

Speedwell Infant School Pupil premium strategy statement 2018/2019

1. Summary information					
Academic Year	2018/19	Total PP budget	£70,260	Date of most recent PP Review	July 2018
Total number of pupils	119	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Jan 2019

2. Current attainment

	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
% children achieving expected or above in reading, writing and maths at the end of KS1 (2017)	67%	67%	60%	68%	68%	72%
% children on track to achieve expected or above in reading, writing and maths at the end of KS1 (2018) (based on end of Y1 teacher assessment)	75%	70%	75%	83%	78%	72%
% children passing the Y1 phonics screen check in Y1	79%			86%		
% children achieving a GLD at the end of Reception (2017)	56%			64%		

The 2017 Y2 cohort made accelerated progress from their end of Y1 assessments in reading and writing which were – PP, 53% and 53%, and non-PP, 52% and 60%. Y2 PP children made strong progress in writing compared to the non-PP children through the intensive literacy support provided during the autumn term 2016 and then follow up support in literacy lessons for the rest of the year.

Whilst GLD outcomes at the end of Reception are below national outcomes, the majority of children join school below age related expectations. Therefore this represents accelerated progress from their starting points, with PP children making greater progress from their starting points than non-PP children

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Many pupil premium children enter school in Nursery or Reception with poor communication and language skills, poor personal and social skills and poor characteristics for learning, all of which impacts on their ability to access age appropriate learning effectively.
B.	Many pupil premium children have limited life experiences which impacts on their ability to engage in a broad curriculum without the addition of wider first hand experiences.
C.	Some pupil premium children have social and emotional needs which cause barriers to learning and need to be addressed first to enable successful access to learning.

External barriers

D.	A number of pupil premium children are not supported to read regularly at home and have poor attendance, both of which impact on their progress over time.
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4. Desired outcomes

Success criteria

A.	Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)	The gap between outcomes for pupil premium children and other children in the prime areas of learning by the end of the Foundation Stage will be diminished. The gap between expected outcomes for pupil premium children and other children in Reading, Writing and Mathematics at the end of KS1 will be diminished.
B.	Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	Pupil premium children will have accessed a range of experiences to broaden their life experiences. These experiences will have contributed to the narrowing of the attainment gap between PP and non-PP children in all year groups throughout the year.
C.	Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.	Pupil premium children with social and emotional needs demonstrate improved engagement in learning, thus enabling them to make at least expected progress over time.
D.	Improved attendance for pupil premium children who have attendance below the minimum 96% target	All pupil premium children have attendance above 90%, with the vast majority achieving attendance of at least 96% (in line with school improvement priority target for all children)

5. Review of expenditure

Previous academic year

2017/2018

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria	Lessons learned (and whether you will continue with this approach)	Cost
<p>Staff CPD/training:</p> <ul style="list-style-type: none"> Phonics refresher twilight Cluster of schools INSET day – Consistently great teaching Closing the gender gap staff meeting <p>Agreed strategies/approaches implemented</p>	<p>Diminish the attainment gap between disadvantaged children and all children at both key stages.</p>	<p>The % PP children passing the phonics screen check improved significantly from 60% in 2016 to 79% in 2017. The gap between Y1 PP and non-PP children on track to pass the phonics screen check narrowed from 14 percentage points in September to 7 percentage points at the final check in June.</p> <p>There was an improvement in R for PP children achieving the GLD in 2018 (56%) compared to 2017 (50%)</p> <p>Attainment at the end of KS1 for all children improved compared to their end of Y1 outcomes, except in Maths for PP children. The gap was diminished between PP and non-PP children for writing compared to end of Y1 outcomes from 7PP to 1PP.</p>	<p>Training and agreed approaches to teaching across school ensured greater consistency and focus for all phonics teaching resulting in a significant improvement for all children.</p> <p>Additional phonics sessions for PP children as well as their class group sessions ensured that more PP met the standard at the end of Year 1 and the gap between PP and non-PP children was diminished.</p> <p>Continue with this approach in 2018/19.</p> <p>Cluster INSET day and follow up session enabled access to high quality training and shared practice across the cluster which improved the quality of teaching as staff proactively applied the teaching approaches shared which improved children's engagement in learning and improved outcomes for Y2 children compared to their Y1 outcomes.</p> <p>Further cluster INSET day planned for 2018/19.</p> <p>Maths progress and outcomes for PP children did not improve compared to Y1 outcomes. In 2018/19 the school will access training to develop a Maths Mastery approach to the teaching of maths across school.</p>	<p>£2,500</p>

