Pupil Premium Strategy Statement (2017-2018)
Dudley Infant Academy

What is the pupil premium?
- The pupil premium is a sum of money given to schools each year to support:
  - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
  - Children and young people with parents in the regular armed forces

Why do schools receive this?
- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:
- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?
- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged children who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of pupil data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By changing strategies and provision if there is limited or no evidence of impact

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Pupil Premium Strategy Statement:

Summary Information: Current					
Academy: **Dudley Infant Academy**					
Academic Year:	**2017/18**	Total PP budget:	**£35,640**	Date of most recent PP review:	**July 2017**
Total number of pupils on roll at the academy:	**177**	Number of pupils eligible for PP:	**27**	Date of next review:	**November 2017**

2. Barriers to future achievement
Within academy: - Children requiring additional support to receive age related expectations in the core subjects   - Children requiring specific Speech and Language development   - Children requiring specific support in order to be confident when socialising with others   - Children who have English as an additional language   - Children who have particular learning needs and styles

3. Barriers to future achievement
External barriers: - Parents needing support for their children to access the wider curriculum   - Parents who need support raising confident, competent children   - Children who require further intervention in order to prepare them for transition

4. How we will spend the funding and why:

What will we spend it on?	Why:	How will we know we are successful?
• Additional adult support for learning	• To enable individual and small group interventions that target specific learning gaps	• Children's outcomes will identify that learning gaps have closed • By the end of year 2 the children eligible for pupil premium funding will achieve outcomes in line with others
• Specific Speech and Language interventions	• Early identification of language development	• Follow up assessments will show learning gaps have been closed
• THRIVE provision across the academy	• To support social and emotional development so that children can access their learning	• THRIVE assessments will show children have improved in their social and emotional development
• Support for parents and families	• Parents have a good understanding of how to support their children's learning	• Monitoring will show that pupil premium children have completed homework • Parent feedback shows satisfaction after parent courses and events
• Extra-curricular activities	• To ensure that all children can access the wider curriculum	• Club registers will show children's attendance and engagement
• Specific resources to support learning (including IT)	• To provide specific resources for children's learning styles to accelerate progress	• Monitoring of resources in class rooms shows use and impact

	• To support children of all abilities to ensure they are challenged in their learning	• Class data shows gaps closing in reading, writing and maths for pupil premium children
• Specialist teacher support for children with additional needs	• Children with SEN and EAL are supported in their learning	• EAL and SEN children make progress in line with targets set
• Ongoing training for all staff to maintain skills and develop teaching practice	• To provide specific professional development to staff in order to support all learners	• Monitoring shows training strategies being used and assessment data shows impact in reading, writing and maths
• Providing additional assessment systems to record and monitor pupil progress	• To enable teachers and leaders to plan targeted lessons for the learning gaps identified	• Assessment systems will have been used effectively and children's progress will have been analysed for further support
• Providing children with specific equipment to support their access to learning	• To ensure that all pupils can access offsite visits, extra-curricular activities and the wider curriculum	• All children attend offsite visits and activities

5. Review of the impact of funding for 2016/17

Academic Year:	**2016/17**	Total PP budget:	**£46,620**
Total number of pupils:	**180**	Number of pupils eligible for PP	**32**

What we spent the funding on and why

What we spent it on?	**Why:**	**Impact:**
• Reading intervention Teaching Assistants to support Reading and phonics in 1:1 in small groups daily, so all children make good progress	• Children to make expected progress in reading and phonics	• 62% Pupil Premium children made good levels of development in Early Years • 50% Pupil Premium children achieved the national expectation for the phonics screening test in Year 1 • 77% Pupil Premium children achieved the national expectation for the phonics screening test in Year 1
• Additional home learning opportunities through the reading programme Bug Club	• To increase parental engagement and support frequent reading	• Increased frequency of reading as noted in children's home reading records

• Computing resources, laptop resources and an iPad set to engage and support learners	• Children have increased access to IT resources and specific programmes are used to engage learners	• Monitoring evidence demonstrates children accessing resources to support their learning
• Curriculum enrichment opportunities through the use of visiting specialists • Support for academy trips	• To provide children with access to an exciting and engaging curriculum that develops awe and wonder and enquiring minds	• Evidence seen in learning journeys and books of pupil engagement and knowledge and understanding of the world
• Additional pastoral support to enhance the emotional wellbeing and learning outcomes for children including Thrive Teaching Assistant	• To support social and emotional development so that children can access their learning	• THRIVE assessments will show children have improved in their social and emotional development
• Support for afterschool clubs to support health and wellbeing	• To ensure that all children can access the wider curriculum	• Club registers show a good level of attendance and engagement
• Education Futures Trust support for learning including shore academy, therapeutic storytelling and alternative provision	• To support social and emotional development so that children can access their learning • To ensure that all children can access the wider curriculum and develop confidence and further knowledge and a better understanding of the world	• All Year 1 children have attended Shore Academy • All children across the academy had the opportunity to attend offsite visits and activities • Before and after surveys show impact in children's confidence following the therapeutic storytelling programme
• Additional specialist support for children including educational psychologist and speech link to target pupil needs and support curriculum access	• Children with SEN, EAL and social emotional needs are supported in their learning	• Specialist support was used to plan learning and identify specific teaching provision

Additional practical resources to support learning.	• To provide specific resources for children's learning styles to accelerate progress • To support children of all abilities to ensure they are challenged in their learning	• Monitoring shows that additional resources are used effectively to support learning and progress tracked

Outcomes: 2016/17

End Key Stage 1:		
	Pupils eligible for PP	*Others: pupils not eligible for PP – national*
% reaching expected standard Reading	**46%**	**65%**
% reaching expected standard Writing	**31%**	**41%**
% reaching expected standard Maths	**39%**	**59%**

End EYFS:		
	Pupils eligible for PP	*Others: pupils not eligible for PP – national*
% reaching Good level of Development: GLD	**62%**	**85%**

Attendance:

	Pupils eligible for PP	Others: pupils not eligible for PP – national (primary)
Academic year 2016-17	**93%**	**95%**