

Elmsleigh Infant and Nursery School

Pupil Premium Strategy 2016

What is it?

Pupil Premium funding is an additional payment to schools, calculated according to the number of children registered for Free School Meals (FSM). In 2015/16 this funding was £1320 per pupil and this funding remains in place for the year 2016/2017.

Why has it been introduced?

The Government believes that Pupil Premium, which is additional to our main school funding, is the best way to support the inequalities between families with different incomes. Such circumstances can often lead to differing educational and social outcomes. This additional funding is targeted to tackle disadvantage by supporting the pupils who need it most and diminishing differences. Schools are able to decide how to best invest this money to support disadvantaged pupils within their school and to report how the money is spent to stakeholders, including Governors and parents.

For the financial year April 2016 to March 2017 our school will receive a prediction of £72,600.00. The percentage of our pupils classed as 'disadvantaged' has decreased from 46% to 31%. This is due to the fact that less families are declaring FSM, which has impacted heavily on our funding. The national percentage for children claiming FSM in Primary School is 15%.

For the year 2015-16, we used the Pupil Premium as follows: (allocated £94,800.00)

- Improve attendance across the school through school-based pastoral team
- Small 1:1 tuition sessions to boost speech and language, reading, writing and basic skills delivered by specialist teaching assistants and teachers across the school
- Challenge boxes for the most able
- 'Read 2 dogs' programme
- Positive Play interventions and monitoring of welfare effective use of pastoral support and CPD for positive parenting
- CPD for staff responsible for looked after children
- Pastoral safeguarding team, including CPD for family liaison worker
- Physical interventions to improve literacy skills across the school;
- Additional staff for smaller group work in the Nursery setting;
- Intense small group tuition for maths in Key Stage 1
- Intense small group tuition for Literacy in Key Stage 1
- Intensive tuition from SENCO.
- Staff awareness of pupil premium children for tracking and monitoring
- Feedback and monitoring of pupil progress through group tracking
- 'Boy friendly' reading and writing clubs

Impact of pupil premium provision

- Although there continues to be a gap between outcomes for disadvantaged and non-disadvantaged children in Year 2, the gap has closed since the start of the Foundation Stage. The Year 2 disadvantaged group have continued to make similar rates of progress in reading and writing over the two years since the start of Key Stage 1 in 2014 due to the amount of interventions in place for the children requiring additional support. The less able disadvantaged children in Year 2 have made smaller steps of progress than the more able disadvantaged children, although all disadvantaged children have made at least 70% or more good progress since the starting points in Year 2 in reading and writing. (See Classroom monitor / tracking files). Although the disadvantaged children have either exceeded in progress or made very similar rates of progress as the non-disadvantaged children, the latter part of the summer term in most cohorts saw the non-disadvantaged children exceeding in terms of progress. Children who plateaued towards the end of the academic year will be identified in the Autumn term of 2016 to be targeted for accelerated progress and support if required.
- As the focus this year was on disadvantaged boys, the overall progress for disadvantaged boys has exceeded the non-disadvantaged boys in reading and have made the same rates of progress in writing, although the non-disadvantaged boys have exceeded in progress for mathematics. The gap is closing for outcomes, for twice as many disadvantaged boys are reading and writing within their age-related expectations than at the beginning of the academic year.
- **Impact of 'Talk 4 writing' trial for disadvantaged boys (9 disadvantaged children across EYFS and KS1):**
All of the disadvantaged children who took part in the programme made better than good progress in writing.

EYFS Intervention

Impact of ECAT (Every child a talker-7 disadvantaged children)

- 86% of the disadvantaged children who participated in the ECAT programme made good progress in reading and 86% made better than good progress in writing.

Impact of ECAM (Every child a mover – 3 disadvantaged children)

- 100% of the disadvantaged children who participated in the ECAM programme made good progress in reading and writing.

Key Stage 1 Intervention

Intense small group tuition for Literacy (Lexia – 17 disadvantaged children)

- 94% of the disadvantaged children made good progress in reading and 71% in writing.

Intense small group tuition for Numeracy (Max's maths – 9 disadvantaged children)

- 56% of the disadvantaged children made good progress. Next steps have been identified for those children who did not make expected progress (see intervention tracking)

Intense SEN small group tuition for Numeracy (Max's maths – 2 disadvantaged children)

- 1 child made expected progress for the SEN child.

Physical Literacy – the 1 child who participated made good progress in reading and writing.

Read 2 dogs - Small group intervention to boost speech and language – (4 disadvantaged children)

- 100% of disadvantaged children made good progress and 75% of these made better than good progress in reading.

