

Normanton All Saints CE (A) Infant School

Pupil Premium Strategy 2016- 2017

The Pupil Premium Grant is a Government initiative that provides additional funding to schools in England in order to raise the attainment of disadvantaged pupils. Research shows that pupils from deprived backgrounds underachieve compared to their peers. Eligibility for Free School Meals (FSM) is the main measure of deprivation.

'Pupil premium pupils' include children who are entitled to free school meals (FSM) or those who have been eligible at any point within the last six years; children who are in the care of the Local Authority; children who have been adopted from care and children of armed service personnel.

We have high aspirations and ambitions for all of our children, regardless of their background and believe that they should have equal access to a curriculum which will enable them to flourish, develop a love for learning and realise their full potential. Every child is special and unique. In school we ensure that appropriate provision is made for all pupils, including those who are socially disadvantaged and those who belong to a range of other vulnerable groups. We recognise that not all pupils who are eligible for FSM are socially disadvantaged. Equally, there are pupils who are not eligible for FSM but have significant barriers to learning opportunities. It is therefore important to use the PPG to support pupils who would benefit from the support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for all pupils including those 'disadvantaged'.

Funding allocations 2016- 2017

In the 2016 to 2017 financial year, schools will receive the following funding:

| Category: | Allocation: |
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| Ever 6 FSM | £1, 320 per pupil |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £1, 900 (of which £900 is retained by Virtual School Head within Wakefield as agreed by School Forum) |
| Post-LAC Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £1, 900 per pupil |
| Service children | £300 per pupil |

For the financial year **2016/ 2017** the school has received **£62,240** in pupil premium funding.

In 2016, Raise Online states that **15.6%** of full time pupils who are registered at the school and who are eligible for the pupil premium grant.

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

Wakefield LA average % of pupils eligible for the pupil premium grant was **26.4%** in 2016.

How the grant will be used in 2016- 2017

When making decisions about the pupil premium funding it is important to consider the context of the school and the subsequent challenges the school and pupils face. Funding allocations will also link directly to school development planning.

Main barriers to the educational achievement at the school

- A large proportion of Pupil Premium pupils have low starting points, especially in basic literacy and mathematical skills, compared to their peers. This is shown in their EYFS data. This requires high quality first teaching, well-planned targeted intervention and a memorable and enriched curriculum. It also requires targeted home support for families linked to pupil academic achievement, attendance and emotional well-being.
- Attendance and punctuality. This requires targeted support from the learning mentor who ensures close links between home and school by providing practical and supportive advice and guidance.
- Emotional well- being, behaviour and social development. This requires specialist and targeted support from the learning mentor who provides individual mentoring for children and families as well as small group work based on pupils social and emotional development and self-confidence. Learning mentor drop in sessions are provided for families as well as leading and facilitating CAFs. Support is also provided at social times such as playtimes to ensure pupils are well supported and develop essential skills.
- A proportion of Pupil Premium pupils have one or more Special Educational Needs. This requires additional targeted support, highly skilled staff and well-planned and targeted professional development for staff.
- A small proportion of the Pupil Premium pupils have English as an Additional Language, some with no or limited English. This requires specialist staff to provide targeted language and literacy support and intervention to pupils as well as parental support.

How the Pupil Premium funding will be used to address the barriers linked to school development planning

This year we aim to continue to ensure that the teaching across the school is highly effective and that all pupils receive high quality day to day teaching by all adults. Through targeted interventions we are working to eliminate the barriers to learning and progress. For pupils who start with lower starting points our aim is to ensure that they make accelerated progress in order to reach their full potential. This year our Assistant Headteachers (AHT) will be non-class based to enable them to provide direct teaching and learning support through high quality CPD opportunities for our teachers and teaching assistants through our peer enquiry lesson approach. Our AHTs, alongside higher level teaching assistants and specialist teaching assistants, will also be planning, delivering and tracking well planned interventions across each year group specific to identified needs. Teachers will also be embedding our same day intervention approach across the school.

The research carried out by the Education Endowment Foundation (EEF) has been used to support decision making about the pupil premium spending. For example, targeted interventions will be delivered by well trained teachers, higher level teaching assistants and teaching assistants. Interventions will focus on reading comprehension, oral language skills and phonics as well as early years' intervention, which link directly to the school development priorities. The EEF has found such targeted support to have a significant and positive impact on pupil progress. For further information about the EEF Teaching and Learning Toolkit:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

The pupil premium report will be reviewed annually by the school and governors.

