the year. Tracking and planning documents identify all groups of learners and barriers to learning Additional TA hours – To support intervention activities Class based TA support to provide support a.m and pm. SEN TALE report provides detailed analysis	SENCO SLT	February 2019
The attendance of PP children improves/ lates/lower PA (£21,000)	Rewards systems for classes with the best attendance. 'In it to Win it' campaign' for children with 100% attendance. Celebration Assembly presentations. Continue to inform all of the importance of good attendance by not taking holidays in term time. Purchase CGP resources for catching up when children return from non -attendance and ensure children missing time out of school catch up through homework provision/ break time interventions/ additional interventions. Use of taxis to bring hard to reach families into school. Purchase of freezer to store foodstuffs in line with engagement with National Breakfast Programme.	Use of positive praise and reward systems prove popular.  Children don't like to feel they have missed out. Improving the hooks throughout the curriculum can make children want to come to school. Continue developing our current provision. English lead to liaise with local academies to enrich current curriculum. Focus on projects that will engage and motivate pupils through using the new library resources and revamped ICT provision. Use as a vehicle for investigations and learning exploration. Elimination of hunger as a barrier leads to increased engagement	SLT subject leaders/ year group leaders monitoring  Theme based curriculum ideas will be shared at key staff meetings and with children to ensure they can look forward to planned events. Use the website and Twitter as appropriate to communicate with parents/carers Pupil interviews with PP will support planning of appropriate activities to engage Children entering school to take part in Breakfast scheme to ensure hunger is no barrier Families to receive information specific to their situation- not a blanket approach. ( PA families)	EWO/ SLT	Termly  January 2019

<p>Parent engagement/support increases through attendance of workshops/ events to ensure stronger liaison between home and school. Parents feel supported by the academy.</p> <p>(£15,000)</p>	<p>Involvement of FKW and EWO with disengaged/hard to reach families. Organisation of activities to bring school and home together (use of the Ecocentre)</p> <p>Purchase of APPS to support home learning</p> <p>Track children rewarded to ensure hard to engage parents have opportunity to come to school for the right reasons.</p>	<p>Parent/carers prior experiences with school can colour their views. Focus on building relationships/increase workshops ( creative at first then learning once parents are used to coming in)</p> <p>Increasing the number of Celebration assemblies / workshops for family engagement per term/per year group will break down barriers so families are more likely to support curriculum activities/homework.</p> <p>Apps prove popular approach.</p>	<p>Regular feedback from FKW and EWO. Timetable regular meetings 1 per term.</p>	<p>Principal EWO/FKW</p>	<p>January 2019</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>By the end of KS1 reading/writing stamina is sustained</p> <p>KS1 children engagement with reading improves</p> <p>The average phonic pass mark for children not passing phonic assessment exceeds 16</p> <p>Increase in the average overall pass mark in phonics</p>	<p>Continued additional TA hours – To support intervention activities etc</p> <p>Year 1 focused reading groups/ phonic interventions to ensure raised standards in the Year 1 phonic screen. Earlier start to interventions.</p> <p>Year 2 focused interventions ( reading , phonic , writing and maths support) to ensure raised standards in end of KS1</p> <p>Specific identified individual needs for both LAC and PP children including fine motor skills</p> <p>Nurture support for pupils with emotional and behavioural difficulties</p> <p>Targeted individual support (e.g. SALT)</p>	<p>Evidence suggests the reduction of adult to child ration has a positive impact on progress.</p> <p>Use of specific focused interventions delivered exactly as the programme suggests has more impact than ‘mop up’ interventions- mobilise programme</p>	<p>Regular timetabled meetings with year group leaders and team will ensure up to date information on key children in need of support.</p>	<p>SLT</p>	<p>January 2019</p> <p>March 2019</p> <p>May 2019</p> <p>July 2019</p>

<p>Narrowing of gap in attainment of PP/SEND pupils</p>	<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>Embedding of Talk for Writing Talk for Maths – whole school approaches No nonsense Phonics- continue Use precision teaching approaches Plus 1 and Power of 2 maths programmes. Implement Catch up Maths, Catch up Literacy, Welcomm programme</p>	<p>Recommendations by the Education Endowment Foundation suggest that brief, structured, regular interventions, maintained over a sustained period impacts on learning.</p> <p>Whole school approach for providing direction and consistency with teaching. Focused interventions for key groups – baselines taken and assessments measure impact.</p>	<p>SENCo tracking of data, Lesson Observations, Intervention Observations, Pupil Interviews and book scrutiny</p>	<p>SLT</p>	<p>January 2019 March 2019 May 2019 July 2019</p>
<p>The attendance of PP children improves/ lates/lower PA</p>	<p>Continued 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>If children are in school they are safe and they can begin to make progress. Routines and stability provide a safe haven. Opportunities to take part in enrichment activities and win awards improve confidence and self-esteem. Children who are late miss a vital part of their learning time when instructions are being given. Interception of late arrival by the EWO and FKW should minimise this happening.</p>	<p>All attendance data will be closely monitored with data collected termly. Any absence/lates will be addressed immediately. Improved attenders will be rewarded</p>	<p>EWO, FKW Attendance officer on site, Principal, SLT</p>	<p>Dec, March and July-</p>

<p>Parent engagement/support increases through attendance of workshops/ events to ensure stronger liaison between home and school. Parents feel supported by the academy.</p>	<p>Use of translator when available/ specialist materials to target families with particular issues. FKW to investigate need for RW workshops for these parents who have not had positive school experiences. Closely monitor families with mobility history- use of internal tracking, CPOMs to communicate concerns to outside agencies</p>	<p>Evidence suggests that communication is crucial with all families and can help identify tricky issues.</p>	<p>Regular monitoring of targeted families. Weekly CPOMs meetings to discuss next steps</p>	<p>Executive Principal Deputy Principal Family Key Worker SEN TAs EWO</p>	<p>Weekly</p>
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