Chatterbox (6 disadvantaged children)

- 100% made good progress in reading and better than good progress in writing.

Small 1:1 tuition for Literacy (better words – 5 disadvantaged children)

- 80% of the children made good progress during the intervention in reading.

Intense small group writing intervention (Exciting writing – 3 disadvantaged children)

- 100% of the children made good progress and 33% (1 child) made better than good progress in writing.

Positive Play provision for vulnerable children

Out of 23 children who accessed pastoral support over the year, 96% were disadvantaged.

- 91% made good progress in numeracy, 95% made at least good progress in writing and 91% made good or better progress in reading.

Analysis from Raiseonline 2016:

READING

- The children, including disadvantaged children who left EYFS at expected standards are in-line with the same children Nationally but when the complex SEN children who access our Enhanced Resource are removed, a different picture is painted. 95% of the children who left in-line met the expected standard (82% National) and 86% of disadvantaged children who left in-line met expected standards (83% National)

WRITING

- Again, the disadvantaged children have exceeded National disadvantaged when our complex children are removed with 46% who left EYFS as emerging achieved expected standard at the end of KS1 (33% National) and 86% who left the EYFS as expected leaving as meeting standards. (83% National)

MATHEMATICS

- When removing the complex children who access our Enhanced Resource, children, the disadvantaged children are making the same rates of progress as disadvantaged children Nationally.

YEAR 1 PHONICS

- 74% of disadvantaged children passed the phonics test in 2016 in Year 1, which exceeds National data of 70% and has increased by 28% from 2015 data.

Main barriers to educational achievement

- There are significant number of children whose academic and emotional achievement are affected by their home lives. This includes living conditions, parenting and exposure to domestic abuse.
- Attendance of pupils continue to require close monitoring at school whenever possible, accessing all learning opportunities;
- There are a significant number of pupil who have communication difficulties and this has an impact across the whole curriculum.
- Many children come from homes where families need support in establishing boundaries and promoting positive behaviour, particularly in the Early Years,
- Many children need support to develop active learning and independent skills to access the curriculum;
- Children have limited exposure to the outside world, in particularly enrichment opportunities and additional experiences in applying their reading and mathematics skills.

Objective 1: To minimise the differences between disadvantaged children and non-disadvantaged children by providing intense support to develop communication and basic skills.

Activity	Cost (per year)	Impact	Monitoring
Teaching Assistant delivery for specialist interventions - KS1 key skills Basketwork / intervention - FS key skills / basketwork	£8,000 £8,000	Disadvantaged children will make the same rates of progress as non-disadvantaged children. Basic skills to develop speaking and listening will be enhanced and progress measured.	Progress monitored through Pupil Progress meetings led by EC/JG. Learning walks will measure the effectiveness of specialist interventions.
ECAT in Nursery and Reception / speaking and listening programmes	£3000		
ECAM intervention in Nursery and Reception	£3000		
Physical Literacy for Year 2	£500.00		
Intense maths interventions in Year 2	£3000		
Talk 4 Writing Initiative	£1000.00	Children with poor memory and communication skills will have further opportunities to make links to develop writing.	
SENCO-Target teaching	£6000	To provide small group teaching from specialist teachers to address specific gaps in knowledge in Maths, phonics and English	Progress monitored by JG/EC-recorded termly.
SENCO, Deputy and Assessment Leader Management Time	£3500	To monitor progress and attainment of all the SEN, More Able and Disadvantaged pupils.	Progress monitored by EC/JG and ML through tracking, progress meetings and learning walks.
CPD linked to Physical Literacy, ECAT, T4W.	£1000	To enhance staff's subject knowledge in order to accelerate progress	Progress to be monitored by CPD leader ML.
Resources - -Reading books/Maths/Phonics	£500 – reception reading	To provide resources to support disadvantaged children during class / interventions	Progress to be monitored by class teachers/ML and reviewed at pupil progress meetings with JG/EC.
Deputy time-More able PP group for writing	£700.00	To provide additional support for writing.	Progress monitored through Pupil Progress meetings led by EC/JG.

Free provision for disadvantaged children focusing on Fundamental skills in PE (Derby County Community Trust)	£60 per week – 24 sessions = £1500		
Free home learning opportunities	£185.00	Subscribe to Sumdog, Purplemash and Education City for additional home learning opportunities. Staff to encourage children to access at home. HT to provide additional sessions during lunch-time to motivate disadvantaged children to access at home.	ICT leader to monitor usage
Booster maths sessions for more able disadvantaged children	£1400.00	For the HT to teach additional problem-solving maths sessions from February 2017 twice per week	

Objective 2: To further enhance the mental well-being of disadvantaged children, impacting on their attitudes and behaviour in school.

