

## **Lee Brigg Infant and Nursery School Pupil Premium Strategy 2017 -18**

### **Funding allocation 2017 -18**

In the 2017 – 2018 financial year Lee Brigg Infant and Nursery School will receive £14,520 pupil premium funding.

We currently have 9.8% of pupils in school who are eligible for the pupil premium grant.

In comparison the national average of pupils eligible for the pupil premium grant was 25.1% in 2016.

### **Aims for pupil premium spend 2017-2018**

Our key objectives are to raise attainment for those children in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

### **Our principles for pupil premium funding**

At Lee Brigg Infant and Nursery school we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve and exceed their potential.

We recognise that not all children who may be eligible for free school meals (FSM) are disadvantaged and equally recognise those who are not eligible for FSM may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of pupil premium funding.
- Ensure class teachers and senior leaders monitor and track their progress carefully.
- Ensure class teachers and senior leaders work together to set high expectations.
- Are aspirational and recognise that for some of our pupil premium children meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have put systems in place to identify children eligible for free school meals and therefore pupil premium funding (or EYPP).
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential, having equal access to all areas of the curriculum both in and out of school hours.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

### **Monitoring pupil premium children**

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil in order to analyse their performance in comparison with other children in school as well as against National standards.

- A wide range of data is used – attainment data, pupils' work, lesson observations.
- Assessments are collected, monitored and analysed at planned points during the year.
- Pupil premium children are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.
- Case studies are produced for each child in receipt of pupil premium funding.
- The work of children in receipt of pupil premium funding is monitored weekly by the SLT.

## The current position

Children who are eligible for the pupil premium grant have a high profile across school. The headteacher is the pupil premium lead and ensures that these children are discussed as part of a weekly meeting with staff. This works well as it ensures that no child's current or changing needs are unknown. A nominated governor for pupil premium is in place and her monitoring visits into school focus not only on observing the actions in place for these children, but talking to this group to provide evidence of pupil voice throughout the year. Her reports back to the Governors forms part of a standard item in the termly Pupils and Standards Governor committee meetings.

Behaviour of this group of children in school is good. This is monitored closely through the headteacher's behaviour log. The system in place works well as any escalation in behaviour can quickly be addressed. Procedures in place working with the school EWO has seen an improvement in attendance for this group of pupils (95.4%) and no persistent absence in 2016-17.

All children who are eligible for the pupil premium grant are given additional roles and responsibilities within school. This includes, being a member of the school council, a bump buddy, a lunchtime helper, a librarian or a class representative. Alongside this, this group of children are encouraged to participate in after school clubs and are funded to do so, (Currently 55%), as well as participate in events where they are representing the school e.g. Cross school sporting competitions and events, cross school performances and art workshops. Monitoring of this is conducted by the headteacher. This works well as it ensures a sense of pride and belonging, as well as raising aspirations and self-esteem for some of the more vulnerable pupils within this group.

## Current data in comparison to National

### End of KS1

	National 2017				School 2017 (5 Children)		School 2016 (12 Children)	
	ARE		GDS		ARE	GDS	ARE	GDS
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged				
<b>Reading</b>	61%	78%	13%	27%	60%	40%	50%	17%
<b>Writing</b>	52%	71%	7%	17%	40%	40%	42%	8%
<b>Maths</b>	60%	78%	10%	22%	60%	40%	58%	17%

## Main barriers to educational achievement and progress

As a staff we carefully identify the needs of our pupil premium children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present, across school, the barriers to learning are predominantly related to the following:

- Pupil premium children typically enter school with a low baseline in speaking and demonstrate poor communication skills.
- Pupil premium children typically enter school demonstrating poor fine and gross motor skills, as well as poor fitness and diet.
- Pupil premium children typically display low self-efficacy attributes.
- A percentage of the pupil premium children have identified additional SEN or medical needs.
- Punctuality of pupil premium children is poor.
- A small proportion of children cannot access appropriate support within the home environment, this is particularly related to the development of communication, language and literacy skills.

This list is not exhaustive, neither do all parts of it apply to all of our pupil premium children.

## How we intend to address these barriers to learning based upon research evidence.

The pupil premium grant is predominantly used at Lee Brigg Infant and Nursery School to guarantee quality first teaching. This year we aim to continue to ensure that teaching across school is highly effective and that all pupils receive the best standard of education from their class teacher and any additional adults working with them. Extra specialist support staff employed by the school are integral in supporting class

teachers to deliver high quality first teaching by helping to identify gaps in pupil's knowledge and understanding, especially in their key areas of expertise. Use of support staff within a lesson allows teachers to carry out same day interventions with groups or individual pupils. We also use our specialist support staff for specific intervention programmes to target identified children across school.

