

Market Drayton Infant and Nursery School

Pupil Premium Report 2018-19



'An excellent, happy school where we enjoy learning.'

We value:

Respect

Independence

Communication

Enjoyment

Introduction

Overview

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from other families. From September 2018, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt or eligible for Free School Meals (FSM) or Pupil Premium Funding; £2,300 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order.

In addition, there is the 'Early Years Pupil Premium' (EYPP) which is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. This is available to children who are of nursery age. Providers receive £302.10 for each eligible child who takes up the full [570 hours of state-funded early education](#) they are entitled to. This has to be applied for on a termly basis.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Market Drayton Infant and Nursery School we pride ourselves on using the Pupil Premium to support our students with a specific focus on engagement in school life, curriculum support and engaging parents.

Objectives for Pupil Premium in this School

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

4. The school will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The Headteacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

The governors' curriculum and finance committees in turn regularly and rigorously scrutinise the impact of our pupil premium spend to ensure that it is being put to best use.

Evidence of School Performance

1) Statements from Ofsted Report Relating to the Performance of Disadvantaged Pupils

November 2013

There is a gap between the standards in reading, writing and mathematics of those pupils who benefit from pupil premium funding and other pupils in the school. However, this gap is narrowing, particularly in writing and mathematics. In 2013, pupils eligible for the pupil premium were on average around two terms behind their classmates in reading, writing and mathematics. Examples of how the funding has been spent include early literacy support, volunteer reading help and the development of fine motor skills. '

2) Summary of School's Performance Data 2018

EYFS:

The percentage of disadvantaged children getting a Good Level of Development (GLD) in 2018 was 50%. There is a difference of 12% between the disadvantaged pupils achieving a GLD (50%) and other pupils (62%). The gap has narrowed by 1%.

Year 1 Phonics:

In 2018, the number of disadvantaged Year 1 pupils achieving the phonics standard significantly increased to 76%, this was an increase of 36% from the previous year. There was a 10% difference to other pupils (86%).

Year 2:

Year 2 Phonics

By the end of Year 2, 90% of disadvantaged children passed the phonics screening. The number of disadvantaged passing the phonics screening by the end of Year 2 was 3% above other pupils in the school (87%).

End of Year 2 assessment outcomes

In 2018 24% achieved the expected standard in reading, writing and maths combined. The percentage of disadvantaged children achieving the expected standard in reading was 52% (a 23% decrease from 2017). The percentage achieving the expected standard in writing was 29% (a 27% decrease from 2017). The percentage achieving the expected standard in maths was 52% (a 17% decrease from the previous year). The outcomes for the cohort as a whole saw a decrease from the previous year.

Tracking progress from entry in EYFS to end of KS1:

2018 PP (20 chn)	EYFS Baseline		EYFS % exp standard	EYFS expected progress	Phonics % expected standard by end of Y2	KS1 % expected standard	KS1 % expected progress
Reading	% on track	25%	80%	100%	90%	45%	80%
	% 4-6 months behind	25%		EYFS accelerated progress			KS1 accelerated progress
	% below	50%		60%			55%
Writing	EYFS Baseline		EYFS % exp standard	EYFS expt progress		KS1 % exp standard	KS1 ex progress
	% on track	20%	55%	95%		25%	80%
	% 4-6 months behind	15%		EYFS accelerated progress			KS1 accelerated progress
	% below	65%		35%			40%
Maths	EYFS Baseline		EYFS % exp standard	EYFS expt progress		KS1 % exp standard	KS1 ex progress
	% on track	30%	55%	95%		50%	85%
	% 4-6 months behind	35%		EYFS accelerated progress			KS1 accelerated progress
	% below	35%		30%			45%

Review of the Pupil Premium Strategy for 2017-18

School Life:

Spent on	Aim	Impact												
Funding places on school trips/visits £1,500	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has ensured full participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding.												
Funding clubs and extra-curricular activities, including access to breakfast club £2,500	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.	<table border="1"> <thead> <tr> <th>Year</th> <th>% of pupils accessing</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>26%</td> </tr> <tr> <td>2014-15</td> <td>69%</td> </tr> <tr> <td>2015-16</td> <td>45%</td> </tr> <tr> <td>2016-17</td> <td>55%</td> </tr> <tr> <td>2017-18</td> <td>62%</td> </tr> </tbody> </table> <p>This shows the percentage of children who attended extra-curricular activities from Reception-Year2. The school will actively seek out parents to ensure that they are able to access extra-curricular activities and be supported in this.</p> <p>29% of children have regularly accessed breakfast club over the year, this is an increase of 18% from the previous year. This has meant that the children are arriving on school on time and are ready to for their learning. It also gives the opportunity for parents to go back to work and all of these regular attenders are children where the parents are working.</p>	Year	% of pupils accessing	2013-14	26%	2014-15	69%	2015-16	45%	2016-17	55%	2017-18	62%
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Purchase uniform and PE kit for families £3,000	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.	All parents were offered basic uniform and PE kit at the start of the year. 100% of parents accessed this(Rec-Y2). This ensured that all children were wearing the correct uniform and were equipped for PE - an area that has traditionally been an issue.												