Our Pupil Premium provision map

| Pupil well being | | | | | |
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| Targeted spending/ project What? | Aim/ Objective | Why is this important? | How will this be done? | Outcome- What do we want to achieve? | Cost |
| 1. Learning Mentor support for pupils and families | <p>To increase parental engagement and involvement in learning.</p> <p>To provide targeted support for pupils and their families to overcome barriers.</p> <p>To provide pastoral care, working with families to ensure children are safeguarded at all times.</p> <p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p> | <p>To increase parental engagement and involvement in learning.</p> <p>To provide targeted support for pupils and their families to overcome barriers.</p> <p>To provide pastoral care, working with families to ensure children are safeguarded at all times.</p> <p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p> | <p><i>Early bird reading club</i></p> <p><i>Playtime and lunchtime support</i></p> <p><i>CAFs, safeguarding support</i></p> <p><i>Parent support groups/ courses</i></p> <p><i>Targeted emotional, social and well-being support through targeted interventions</i></p> <p><i>Safeguarding supervision led by JH</i></p> <p><i>Workshops- Tim Pinto e-safety for parents and pupils</i></p> <p><i>NSPCC assemblies, school nursing workshops, road safety</i></p> | <p>Increased parent confidence to support learning and behaviour at home.</p> <p>Pupils and families are supported through the CAF process.</p> <p>Increased pupil confidence and self-esteem through nurture groups.</p> | <p>£22,434</p> <p>Additional safeguarding support- £650</p> <p>E-safety workshops- £300</p> |
| 2. Attendance & punctuality Leaning Mentor support for pupils and families | <p>Attendance analysis shows attendance has continued to increase. 2016- 97.2% 2015- 96.6% 2014- 95.6% 2013- 94.7%</p> <p>100% attendance end of year award- 1 pupil premium pupil (25 in total), 96% attendance or above- 170 pupils, Persistent absentees- 4 pupil premium out of 12 in total (33%)</p> <p>To continue to maintain good attendance across the school.</p> <p>To continue to reduce the % of persistent absence across the school.</p> | <p>Attendance analysis shows attendance has continued to increase. 2016- 97.2% 2015- 96.6% 2014- 95.6% 2013- 94.7%</p> <p>100% attendance end of year award- 1 pupil premium pupil (25 in total), 96% attendance or above- 170 pupils, Persistent absentees- 4 pupil premium out of 12 in total (33%)</p> <p>To continue to maintain good attendance across the school.</p> <p>To continue to reduce the % of persistent absence across the school.</p> | <p><i>Attendance- first day response, attendance certificates and awards, postcards, end of year 100% attendance trip, half termly attendance awards.</i></p> | <p>Continued high attendance compared to previous years and a reduction in the number of pupils who are late and/ or persistently absent.</p> <p>School attendance target of 96% is achieved.</p> | <p>£500</p> |
| 3. Breakfast Club Subsidised milk | <p>To increase attendance and punctuality.</p> <p>To ensure that pupils have a settled start to the beginning of the school day with a healthy breakfast.</p> <p>To promote the social and emotional development of targeted pupils.</p> <p>To ensure pupils eligible for pupil premium are provided with daily milk.</p> | <p>To increase attendance and punctuality.</p> <p>To ensure that pupils have a settled start to the beginning of the school day with a healthy breakfast.</p> <p>To promote the social and emotional development of targeted pupils.</p> <p>To ensure pupils eligible for pupil premium are provided with daily milk.</p> | <p><i>Reduced cost of breakfast club for PP pupils</i></p> <p><i>Social activities led by key members of staff at BBC</i></p> <p><i>Fully subsidised milk for all PP pupils</i></p> | <p>Improved attendance and improved punctuality for targeted pupils.</p> <p>Pupils are happy and are provided with a healthy snack throughout the day.</p> | <p>£500</p> <p>£1600</p> |