In 2017 -2018, our senior leaders, the higher level teaching assistant and specialist support staff will be delivering and tracking well planned interventions, specific to identified needs of the children. These will be monitored closely by the senior leadership team who evaluate the impact of these interventions each half term. Support staff understand their role and are trained regularly to keep their knowledge and skills up to date. They work with class teachers and senior leaders to regularly review pupils' learning and are placed where they are most needed to support children, and in accordance with their specialist skills. In addition to this, support staff provide an additional layer of valuable emotional support to our children and families.

As a school we believe in early intervention in order to begin to diminish the potential differences between disadvantaged children and their peers as soon as possible. We target and work with parents and carers who may require additional support from ourselves or outside agencies, with particular reference to how they can help to support their child at home.

Disadvantaged children within the Foundation Stage have barriers to their learning in the form of communication and language difficulties. Progress and development of these skills is a priority, as this area links directly to outcomes throughout a child's life. (This is evidenced in research carried out by K Sylva et al in the EPPE project 1997-present). An additional member of support staff, who is a qualified nursery nurse, allows class teachers in the Foundation Stage to work with children one to one and in small groups and further to this, allows for additional regular interventions to take place in language and physical development.

Research projects such as the Educational Endowment Foundation (EEF) have also been used to support our decision making in regards to pupil premium spending. This is further detailed in the schedule of pupil premium spend below. The EEF references reading comprehension interventions, as well as phonics, as two key ways to support with closing the gap for attainment in reading. Alongside this, OFSTED publications which reference good use of pupil premium spend, such as, 'The Pupil Premium – an Update' July 2014 and 'The Pupil Premium -How schools are spending the funding successfully to maximise achievement' 2013, have been used in our decision making to employ support staff to deliver specific planned interventions, as well as allow class teachers to continue to work with small groups when necessary. Past successes in school, as well as initiatives developed by other schools, have also had an impact on our decisions.

Currently our interventions in school focus on phonics, reading, writing, speech and language development, as well as the development of physical skills. This is in accordance to the school development plan which highlights the need for pupil premium pupils at the school to attain in line with, or above, their peers in reading and writing by the end of key stage 1.

Higher ability pupil premium children have access to a programme of support designed to teach and promote greater depth in English and Mathematics, carried out by a member of the senior leadership team.

Following staff training and evidence provided by 'Place2be' further pastoral work will be carried out this year by trained staff. This small group work will seek to address specific behaviours, promote attachments and encourage collaboration with others.

Opportunities to participate and develop skills throughout the wider curriculum will also be a priority this year, (as set out in the school improvement plan), for all of our children, including those in receipt of pupil premium funding. Engagement in a wider range of activities both in and out of school will widen children's experiences and opportunities to develop key knowledge and skills outside of English and Mathematics.

## What are our desired outcomes for pupils?

	Desired outcome and how this will be measured	Success Criteria
A	To increase the percentage of disadvantaged children achieving the expected combined standard at the end of Key Stage 1, so that it is higher than 2017. This will be measured by data tracking throughout the year and the final outcomes in 2018.	The percentage of disadvantaged children working at the expected standard in reading and writing at the end of KS1 has increased from 2017.
B	To increase the percentage of pupil premium children whose attendance meets the school target of 96.5%. This will be measured by data tracking throughout the year and the final outcomes in 2018.	The percentage of disadvantaged children whose attendance meets the school target of 96.5% has increased from 2017.
C	To increase the percentage of pupil premium children achieving a GLD at the end of Foundation Stage so that it is higher than 2017. This will be measured by data tracking throughout the year and the final outcomes in 2018.	The percentage of disadvantaged children achieving a GLD at the end of EYFS has increased from 2017.
D	To increase engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home. This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.	The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.
E	To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school. This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS). At Key Stage 1 this will be measured by the outcomes in ART and PE assessment at the end of the year. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured.	The percentage of disadvantaged children accessing after school club increases to 75%. The percentage of children participating in events to represent the school increase to 75% The APS score for disadvantaged children at the end of EYFS in 2018 will at least be in line with National in 2018. The percentage of children achieving expected in PD at the end of EYFS has increased from 2017. The percentage of disadvantaged children achieving expected in EAD at the end of EYFS has increased from 2017. The percentage of children assessed at ARE or above in art and PE is above 80%