Teachers plan for first hand experiences within school and through relevant trips to link to teaching focus. Engage in wider opportunities within the local learning community and beyond	Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	All children accessed a range of trips and in school experiences over the year, including: <ul style="list-style-type: none"> • Trips to Chatsworth Sculpture exhibition, the seaside, The Deep, Morrisons, Bolsover castle, the pantomime. • Open Centre Asian wedding workshop in school • Fire service visit to school 	The quality of children's talk and writing following experiences increased. Children were able to use vocabulary with understanding because they had experienced it. Experiences also informed learning across the wider curriculum including art and DT projects and science work. These experiences fostered greater engagement in learning for children, and thus supported progress. They will continue in 2018/19	
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria	Lessons learned (and whether you will continue with this approach)	Cost
Employ an additional teacher 0.6 FTE to work with groups of pupil premium children focussing on reading, writing and maths teaching, phonics teaching and PSED and C&L teaching. TA time allocated to each class to work with pupil premium children under the direction of the teacher	Diminish the attainment gap between disadvantaged children and all children at both key stages.	See i. above The C&L/PSED Reception PP children intervention was measured through a before and after assessment using the standardised Renfrew Picture Scale. Before the intervention 36% children were within the normal range for information and 21% for grammar, after the intervention 87% children were in the normal range for both information and grammar. The gap between Reception PP and non-PP children working at age related expectations narrowed by 7 percentage points for C&L and 6 percentage points for PSED from on entry to Reception to exit from Reception. Teachers also observed PP children talking more confidently with improved use of vocabulary and structure in both small group and whole class situations.	The additional phonics sessions for Y1 PP children made a positive difference to their achievement on the Y1 phonics screen check as detailed in i above and will continue in 2018/19. The additional C&L/PSED interventions for Reception PP children made a positive difference to their communication and interaction skills and will continue in 2018/19. PP children who accessed their Literacy and Maths sessions instead of their whole class sessions made some additional progress in some areas due to the smaller group numbers. However, the impact was not as significant as the interventions that were in addition to whole class literacy, maths and phonics sessions. Therefore, in 2018/19 the additional teacher will continue to be employed but will provided targeted interventions with a meta-cognition focus linked to reading, writing and maths to support accelerated progress and to develop independence and learning skills in addition to whole class literacy and maths sessions. The additional TA time will be moved to the morning sessions when classes are doing literacy and maths to enable additional support either from the teacher or the TA for PP children during this time.	£61,000

<p>Nurture group for pupil premium children with social, emotional and behavioural needs. Seek and follow advice from appropriate professionals such as Education Psychology, Behaviour Support, etc as appropriate</p> <p>Lunch club for pupil premium children with social, emotional and behavioural needs to enable them to have a positive lunch time.</p>	<p>Children with social and emotional needs are better able to function within school throughout the school day.</p>	<p>Nurture group, lunch club and professional support and advice made a positive difference. Due to the numbers of children accessing this support details could identify an individual child and will not be published, but can be made available to professionals who are entitled to that information should it be required.</p>	<p>Children with social, emotional and behavioural needs need support to manage these to be able to access learning successfully, therefore the Nurture group will continue in 2018/19.</p> <p>In addition to this a TA has been trained through the Educational Psychology Service to become an Emotional Literacy Support Assistant (ELSA) to provide further bespoke one to one and small group support to PP children with social, emotional and behavioural needs.</p>	
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria	Lessons learned (and whether you will continue with this approach)	Cost
<p>Celebrate good attendance on a weekly basis.</p> <p>Monitor attendance on a half termly basis and follow up on attendance below the 96% target with parents/carers.</p>	<p>Improved attendance for pupil premium children who have attendance below the minimum 96% target</p>	<p>Attendance for PP children (95%) in Y2 is 2 percentage points below that for non-PP children ((97%).</p> <p>Attendance for PP children (95%) in Y1 is in line with that for non-PP children (95%).</p> <p>In the very small number of instances of persistent absenteeism specific action has been taken to address attendance issues with some success.</p>	<p>This is an area that needs further developing to improve the attendance of PP children. Further approaches are being developed in 2018/19 and greater resource is being allocated to this area of need.</p>	<p>£300</p>