<p>Pastoral Support £3,070</p>	<p>Funding for staff members to deliver targeted support for individual and groups of children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.</p>	<p>8 children (14%) in receipt of pupil premium have accessed pastoral support. This has been one to one support from one of the pastoral staff, a counsellor or through play therapy.</p>
<p>Staff training - Play Therapy training £3,700</p>	<p>One member of staff will complete 'Play Therapy' training and will continue to deliver this in school on a weekly basis to target children in receipt of pupil premium.</p>	<p>The school has continued to invest in the training of one of the teachers to complete a play therapy course so that we can offer this to the children who are most vulnerable. This is a real area of need for the school and accessing this support outside of school is challenging. This will benefit our most vulnerable children, many of whom are in receipt of pupil premium. There are not currently any play therapists in the Market Drayton area and research shows that there would need to be the equivalent of five play therapists to meet the needs of children in the area. Currently the member of staff training will be the only play therapist in the area.</p> <p>6 children in receipt of pupil premium have accessed/are accessing Play Therapy to ensure that their social and emotional needs are being met, so that they can be more equipped and ready to learn. 4/5 who have accessed Play Therapy have shown improved scores on the Strengths and Difficulties Questionnaire that have moved from the abnormal to normal range following completion of the therapy. Parents have been involved and spoken to by the therapist on a termly basis so that they are fully involved.</p>
<p>Behaviour Support £1,000</p>	<p>An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.</p>	<p>An independent behaviour consultant has worked within the school visiting at least twice per half term. Intense support has been provided for two children with a high level of need and advice on behaviour management strategies to support these children. As a result, all children are more settled into the</p>

school routine and staff have a range of strategies for supporting and managing these children in class. The children receiving support are still behind with their learning but are now starting to make progress, as they are starting to become more focussed and spending more time in class accessing quality first teaching. They will need to receive continued support as they move to the next year group.

Attendance Support

:

2015-16 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	%	19%	27%	54%
2016-17 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	95.49%	7%	25%	68%

Data shows an improvement in 2016-17. 70% of the children improved their attendance from the previous year. 24% by 4% or greater. Administrator in charge of attendance to continue to monitor attendance and work with the Education Welfare Officer (EWO) to look at attendance of children in receipt of pupil premium. Arrange parent meetings with these parents using structured conversations.

2015-16 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	%	19%	27%	54%
2016-17 attendance	Overall attendance	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	95.49%	7%	25%	68%
2017-18 attendance	Overall attendance (04.09.17-10.07.18)	Percentage of children at each attendance level		
		<90%	90-95%	>95%
	93.5%	12%	33%	54%

Of the children (33) who have been tracked through from the previous year, 45% have improved their attendance, 36% attendance has stayed broadly the same and they are all greater than 90%. 5 children who are below 90% have been in reception for the academic year 2017-18 and this needs to remain an area of focus.

Total=£14,770

Curriculum Support:

Spent on	Aim	Impact
<p>Targeted TA intervention e.g. RWInc, Maths, Phonics, Talk Boost. £5,000</p>	<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs to help them make improved progress and to raise their standards of achievement.</p> <p><i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in school by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten-week intervention.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age-related expectations. The main focus will be in Literacy and Numeracy.</p>	<p>Phonics and RWInc Intervention: These have been highly effective interventions in Year 1 and 2.</p> <p>Year 1 Phonics: In 2018, the number of disadvantaged Year 1 pupils achieving the phonics standard significantly increased to 76%, this was an increase of 36% from the previous year. There was a 10% difference to other pupils (86%).</p> <p>Year 2: <u>Year 2 Phonics</u> By the end of Year 2, 90% of disadvantaged children passed the phonics screening. The number of disadvantaged passing the phonics screening by the end of Year 2 was 3% above other pupils (87%).</p> <p>Talk Boost: The children who accessed Talk Boost in reception did not go on to meet the expected standard at the end of EYFS. This needs to be looked at closely as an intervention in Reception to ensure that it has the impact that it can have.</p>
<p>Achievement for All £5,950</p>	<p>Achievement for all is a coaching for under achievement programme that focuses on four areas:</p> <ul style="list-style-type: none"> - Teaching and Learning - Wider outcomes e.g. transition, extra-curricular activities, behaviour 	<p>Achievement for All Structured conversations have taken place termly with parents. Of the 46 children identified (R-Y2) 44 have had structured conversations with the teachers to look at how the school and parents can work together to support the children. The parent that did not come has two children and was not able to come for</p>

- Leadership and management
- Parental Engagement

A needs analysis is completed in respect of the above, including looking at current data. From this the school will have two years' worth of coaching to include a set of modules which can be delivered to staff and support for staff. It includes whole school CPD (Continued Professional Development) and closing the gap in reading, writing and maths.

personal reason, however the Headteacher has spoken to this parent on the phone and in person on a regular basis, so all have had input from school over the year.