## Pupil Premium Provision Map 2017-2018

Desired outcome and links to School Improvement Plan	Chosen approach	Rationale based upon evidence and linked to barriers.	Actions	Cost	Monitoring date / How will we ensure it is implemented well?	Impact Review – Dec 2017 April 2018 July 2018
<p>A. To increase the number of disadvantaged children achieving the expected combined standard at the end of Key Stage 1 so that it is higher than in 2017.</p> <p><i>Links to - School Improvement Priority 1</i></p>	<p>To continue a whole school focus on maintaining and improving High Quality First teaching with a focus on pupil engagement, questioning, challenge and assessment for learning to identify gaps in learning.</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above. As an approach this needs to be consistent and maintained throughout every class in school.</p>	<p>Quality CPD to be sought to develop teaching and learning – particularly in relation to subject knowledge, effective questioning, development of mastery and challenge. Teaching staff and support staff to continue to observe outstanding practice in our school and across other schools.</p> <p>Staff to be supported by MAT English lead when needed.</p>	<p>Costs of CPD / cover – to be added retrospectively.</p>	<p>Teaching and learning is monitored as part of the <b>half termly monitoring</b> calendar and includes observations and work scrutiny. This includes close monitoring of progress and attainment of disadvantaged children. Outcomes for this group are discussed half termly at pupil progress meeting.</p>	<p>Dec 2017 – Current data for disadvantaged children Y2 ARE reading – 60% ARE writing – 60% ARE mathematics – 60%</p>
	<p>To conduct daily interventions focussed on children's specific needs, which are delivered by highly trained support staff, teachers and senior leaders.</p>	<p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home.</p> <p>The EEF toolkit suggests that 'Feedback' can improve outcomes by up to 8 months. This is obviously part of Quality first teaching as well as part of key interventions in place. Successful feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.</p> <p>The EEF toolkit suggests that 'mastery' learning – where individuals or groups work on clearly sequential structured concepts to deepen their understanding, (usually for periods of less than 12 weeks) it can improve pupil outcomes by up to 5 months. This will be carried out by SLT with specific groups of targeted children.</p>	<p>Interventions will include – A daily intensive speech and language programme.</p> <p>A daily phonics / reading comprehension intervention.</p> <p>Disadvantaged pupils to be invited to an additional reading group as part of an after school club.</p> <p>A daily intervention to support physical skills – this will include the 'Fit to Learn' programme.</p> <p>Morning club x2 week. This will address feedback and discuss personal learning goals as well as pre teach specific knowledge and skills.</p> <p>Targeted group interventions from January 2018 by SLT. These will address gaps in learning as well as targeting ARE and GDS.</p>	<p>£10, 428 Additional support staff required.</p> <p>Cover cost for SLT release - £400</p> <p>Additional training for support staff (to be added retrospectively)</p>	<p>Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).</p> <p>The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact. The pupil premium governor is also involved in monitoring the interventions in place.</p>	<p>Dec 2017 – Current data for disadvantaged children Y2 ARE reading – 60% ARE writing – 60% ARE mathematics – 60%</p>