6. Planned expenditure

Academic year

2018/2019

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)	<p>Quality CPD for Teachers and Teaching Assistants to ensure quality first teaching for all children to maximise progress from starting points. In 2018/19 this will include vocabulary development and grammar skills, phonics and reading comprehension development and an introduction to Maths Mastery.</p> <p>Teaching Assistant support in each class 5 x mornings per week to enable small group support.</p>	<p>Focused CPD in 2017/18 to improve the teaching of phonics and targeted intervention groups for Pupil Premium children led to a significant improvement in Year 1 Phonics Screen Check outcomes compared to 2016/17 (63% in 2017 rising to 82% in 2018).</p> <p>Teacher Development Trust Developing Great Teaching report</p>	<p>Cluster of schools INSET day building on last year's joint INSET day – Consistently great teaching. Maths Mastery INSET training for all staff.</p> <p>Targeted CPD for both teachers and TAs to support reading, writing and maths progress.</p> <p>INSET sessions will include agreed follow up actions which will be monitored through termly lesson observation and/or book scrutiny as appropriate</p> <p>All staff who access CPD will report back on key messages and personal actions.</p> <p>Termly monitoring of pupil progress in phonics at Y1, reading, writing and maths at KS1 and the Prime Areas of Learning in the EYFS</p>	JM MC	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>

<p>B. Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.</p>	<p>Half termly trips/experiences linked to the curriculum focus to support learning and development.</p> <p>Opportunities to visit other local schools to experience engagement in activities with children from within the cluster.</p>	<p>Experience in school indicates that where children access first hand experiences this has a positive impact on their engagement in learning and understanding, leading to good progress.</p> <p>A wide range of early language development research emphasises the importance of first hand experience to develop vocabulary and understanding.</p>	<p>Children access at least one new experience each half term to support the curriculum focus.</p> <p>Termly work scrutiny indicates positive impact of experiences on children's learning and development.</p> <p>Pupil discussion with senior leaders/governors about impact of experiences on learning</p> <p>Children share experiences from cluster of schools activities with class groups or through assemblies.</p>	<p>JM</p>	<p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>
<p style="text-align: right;">Total budgeted cost</p> <p>50% funding of staff CPD activity, including INSET days and access to external training/courses</p> <p>50% funding of morning Teaching Assistant time in each class</p> <p>Funding to cover the cost of trips and experiences linked to the curriculum</p> <p>Funding for transport to access wider experiences within the cluster of schools</p>					<p>£2,000</p> <p>£20,500</p> <p>£1,000</p> <p>£500</p> <p>TOTAL - £24,000</p>

v. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)</p>	<p>Employ an additional 0.6 FTE teacher to deliver targeted interventions to groups of pupil premium children. Key interventions:</p> <ul style="list-style-type: none"> Talking Tables and Talk Boost interventions to support C&L and PSED for Reception children Additional phonics sessions for Y1 children Additional literacy and maths sessions for KS1 children with a focus on developing metacognition and self-regulation <p>Employ a Teaching Assistant at lunch time to run a lunch time story club for Reception children and lower achieving Y1 children to model reading skills, develop vocabulary and enjoyment of reading</p>	<p>EEF Early Years Toolkit identifies C&L approaches as having a high impact with C&L approaches consistently showing positive benefits in spoken language, expressive vocabulary and early reading skills</p> <p>Delivery of Talking Tables and Talk Boost sessions to Reception children in 2017/18 resulted in significant improvements in children's vocabulary and grammar skills as detailed in ii above.</p> <p>Additional phonics sessions for Y1 children in 2017/18 identified significant improvements in phonics skills resulting in 79% pupil premium children passing the phonics screen check (compared to 60% pupil premium children in 2016/17)</p> <p>EEF metacognition report identifies that the development of metacognition and self-regulation is a high impact approach to improving the attainment of disadvantaged learners</p>	<p>Before and after assessment using the Renfrew Picture Scale to identify impact of intervention on standardised vocabulary and grammar skills.</p> <p>Termly pupil progress meetings to monitor progress in C&L, PSED and reading in Reception.</p> <p>Termly phonics screen checks for Y1 children to ensure they are making good progress with phonics development over time.</p> <p>Termly pupil progress meetings to monitor progress of reading, writing and maths in KS1.</p> <p>Termly lesson observation and book scrutiny to identify use of metacognition and self-regulation strategies to support learning.</p>	<p>JM</p>	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>