The impact of these has been identified from feedback:

'The child is now reading at home and is becoming more confident to have a try. Mum is sharing successes from home and is encouraging their child more.'

'From the conversation with the parent, the parent did realise the expectations of Reception. We discussed the area that the child needed support in. After this, I saw the child having more independence in dressing and sorting out their own equipment, with encouragement, mum is now beginning to let them do things for themselves.'

'Worked together with mum to make child's transition into school more settled and focus on improving attitude and behaviour in both school and at home.'

'Dad was very positive and pleased with child's progress. Supported at home with dad to work through activities.'

'Able to clarify with parent more specifically what child struggles with at home. By working together we have changed the child's attitude when working at home with the parents and parents are clear about what learning to focus on.'

'Mum was initially shocked in our meeting about her child not working at the expected standard. She took on board all of the strategies and suggestions that could be done at home. Since then, the child has read at home nearly every night and this has significantly improved the reading.'

As part of the achievement for all reception and Y1 cohorts were tracked. A range of targeted interventions were used including: Talk Boost, RWInc, CLIC, fine motor, Bikeability, Kool Kidz, SLCD, IGR, Play Therapy; all children had daily reads.

Reception:

The areas identified by AfA are speaking, moving and handling and health and self-care.

Attainment			
Area	Speaking	Moving and Handling	Health and Self-Care
Percentage getting ELG	33%	73%	67%

Progress from base line (on entry to Reception)

	Speaking	Moving and Handling	Health and Self-Care
Expected+ Progress	57%	93%	100%
Accelerated progress	43%	29%	43%

The overall attendance in reception is 90.03% and this is an area that needs to remain a focus.

Year 1:

Progress from starting point (End of EYFS data):

	Reading	Writing	Maths
Expected+ Progress	100%	100%	93%
Accelerated progress	79%	36%	36%

43% of these children passed the phonics screening.

Attendance for this group at the end of reception was 91.25% and increased to 95.37% by the end of Year 1.

Parent workshops:

93% of the parents attended a workshop in the autumn term linked to phonics, story telling and SPaG.

		93% of the parents attended a workshop in the spring term for a maths workshop. It was not the same parents that did not attend the workshops; overall (out of 45 sets of parents) there was only one that did not attend a workshop at all.
Targeted teacher and HLTA intervention e.g. Literacy and numeracy £34,031	<p>Providing small group work for pupils entitled to PP funding with an experienced teacher/HLTA focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>To help children reach their full potential and close the attainment gap.</p>	<p>Much of the targeted teacher and HLTA support has been based around the children identified for the Achievement for All (See above) work and has involved developing whole class quality first teaching.</p> <p>The teachers used Iris Connect to look at how the children engaged at the start of the programme and how they engaged at the end of the programme.</p> <p>Iris showed that teachers had put whole class strategies in place e.g. carefully planned seating arrangements, choice of talk partners, showing children how to use equipment correctly, use of outdoor learning.</p> <p>The impact varied.</p> <ul style="list-style-type: none"> • The biggest was for children's increase in self-confidence and self-esteem. • Children became more independent and willing to 'have a go'. • Teachers developed a more positive relationship with the children and talked more to the children about their interests outside of school. • Children became more confident about how to use equipment correctly to access the lesson. • Teachers were able to identify different strategies with children e.g. seating, choice of talk partners • Increase in parents working with the children at home. • Progress and enjoyment - 'loving school and learning'.
Speech and Language Support (part funded)	To ensure that children make accelerated progress in their speech and language	38% of children in receipt of pupil premium have accessed speech and language support for at least one year. Speech Language and