Activity	Cost (per year)	Impact	Monitoring
Teaching Assistant delivery for specialist interventions -Positive play -Nurture	£26,000	To support pupils social and emotional well-being for vulnerable pupils. Pastoral lead will be trained to deliver recognised parenting programme – ‘Incredible years’ over the Spring and Summer terms (2 x 12 week programmes every Thurs 4-6pm)	Progress monitored through Pupil Progress meetings led by EC/JG. KB tracks social and emotional well-being
Family Liaison and pastoral support	£2500.00	Provide to support to families during challenging circumstances.	Progress monitored by TA
SENCO, Deputy and Assessment Leader Management Time	£6,000	To monitor progress and attainment of all the SEN, More Able and Disadvantaged pupils.	Progress monitored by EC/JG and ML through tracking, progress meetings and learning walks.
Delivery of Incredible Years programme for struggling families	Pastoral team	Identified parents will be engaging positively with TA	Weekly safeguarding updates / parent questionnaires
Access to services such as the local food bank, ‘Derek’s tree’ charity in Burton	Free	Parents will be fully engaged in providing healthy meals for their children. Support is in place for disadvantaged families	
CPD linked to positive play, Family liaison working, Counselling course, CAF training, Writing, Maths and T4W.	When required	To enhance staff’s subject knowledge in order to accelerate progress	Progress to be monitored by CPD leader ML.
Weekly safeguarding meeting with pastoral team – 1.5 hours per week (KB/ TA / JF)	£2,000	Chronologies will be updated weekly for every child who school is monitoring for safeguarding.	Safeguarding team
Uniform	£500	To provide uniform for pupils so that they feel part of the school community	All staff to monitor this.
ECAM invite for disadvantaged families	£30 x 24 sessions = £700	To support parents so that they can return to work. To provide extended school opportunities for pupils.	To be monitored by KM/the office staff.
Closer tracking of attendance 8 x meetings per year	£550	Parent will understand the importance of school attendance.	
Work on engaging Early Years parents for support – ie: enhanced home visits, induction	£2000	Additional support visits for vulnerable children in the Nursery.	FS team to monitor the effectiveness.

Objective 3: To provide enrichment experiences that enhance learning with a focus on meeting the needs of the disadvantaged children.

Activity	Cost (per year)	Impact	Monitoring
Subsidised school trips for every year group.	£1200	All children will feel that they can take part in all school events, which demonstrates the school's commitment to equal opportunities .It also provides the children with a wide range of experiences to support their learning.	To be monitored by KB/ML
Forest Schools initiative (3 year programme to develop)	£800 to train leader (Sports premium funding)	<p>This initiative will make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children will have the freedom, time and space to learn and demonstrate independence • Social skills: children will have gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development will be prompted by the children's sensory experiences • Motivation: the woodland will fascinate the children and they will have developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements will be characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children will have developed an interest in the natural surroundings and respect for the environment 	To be monitored by NE
Provide a half termly 'What's on' newsletter for parents so they are aware about enrichment experiences in the local area during half term.	Time for DHT – £90	Children will have the opportunity to widen their experiences through curriculum areas outside school.	To be monitored by ML
Choir – focus on further opportunities for disadvantaged children.	£500	The children will have the opportunity to use their talents to sing in concerts, assemblies and at local community events.	To be monitored by KB
	Sports premium	The children will be fit and healthy. The sport will make a profound and positive impact on individuals	Monitored by Sports Leader (KM) and Headteacher (KB)

<p>Schools Partnership with South Derbyshire Sports - Athletics and dance festivals</p> <p>Derby County Community Trust after school club-16 pupil premium children across the school per half term.</p>	<p>£660.00</p>	<p>motor skills development, performance and educational potential.</p> <p>Through participation in sport and physical education, the children will learn about the importance of key values such as:</p> <ul style="list-style-type: none"> • Honesty • Teamwork • Fair play • Respect for themselves and others • Adherence to rules 	
<p>Staffing for Breakfast Club-Timmy Time</p>	<p>£300</p>	<p>To ensure children are ready for the school day To support the children with their reading and spellings.</p>	<p>To be monitored by JK and ML.</p>

Total cost so far: £81,190.00 excluding CPD courses booked during the year.

Allocation this year: £72,600.00