



**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		
<b>Percentage of FSM pupils</b>															
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
<b>Total</b>			£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 21 children	2015/16 outcome for non FSM6 33 children	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 F2: 17/59 PP children (including 2 LAC, 13 FSM and 2 FSM6) 29%. There are 42/59 non PP 71% <u>F2 – GLD</u> 47% PP and 71% NDP achieved expected+ GLD <u>In Reading</u> 94% of PP pupils made good or better progress (100% NPP ) <u>In Writing</u> 100% of PP pupils made good or better progress (100%non pp ) <u>In number</u> 94% of pp pupils made expected progress (100% non pp)</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 <b>eligible for PP.(34%)</b>There were 33 Non PP children in this cohort</p> <ul style="list-style-type: none"> <li>Year 1 – progress was broadly in line with good at 4.5 APS in reading, 4.3 in Writing and 4.8 in maths</li> <li>NDP made better than good progress in Reading and Writing and good progress in maths.</li> </ul>	<p>In 2016/17</p> <p>19/60 PP children (32% )are DP at the end of the year 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. Exit 10/19 53% PP at NS, 35/41 85% NPP at NS at end of Y1</p> <p>Phonics : 2017 63% PP passed 90% NPP</p> <p>Writing: Entry to Y1 10/18 56% PP met ELG, 26/40 65% NDP met ELG. Exit 10/19 53% PP 27/41 66% NPP</p> <p>Maths: Entry to Y1 9/18 50%PP met ELG, 29/40 73% NDP met ELG. Exit 9/19 47% PP 31/41 76% 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 <b>eligible for pp. (39%)</b></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 end of the year 2016-17</p> <p>18/46 39% PP.</p> <p>Reading Exit of Y2 is that 12/18 67% PP achieved NS or above; 23/28 82% NPP. PP made accelerated progress 2016-17</p> <p>Writing Exit of Y2 is that 9/18 50% PP achieved NS or above; 22/28 79% NPP. PP made accelerated progress 2016-17</p> <p>Maths Exit of Y2 is that 10/18 56% PP achieved NS or above; 25/28 89% NPP. PP made good progress 2016-17</p>

## Planning and evaluation outline

# AUTUMN 2016- end of year 2017

(Summer term from new budget)

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><b>Teaching Assistants</b> <u>Pupil Focus:</u></p> <p><u>Whole School, Classroom &amp; Resource Foci. Plus reading intervention and pre/post maths teaching</u></p> <p><u>Small group tuition</u></p> <p><u>Reading and comprehension strategies</u></p> <p><u>Phonics</u></p>	<p><b>EEF (Education Endowment Foundation) Research</b></p> <p>Small group tuition +4 Read comp+5 Phonics group +4 Oral lang interventions +5</p>	<p><b>Sept 2016 – March 2017</b> £45, 331</p>	<p>Continued activity but tighter focus on individuals and the interventions used</p>	<p>Employ TA's in for .... Hours per week To work with targeted pupils in the classrooms</p>	<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 pupils.</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 progress to reduce the attainment gap</p> <p>By SLT Pupil progress review meetings, Appraisal and Pupil Premium</p>	<p>Whole school targets met see data analysis. Accelerated progress across KS1 in reading. Accelerated progress in Y2 for maths. Targeted pupils made accelerated progress.</p>

<p><u>groups and intervention</u></p> <p><u>Oral lang interventions</u></p>						<p>tracker &amp; data analysis.</p>	
<p><b>Additional TAs In Foundation</b> (incl Narrative therapy)</p>	<p><b><u>EEF Research</u></b> +4 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5</p>	<p><b><u>Sept 2016-March 2017</u></b> 2 TAs 5xam sessions</p>	<p>As part of the above</p>	<p>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>	<p>If successful the outcome will be:  All DP pupils meet their end of year targets in reading/writing/maths for attainment and progress.</p>	<p>Through pupil progress review meetings &amp; tracking of attendance, pupil premium tracker &amp; data analysis.</p>	<p>As a result of this intervention children made accelerated progress in CL and the GLD target for the year was met.</p>

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<b>CPD Reading Recovery &amp; PM reading resources</b>		£150 & £500	New	Training Teachers and TAs in early reading	Staff equipped and confident in teaching reading	Monitoring cycle Date analysis	Reading progress has been accelerated across school. See data analysis.
<b>Think children</b>	<b>EEF Research</b> +4 months (social and emotional learning SEL)	<b>Sept 2016 to March 2017</b> 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 core subjects.
<b>FU focused provision for targeted groups. Sp and lis and narrative therapy</b>	<b>EEF Research</b> +6 months (communication & Language approaches)	<b>Sept 2016 – March 2017</b> Aut & Spr terms <b>Sally F1</b> <b>Chris Caines F2</b>	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 tracker & data analysis.	Good progress has been made for all in C&L. Noticeable improvements in speaking and listening



							skills and children are more able to understand and answer questions
<b>Breakfast club provision for reading and after school club for maths target group</b>	<b><u>Small group tuition +4</u></b>	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 or accelerated progress and met end of year targets
<b>Literacy volunteers</b>	<b><u>Reading and social and emotional support</u></b>	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
<b>Contribution towards trips and residential etc. if required</b>			£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
<b>Sports coach to work with targeted pupils</b>	<b><u>+2 one-one tuition for co-ordination</u></b>	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 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.
<b>Extra curricular clubs</b>	<b><u>Social and emotional impact of doing an extra curricular out of school activity</u></b>	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.