£6,500	development so that they are able to communicate at age appropriate levels.	<p>Communication difficulties are a specific need of the children in school and we pride ourselves on effective early intervention. At least 12 other schools across Shropshire have worked with our staff, at the recommendation of the speech and language therapist to see if they can replicate similar support systems within other schools. As a result of effective early intervention, the nine children who were on the speech and language register had been removed by the end of Year 2 - 50% of the Pupil Premium had at some point had SLCD.</p> <p>In the 2018 Y2 cohort, 9 children in receipt of Pupil Premium had had speech and language input at some point. Of these the following percentages achieved the expected standard: Reading 33%, Writing 11%, Maths 44%.</p>									
Kool Kidz Programme £2,200	Kool Kidz Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities. This should also have an impact on handwriting.	<p>The children who accessed this intervention in Reception were identified for motor control, lack of coordination, upper body strength, balance and following instructions. These areas were all crucial for the prime area of the early learning goals, 'physical development - moving and handling'.</p> <p>Sessions of Kool Kidz have run this year from Reception to Year 2 and 41 children have accessed this. An example of the impact is outlined in the table below:</p> <table border="1" data-bbox="1200 1054 2136 1399"> <thead> <tr> <th data-bbox="1200 1054 1447 1102">Session Dates</th> <th data-bbox="1447 1054 1783 1102">Pre Assessment</th> <th data-bbox="1783 1054 2136 1102">Post Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1200 1102 1447 1254">Initial support: Sep 2017 End date: July 2018</td> <td data-bbox="1447 1102 1783 1399">Score 18 (Physical); 9 (Social) Target: Balance and coordination. Confidence, self-esteem, social skills. Arousal levels and motivation.</td> <td data-bbox="1783 1102 2136 1399">Score 23 (Physical); 15 (Social) Increased concentration and interaction with others in the group. Keeping a fixed position for longer and has</td> </tr> <tr> <td data-bbox="1200 1294 1447 1399">Reception - 10 children identified for</td> <td></td> <td></td> </tr> </tbody> </table>	Session Dates	Pre Assessment	Post Assessment	Initial support: Sep 2017 End date: July 2018	Score 18 (Physical); 9 (Social) Target: Balance and coordination. Confidence, self-esteem, social skills. Arousal levels and motivation.	Score 23 (Physical); 15 (Social) Increased concentration and interaction with others in the group. Keeping a fixed position for longer and has	Reception - 10 children identified for		
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Reception - 10 children identified for											

		support, some are one to one and some group.		increased her core stability.
		<p>Initial support: Jan 2017 End date: July 2018</p> <p>Year 1 - 6 children identified for support</p>	<p>Score 16 (Physical); 8 (Social) Target: social skills, cooperation, concentration, self-control, following instructions, core stability</p>	<p>Score 30 (Physical); 18 (Social) Attending 1:1 with JS for Cool Kids and Smart Moves</p>
			<p>Score 13 (Physical); 4 (Social) Target: coordination, balance, arousal levels, following instructions, relaxation, struggles with emotional outbursts and working alongside others.</p>	<p>Score 29 (Physical); 15 (Social) Progress been made with his balance and coordination, but still struggling with transition between activities. Self control around others and his focus target still need some work.</p>
Total=£53,681				

Engaging Parents:

Spent on	Aim	Impact
<p>Understanding Your Child (Parenting Course - Solihull Approach - part funded) £1,000</p>	<p>10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p> <p>For all children starting in Reception a two hour workshop 'Understanding Your Child' as part of the induction process. This will help equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development.</p>	<p>80% of parents of children in reception classes attended a two-hour workshop at the start of the year to give a basis introduction about child development. Following this 24% of parents whose child was in receipt of pupil premium attended the understanding your child course. This had really positive feedback from parents.</p> <p><i>"I feel this course should be compulsory for all parents. I have come out the end of it understanding that as parents we make mistakes, but we can fix it, apologise and move on."</i></p> <p><i>"It has taught me to listen more and to put less pressure on myself. As long as my child is happy that is all that matters...I have found it extremely beneficial and will definitely carry what I have learnt with me and know it will have a positive impact on my child's life."</i></p>
<p>Delivery of workshops to upskill parents in how to effectively support their child at home (part funded) £500</p>	<p>Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>	<p>Literacy courses were delivered in the autumn term for all classes from reception to year two. These involved phonics, storytelling and spelling and grammar workshops. In the spring term maths workshops were delivered across the whole of the school. Out of the total number of attendances for all these 93% of the parents attended the workshops with their child. The feedback from these is positive.</p> <p><i>"(I learned) how my child learns phonics at school and gives me a better understanding at home."</i></p> <p><i>"I learned how to understand the homework given, making more sense about how to build stories."</i></p> <p><i>"I have enjoyed learning what my child is doing in spelling and grammar. I feel more confident with being able to help them at home now."</i></p> <p><i>"I enjoyed seeing how different methods are being used to work out and solve problems (in maths)."</i></p>
<p>Total=£1,500 Grand Total=£69,951</p>		

Pupil Premium Strategy Statement

1) Summary Information

School	Market Drayton Infant and Nursery School				
Academic Year	2018/19	Total PP Budget (Estimated)	£76,360 (estimated)	Date for next internal review of strategy	September 2019
Total number of Pupils	264	Number of Pupils Eligible for Pupil Premium	58 (estimated)	Estimated EYPP	£7,600

2) Barriers to future attainment

Barriers to future attainment means there is an increased likelihood that pupils eligible for Pupil Premium will exhibit these characteristics or be subject to these factors.