<p>Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.</p>	<p>Employ a Teaching Assistant to provide one to one and small group support to develop social and emotional skills, and to lead a Nurture group. Teaching Assistant to be part of the Derbyshire Educational Psychology ELSA (Emotional Literacy Support Assistant) programme to support this work. Teaching Assistant to be supported by an Educational Psychology Assistant to implement the Behaviour Box programme</p>	<p>Educational Psychology Service have trialled the Behaviour Box programme with other Derbyshire Schools with positive outcomes in terms of reduced exclusion and improved engagement in learning. The EEF Teaching and Learning Toolkit identifies both behaviour interventions and social and emotional learning interventions as having a positive impact on children's progress.</p>	<p>Half termly meeting with Teaching Assistant to review interventions and impact on children's social and emotional skills through range of appropriate assessment tools such as the Boxal Profile and others recommended by the Educational Psychologist.</p> <p>Reductions in inappropriate behaviour for targeted children and/or successful referral for more specialist support</p> <p>Improvements in engagement in learning and thus progress of children identified through termly pupil progress meetings</p>	<p>MC</p>	
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">0.6 FTE UPS3 Teacher costs £29,400</p> <p style="text-align: right;">Lunch time story group TA costs £800</p> <p style="text-align: right;">30 hour grade 8 Teaching Assistant costs £19,500</p> <p style="text-align: right;">Funding for Nurture training and ELSA training and support £2,000</p> <p style="text-align: right;">Funding for Educational Psychology support time £1,000</p> <p style="text-align: right;">Resources to deliver the range of interventions £500</p> <p style="text-align: right;">TOTAL - £53,200</p>					

vi. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improved attendance for pupil premium children who have attendance below the minimum 96% target	<p>Employing a Teaching Assistant to monitor daily attendance of poor attenders and put in place personalised systems of reward to encourage good attendance.</p> <p>Explore options for a financially sustainable breakfast club to support pupil premium attendance and lateness</p> <p>Office time to monitor and report on attendance issues on a weekly basis to the HT to enable swift intervention where attendance is reducing.</p> <p>Contribution towards subscription to Derbyshire Early Help Offer which includes attendance officer support</p>	<p>When children are not at school they are not accessing the teaching and learning provided and so will not make progress in their learning. The more days lost to learning the greater the risk of children not making expected or better progress and the greater the likelihood of them falling behind with their learning.</p> <p>Initial engagement with use of Early Help attendance officer has improved attendance for some targeted children with below 90% attendance.</p>	<p>Weekly monitoring of attendance for PP children through weekly reports on attendance.</p> <p>Records of actions taken for PP children with below 96% attendance.</p> <p>Bespoke TA support to encourage good attendance for those identified as having below 96% attendance, to include reward charts/systems for good attendance.</p> <p>Application/expression of interest to Action for Children about funding/support to establish a magic breakfast club.</p> <p>Half termly attendance officer late arrival support for families</p> <p>Attendance officer support for formal meetings for families with poor attendance.</p>	JM	<p>Oct 2018</p> <p>Dec 2018</p> <p>Feb 2018</p> <p>April 2018</p> <p>June 2018</p>

<p style="text-align: right;">Total budgeted cost</p> <p>Part of 30 hour grade 8 Teaching Assistant costs (include above) 2 hours per week office admin time Contribution towards Derbyshire Early Help subscription</p>	<p>Included above</p> <p>£1,100</p> <p>£500</p> <p>TOTAL - £1,600</p>
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