		The EEF toolkit suggests that collaborative working where children can work in mixed age groups and experience working together, competing with one another and opportunities to articulate (and have this modelled) their thoughts and ideas when working on projects, can improve outcomes by 5 months. This work will also address the barriers of language and communication, self-efficacy and the development of physical skills.	HLTA timetable to include a weekly session for extra pastoral support for the most vulnerable/disadvantaged pupils. This will focus on collaborative projects which promote competition, peer tutoring and articulation.			
<b>B.</b> To increase the number of disadvantaged children whose attendance meets the school target of 96.5%.	The headteacher to continue to work closely alongside the MAT EWO to monitor attendance and punctuality weekly, using the attendance software in place. To reward those disadvantaged children with attendance above 96.5% each half term.	Evidence for this approach comes from its successful implementation in school in 2016-17. This approach will continue to address the barrier of poor punctuality from <b>some</b> disadvantaged children.	Weekly monitoring of attendance and punctuality of disadvantaged children. Headteacher to follow up first response calls and work with parents to address any attendance issues.	No costs.	Weekly attendance monitoring using software in place.	Dec – Current attendance for disadvantaged group -96.7% Out of 10 children - 60% (6 children) – are meeting or exceeding school target.
<b>C.</b> To Increase the number of pupil premium children achieving a GLD at the end of Foundation Stage so that it is higher than in 2017.  <i>Links to - School Improvement Priority 1</i>	To conduct daily interventions focussed on children's specific needs, which are delivered by highly trained support staff and teachers.  To introduce new teaching approaches within EYFS, in relation to reading and writing, which will have a positive impact on all groups of children, including those in receipt of pupil premium funding.	The EEF toolkit suggests that quality phonics teaching, carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. The additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities.  The weekly physical development session is in addition to the twice weekly PE, daily outdoor learning and development of physical skills within the provision. This will specifically address the barriers of poor physical health and diet on an individualised basis.  The development of language as a precursor to writing is supported by a new report ' <i>Talking About a Generation</i> , from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of the prime areas of physical development and communication and language as a precursor to future successes in Literacy.	Interventions will include - A daily intensive speech and language programme.  A daily phonics / reading comprehension intervention.  A weekly intervention to support physical skills – this will include the 'Fit to Learn' programme.  To introduce use of 'helicopter stories' in nursery and reception to encourage reluctant writers to share their ideas for writing. This also involves development of vocabulary and speaking in front of others.  To use the programme developed from training to support large/gross motor skills ready for writing.	Funding for an additional adult in EYFS – to ensure teachers can work with small groups and target specific children through interventions. £3,449  CPD for all staff £300	This will be measured by data tracking throughout the year and the final outcomes in 2018.  Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).  The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact. The pupil premium governor is also involved in monitoring the interventions in place.	Dec 2017 – Target on track 50% (1/2 children).

<p>D. To increase the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.</p>	<p>To introduce further opportunities to engage parents and carers of pupils, particularly disadvantaged pupils in school life, therefore supporting them with working with their child at home.</p>	<p>The EEF toolkit suggests that increasing parental involvement can improve outcomes by up to 3 months. The actions in place will support with addressing the barriers to learning that some of our disadvantaged pupil's face – the accessing of appropriate support within the home environment, particularly related to the development of communication, language and literacy skills.</p>	<p>To offer 'free' regular workshops for parents, some for information and support and others as a chance to work with their child in school.</p> <p>To target parents and carers of disadvantaged children to regularly attend 'learning journey' sharing sessions with their child and class teacher. This will allow for feedback on next steps for the child.</p> <p>To encourage more children, particularly those in receipt of pupil premium funding, to read at home daily to increase their fluency by introducing the 'reading raffle.'</p>	<p>Free workshops</p> <p>No cost</p> <p>Costs for prizes - £50</p>	<p>This will be measured by attendance at events, feedback from parents, monitoring of reading/reading journals and data outcomes in school. The number of parents and carers of disadvantaged children accessing events/training in school should be above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</p>	<p>Dec 2017 - Current engagement 40%</p>
<p>E. To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p> <p><b>Links to - School Improvement Priority 4</b></p>	<p>To encourage disadvantaged children at school, to take part in additional funded after school activities, as well as engage them in wider opportunities on offer to them and their peers.</p> <p>This year this will include, participation in the 'Artsmark' and 'Investors in Pupils' awards, additional funded trips out as well as visitors into school to inspire learning.</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and well-being have also consistently been reported. Participating in sports and physical activity is also likely to have wider health and social benefits.</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children's low self-efficacy attributes.</p>	<p>To supplement/fund the costs of any 'paid for' after school clubs.</p> <p>To supplement/fund the costs of any 'paid for' visits / visitors.</p> <p>To target these children for involvement in wider sporting or creative opportunities.</p> <p>To supplement/fund the cost of any 'paid for' music tuition.</p> <p>To provide all children, including those in receipt of pupil premium additional wider opportunities in PE, The Arts and pupil voice through the initiatives in place in school.</p>	<p>£300</p>	<p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS). At Key Stage 1 this will be measured by the outcomes in ART and PE assessment at the end of the year. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured.</p>	<p>Dec 2017 - Current engagement in clubs / wider opportunities 100%</p>
<p>Regardless of cost, all pupils who are eligible for the pupil premium grant will have access to the appropriate equipment and resources.</p>	<p>To ensure that all disadvantaged children have access to all school resources to meet their individual needs includes free milk.</p>		<p>Provide those children in receipt of pupil premium with appropriate equipment and resources, including school milk, so that his is not detrimental to their involvement or participation in school life,</p>	<p>£150</p>		

**Current pupil premium spend to date – £15,077**