Within each year group there are several pupils eligible for pupil premium and although there are some common barriers we aim to identify each pupil's unique circumstances and address these through individual provision.

Some of the main barriers for children in receipt of pupil premium are:

In-school barriers (issues to be addressed in school)

- a) Social and emotional needs, so that children are not ready to learn
- b) Behavioural issues and needs
- c) Inhibited communication skills and a vocabulary deficit, leading to general underachievement in all subjects, but especially Reading and Writing. Speech, communication and language needs - Market Drayton has the highest need in Shropshire
- d) Accessing the curriculum and closing the attainment gap
- e) Lower frequency of reading at home leading to reduced literacy levels; Lower frequency of maths practise at home leading to lower maths levels.

External Barriers (issues which also require action outside school, such as low attendance rates)

- f) Family and home related issues (e.g. emotional and relationship difficulties, lower academic aspiration, behaviour expectations etc)
- g) Limited experience of out-of-school personal development opportunities/experiences (e.g. extra-curricular activities)
- h) Coming to school in the correct uniform and correctly equipped for learning
- i) Parental engagement, including limited support and guidance from home
- j) Attendance/punctuality issues
- k) Reduced home reading

3) Desired Outcomes

Desired outcomes and how they will be measured		Success Criteria
i)	Diminish average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (ASP, tracking, progress figures) (Barrier a, b, c, d, e, k)	Tracking data to show diminishing differences between disadvantage and other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability (e.g. SEND).
ii)	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils (Integris Attendance Data) (Barrier a, b, f, j)	The difference between attendance data for disadvantaged and other pupils continues to diminish over time.
iii)	Increased in school reading and maths support for targeted pupils, fostering a love of reading and maths and a greater likelihood of reading and maths at home, either independently or with the support of a family member. (Reading records, conversations with sample targeted pupils termly, AfA parent meetings, standardised test results, CLIC booklets) (Barrier c, e, f, i, k)	Reading ages and stages rapidly increased for targeted pupils during the period of intervention. Outcomes and progress in maths have improved for targeted pupils of the period of the intervention.
iv)	Eligible pupils are equipped and ready for learning during the day, particularly for the whole morning.	Children have the correct uniform/PE kit so that it is not a barrier to learning.

	(Lesson observation, learning walks looking at pupil engagement, pupil conversations, Leuven scale of well-being and involvement) (Barrier a, b, d, h)	During lesson observations, learning walks etc children are observed to be engaged in their learning. Targeted children have increased their scores on the Leuven Scale.
v)	Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. All pupils who wish to attend after-school clubs are able to and those who are less keen are encouraged to do so. (register showing attendance at different clubs after school) (Barrier a, g)	All children have access to educational visits. Pupils are participating in after school clubs.
vi)	Speech, language and communication skills for all pupils to increase across the school with a particular focus within EYFS. (speech and language register, Talk Boost, tracking pupils through to end of KS1) (Barrier c)	Discussions with pupils reflect improving language and communication skills. Records of SaLT to demonstrate progress for individual pupils. Tracking to show diminishing difference between disadvantaged and other pupils in EYFS.
vii)	Parents to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning. (Attendance at workshops, AfA meetings, Parent Questionnaires) (Barrier c, d, e, f, i, k)	Parents offered a range of sessions that will enable them to support their child more at home and understand the impact that this can have on their child (Phonics, English, Maths). Achievement for All meetings are well attended and help to break down home/school barriers.
Viii)	Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy. (Feedback questionnaires from parents, webstar, entry and exit scores in play therapy, behaviours and attitudes to learning - lesson observation) (Barrier a, b, f, i)	Where children need more specialist emotional support they access pastoral support or support from a play therapist. Children who have additional behavioural support show improvements in their behaviours and this is evidenced in the lessons through engagement.

Where needed work is with the whole family through the Family Support Worker.

4. Planned expenditure – Academic Year 2018-19

The three headings below enables the school to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- School life
- Curriculum support
- Engaging parents

School Life:

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Assessment of Impact
v) Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. All pupils who wish to attend after-school clubs are able to and those who are less keen are encouraged to do so.	<p>Subsidising school trips and experiences and Children's University £1500 Extending experiences and building confidence.</p> <p>Pupils to have opportunities to visits and visitors that they may not ordinarily be exposed to.</p>	<p>Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.</p> <p>Education Endowment Foundation</p> <ol style="list-style-type: none"> 1. Children in the CU schools made 2 additional months' progress in reading and maths compared to children in the other schools. 2. Children in CU schools made small gains in 'teamwork' and 'social responsibility' compared to children in the other schools. 3. Children ever eligible for Free School Meals (FSM) made 1 additional month's progress in maths, no additional progress in reading, and small gains in 'teamwork' 	<p>HM to maintain a record of extra-curricular clubs.</p> <p>Use termly questionnaire to send to parents and receive feedback.</p> <p>Ensure this is reflected on PP monitoring.</p>	

		<p>and 'social responsibility' compared to ever FSM children in the other schools.</p> <p>4. Compared to pupils in the control group, those in the treatment group were more likely to select professional occupations as their future aspiration, and to report higher levels of communication, empathy, self-confidence, resilience, and happiness, after the intervention.</p>		
<p>ii) Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils</p> <p>iv) Eligible pupils are equipped and ready for learning during the day, particularly for the whole morning.</p>	<p>Breakfast Club £2,500</p> <p>Providing a free healthy breakfast to those who wish to access it ensure pupils start the day in a positive way to increase the attendance and reduce the number of late arrivals.</p> <p>Pupils are ready to start the school day.</p> <p>Toast Club available to all pupils in year one and two.</p>	<p>See EEF report on Breakfast Clubs November 2016.</p> <p>EEF research 2016 suggests 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</p> <p>EEF 2016 reports that 'the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.'</p>	<p>A significant uptake of breakfast club to be shown through attendance registers. Pupil conversations of pupils who attend breakfast club.</p> <p>Number of children accessing toast and feedback from teachers re concentration.</p>	
<p>iv) Eligible pupils are equipped and ready for learning during the day, particularly for the whole morning.</p>	<p>Uniform £4,000</p> <p>Basic uniform is provided to all pupils eligible for PP grant, including PE kit, book bag.</p>	<p>Whilst the impact on attainment is low, Gov.uk advises parents to:</p> <ul style="list-style-type: none"> • Check if your local council provides help with the cost of school uniform and PE kit. • If your council does not offer help, ask your child's school directly. <p>Family Action (support for disadvantaged families): many families could be spending</p>	<p>Monitoring of whether children are fully equipped. Where they are not, structured conversations with parents and PE kit etc kept in school so that they can fully participate.</p>	

		40% of their income on back to school costs alone.		
viii) Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy.	Pastoral £7200 Pastoral support one day per week to support children and families on one to one basis and small group. Liaison with FSW and Behaviour Support as appropriate.	Social and Emotional Learning (EEF) Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; and • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. • SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. 	Register kept. Feedback from teachers and parents. Improved behaviour and social and emotional well-being in class.	
viii) Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy.	Play Therapy £3000 Play therapist working in school one day per week. Half day one to one therapy for identified children. Half day small group intervention for children identified by class teachers.	Social and Emotional Learning (EEF) Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; and • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. • SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. 	SDQ scores from home/school as appropriate. Reports from Play Therapist re number of sessions and summary of outcomes.	
ii) Increased attendance and consistently positive behaviours for learning evident for	Behaviour Support £2,500 Specialist giving support and advice for identified pupils	Behaviour (EEF): Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.	Use Leuven scale as a measure of Wellbeing and Involvement as measure.	

<p>the vast majority of targeted pupils</p>		<p>Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues, than they are for universal interventions or whole-school strategies. Moderate impact for moderate cost.</p>		
<p>ii) Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils</p> <p>Vii) Parents to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning.</p>	<p>Attendance to be monitored, identifying absence as soon as possible and reacting to this (particular focus on Year 1 children). Ensuring that parents are aware of their child's attendance and that fast track meetings are held where needed. (EWO involvement)</p> <p>AfA Structured conversations with parents to take place termly for identified pupils and extend these to include other pupils who are falling behind. Family Support Worker to support families where attendance is an issue, as this meets one of the criteria for Strengthening Families agenda</p>	<p>Attendance has been proven to correlate with attainment.</p> <p>In school finding have shown that where parents are positively engaged, this impacts on the attendance and has resulted in improved attendance is a number of cases.</p> <p>One of the Strengthening Families criteria is around school attendance. It is based on engaging families, programs and communities in building five protective factors:</p> <ul style="list-style-type: none"> • Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need • Social and emotional competence of children 	<p>Termly monitoring of attendance. Attendance action plan.</p> <p>Termly AfA meetings to work with parents to actively look at attendance and any issues around it to support parents to improve attendance where needed.</p> <p>SS/WC half termly meetings with FSW to look at the ongoing work with identified families around the Strengthening Families agenda.</p>	

Total = £20,700

Curriculum Support:

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ongoing Assessment of Impact
<p>i) Diminishing average achievement difference between 'Disadvantaged' and 'Other' Pupils in all year groups</p>	<p>Quality First Teaching All teachers in school to be providing quality first teaching to all pupils within the class, ensuring that all pupils' needs are being identified within the class and all adults working within the class to be fully aware of these pupils. Provision maps to be in place so that all staff are aware of and understand the needs of the pupils. Regular monitoring and CPD through staff meetings and training. Provision Maps Provision maps to be updated with data termly and progress scores worked out for all disadvantaged pupils. Pupil progress meetings once termly focusing on the attainment and</p>	<p>Ofsted guidance document - The Pupil Premium 2013 states that 'ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good'</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) More successful schools prioritised quality teaching for all.</p> <p>SEN Code of Practise (Jan 2015):</p> <ul style="list-style-type: none"> • High quality differentiated teaching for individual pupils, is the first step in responding to pupils who have or may have SEN • High quality teaching should be targeted at their areas of weakness • Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs • Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. 	<p>SLT monitoring calendar.</p> <p>Provision maps to be completed and reviewed termly - AK/KS.</p> <p>Pupil progress meetings once termly.</p> <p>Staff lead: SS/KS</p>	

	progress of the disadvantaged pupils.	<p>The National Curriculum Inclusion Statement</p> <ul style="list-style-type: none"> • Set high expectations for every pupil, whatever their prior attainment • Use appropriate assessment to set targets which are deliberately ambitious • Identify and address potential areas of difficulty from the outset • Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement <p>Teachers Standards</p> <ul style="list-style-type: none"> • Adapt teaching to respond to the strengths and needs of all pupils • Know when and how to differentiate appropriately • Have a secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils 		
i) Diminishing average achievement difference	Release time for DHT/HLTA (£17,698 - part funded) support to support with narrowing	DfE November 2015 research suggests that having a 'clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all	Deputy Headteacher to be ensuring that subjects are taught effectively through monitoring, triangulation,	

<p>between 'Disadvantaged' and 'Other' Pupils in all year groups</p> <p>Vii) Parents to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning.</p>	<p>achievement gap for identified pupils and developing good quality first teaching. Monitoring the learning environment. Supporting effective intervention.</p> <ul style="list-style-type: none"> -Addressing whole school variance -Ensuring quality first teaching -Sharing best practice -Ensuring more accurate data -Ensuring effective interventions -Maintaining engagement of parents in learning. 	<p>staff, rather than accepting low aspirations and variable performance.'</p> <p>EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.'</p> <p>DHT need to use a range of different strategies to involve and engage parents as we support the EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.'</p>	<p>scrutiny, observations, pupil conversations etc.</p> <p>Feedback from parents after engagement opportunities.</p>	
<p>i) Diminishing average achievement difference between 'Disadvantaged' and 'Other' Pupils in all year groups</p>	<p>Rec, Year 1, Year 2 Small group intervention £13,500 (part funded) phonics, reading, writing and maths. Individualised support at all levels . Small group work to extend pupils skills.</p>	<p>Whole school data at end of 2018 reflects the attainment gaps in key year groups.</p> <p>The Pupil Premium 2013 suggests that funding is being used effectively if schools are 'systematically focused on giving pupils clear, useful feedback about their work'</p> <p>EEF research suggests that 'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.' 'One to one tuition and small group tuition are both effective interventions.</p>	<p>Increased attainment in Phonics, Reading, Writing and maths. .</p> <p>Attainment for PP in line with National at the end of KS1 Reading, Writing and Maths to be shown in data analysis.</p>	

		'Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress'		
i) Diminishing average achievement difference between 'Disadvantaged' and 'Other' Pupils in all year groups	<p>Achievement for all (£5,950) is a coaching for under achievement programme that focuses on four areas:</p> <ul style="list-style-type: none"> - Teaching and Learning - Wider outcomes e.g. transition, extra-curricular activities, behaviour - Leadership and management - Parental Engagement <p>A needs analysis is completed in respect of the above, including looking at current data. From this the school will have two years' worth of coaching to include a set of modules which can be delivered to staff and support for staff. It includes whole school CPD (Continued Professional Development) and closing</p>	<p>Achievement for all (EEF)</p> <p>Achievement for All (AfA) is a national charity originally established with Department for Education funding - the AfA Schools Programme is a whole-school initiative and the content is bespoke for each school's specific needs, based on an analysis of its data and perceived issues. However, all schools focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes (enjoyment and achievement for all pupils in all areas of school life). The activities are decided through regular half-day visits from AfA Achievement Coach to the individual school, but can include reviews of teaching practice, developing CPD or designing extra-curricular services. The programme focuses on a target cohort of underachieving pupils, but aims to improve outcomes for all pupils.</p> <p>Evaluation report due summer 2020.</p>	<p>12 x half day visits from achievement coach to include CPD and termly monitoring of AfA children.</p> <p>Monitoring by KS - in class work, pupil interviews, monitoring of progress and interventions.</p>	

	the gap in reading, writing and maths.			
<p>i) Diminishing average achievement difference between 'Disadvantaged' and 'Other' Pupils in all year groups</p> <p>Vi) Speech, language and communication skills for all pupils to increase across the school with a particular focus within EYFS.</p>	<p>Deliver RWInc in Year 1 and 2 (£5575) for those children who are not meeting the expected standard for the year group on one to one basis.</p>	<p>EEF research suggests that 'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.' 'One to one tuition and small group tuition are both effective interventions. 'Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress'</p>	<p>Year 1 & 2 pupils meeting the required standard in phonics - data analysis</p> <p>Lead: SS</p>	
<p>Vi) Speech, language and communication skills for all pupils to increase across the school with a particular focus within EYFS.</p>	<p>Speech and Language Support (£11,845 - part funded) To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p> <p>Talk Boost - target pupils with communication gap at end of EYFS now in Y1.</p>	<p>Early Language Development (Public Health England & EEF 2017): The most recent prevalence figures for preschool language difficulties summarised in this review fall between 7% and 14% depending on the age, thresholds adopted, and the measures used. These figures are highly sensitive to social disadvantage. In lower socio-economic groups (however defined) the figures are much higher. Across the whole of England in 2015, approximately 15-20% of four- and five-year-old children were not meeting expected levels. These figures are also sensitive to social disadvantage. A number of intervention studies have been carried out, most of which have positive</p>	<p>Tracking through of children from entry into EYFS to end of EYFS/KS1 who have been on SLCD register.</p> <p>Talk Boost assessment results from baseline.</p>	

		outcomes for the intervention group although the quality of the evidence varies considerably.		
i) Diminish average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.	<p>£2200 (part funded) Kool Kidz Programme - Target Year 1. Is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities. This should also have an impact on handwriting.</p> <p>Balanceability in EYFS to target prime area of physical development</p>	<p>Early Excellence: Three areas are crucial to igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:</p> <ul style="list-style-type: none"> - Communication and language - Physical development - Personal, social and emotional development. 	<p>Termly reports of children in Year 1 and progress being made - measurable scores.</p> <p>Balanceability programme assessments.</p>	

Total = £56,768

Engaging Parents:

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Assessment of Impact
<p>ii) Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils</p> <p>Viii) Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy. Parent to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning.</p>	<p>Family Support Worker (£6,000) Targeted family work to support families in overcoming barriers to the pupils learning and attendance to ensure that pupils of targeted families make rapid progress. Improved attendance.</p>	<p>EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.' The Pupil Premium (2013) supports 'Providing well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.' MDIS Ofsted 2013 "Pupils' enjoyment of school and the close work with parents are reflected in steadily improving attendance that is now average. There have been no exclusions in the last school year."</p>	<p>Need for ongoing early help reduced. Attendance improved. Webstar scores where completed.</p>	

<p>Viii) Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy.</p> <p>Parent to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning.</p>	<p>Workshops to upskill parents Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>	<p>EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.' The Pupil Premium (2013) supports 'Providing well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.' MDIS Ofsted 2013 "Pupils' enjoyment of school and the close work with parents are reflected in steadily improving attendance that is now average. There have been no exclusions in the last school year."</p>	<p>Attendance at workshops</p> <p>Workshop feedback - scaled rating.</p> <p>Responsible: KS/SS</p>	
<p>Viii) Effective early intervention and support is provided for children and their families through a range of activities including pastoral and behaviour support, Understanding Your Child, Family Support Worker and Play Therapy.</p>	<p>Understanding Your Child 10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p>	<p>Parents' experiences of being in the Solihull Approach parenting group, 'Understanding Your Child's Behaviour': an interpretative phenomenological analysis (2015 Vella et al): '...evidence suggest that the course can improve child behaviour and parental well-being...In summary ...most parents values an experience of containment and social support and perceived improvement in specific child difficulties, their experience of parenting, their confidence and their coping. Most parents appeared to have developed more reflective and empathic</p>	<p>Attendance of PP parents at workshop.</p> <p>Attendance at 10 week course - feedback and comments.</p>	

<p>Parent to be more involved in and supportive of their child's education and understanding how they can enhance their child's learning.</p>	<p>For all children starting in Reception a two hour workshop 'Understanding Your Child' as part of the induction process. This will help equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development.</p>	<p>parenting styles, with self-reported improved behaviour management.'</p>		
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Total= £6,000
Grand total = £83,498

Reviewed by:

Sam Scott Headteacher
Kerry Simmons Deputy Headteacher
Ros Thomas Link Governor