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| 4. Playtime support and resources to support social and emotional development | <p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p> <p>To support pupils to form good relationships with their peers and to effectively manage their own behaviour.</p> | <p><i>Enhancement of playground zones and resources to develop collaboration and social play, e.g. construction, den making, spiritual garden.</i></p> <p><i>Adult role within these areas to support play.</i></p> | <p>Excellent behaviour at playtimes, which is well-supported by the adults and well-planned resources, which are provided.</p> | <p>£3500</p> |
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Curriculum enrichment

| Targeted spending/ project What? | Aim/ Objective | Why is this important? | How will this be done? | Outcome- What do we want to achieve? | Cost |
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| 4. Subsidised educational visits and extra curricular events | <p>To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.</p> | | <p><i>Reduced cost for educational visits for PP pupils (50% reduction).</i></p> <p><i>Curriculum planning includes at least one educational visit and an enhancement e.g. workshop, themed day, per term including more frequent local area visits.</i></p> | <p>The curriculum is enriched with high quality learning opportunities, which promotes higher order thinking and questioning skills.</p> <p>All pupils access these opportunities and have a love for learning and excellent attitudes.</p> | <p>£3000- Educational visits</p> <p>£2000- Extra curricular events e.g. Wonderdome, curriculum workshops</p> |
| 5. After school clubs | <p>To provide pupils with a variety of extra-curricular activities to promote enjoyment outside of the school day.</p> | | <p><i>Regular planned after school clubs across each year group led by school staff free of charge.</i></p> <p><i>Subsidised after school clubs by external coaches provided to pupil premium pupils if required.</i></p> | <p>Promote a love for learning and positive attitudes to school.</p> <p>Increase aspirations, raise motivation and engagement.</p> <p>Develop self confidence and self-esteem.</p> <p>High take up of after school clubs.</p> | <p>£0</p> |
| 6. Nurture group led by teaching assistant- Gardening & cooking focus | <p>To provide well planned curriculum opportunities to support pupils personal, social and emotional needs, which promote essential skills for later life.</p> | | <p><i>Weekly nurture group planned and delivered focused on gardening and cookery- applying literacy and numeracy skills.</i></p> <p><i>Designated TA delegated overall responsibility.</i></p> | <p>Pupils display a love for learning and positive attitudes to school.</p> <p>Increase pupils' aspirations, raise motivation and engagement.</p> <p>Pupils' self-confidence and self-esteem has developed.</p> <p>Pupils are applying taught literacy and maths skills to everyday activities.</p> | <p>£4000</p> |

High quality teaching and improved outcomes

| Targeted spending/ project What? | Aim/ Objective | Why is this important? | How will this be done? | Outcome- What do we want to achieve? | Cost |
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| <p>7. Release of Assistant Headteacher(s) to provide targeted intervention and teaching CPD support x 2 1 days across school and nursery</p> | <p>To ensure consistent high quality first teaching, sharing best practice and ensuring accurate data.</p> <p>To provide targeted support interventions for pupils to address underachievement, develop teacher and teaching assistant practice and to track the impact of targeted teaching and support.</p> | | <p><i>Weekly targeted interventions led by AHTs</i></p> <p><i>Tracking of progress of group of pupils</i></p> <p><i>Weekly TA CPD</i></p> <p><i>Joint team teaching and modelling</i></p> | <p>Quality of teaching is overall outstanding and is never less than consistently good.</p> <p>Overall attainment at the end of KS1 remains significantly above the national.</p> <p>Disadvantaged pupils achieve high compared to the national average and other pupils.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> | <p>£15, 000 including time for CPD for the enquiry project</p> <p>£1000 consultancy support to further enhance teaching</p> |
| <p>8. Quality first teaching.</p> <p>Peer to peer lesson enquiry project</p> | <p>To ensure quality first teaching for all pupils through well planned CPD, coaching and mentoring and monitoring.</p> <p>To extend the opportunities to share best practice and to learn through one another through the development of effective lesson study approach.</p> | | <p><i>Lesson enquiry approach, peer mentor, team teaching, planning and assessment, modelled lessons, targeted CPD led by subject leaders, moderation, joint monitoring, support staff appraisals and CPD, CPD for teachers through external consultants.</i></p> | <p>Quality of teaching is overall outstanding and is never less than consistently good.</p> <p>Overall attainment at the end of KS1 remains significantly above the national.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> | |
| <p>9. Targeted intervention support led by designated teaching assistant and HLTA (s)</p> <p>Linked to SDP priorities for 2016- 2017- Reading.</p> | <p>To provide pupils with additional intervention support in English, Phonics, Writing and Maths to close the gap between Pupil Premium children and their peers.</p> | | <p><i>Weekly interventions, planning meetings to track impact, pupil progress meetings, same day intervention approach across the school, CPD provided to HLTAs.</i></p> | <p>Pupil premium pupils achieve high in reading compared to the national average and other pupils.</p> <p>Pupils have increased confidence and self- esteem in reading.</p> <p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> | <p>1 full day TA intervention support- £1700</p> <p>HLTA 1 1/2 day per week for full school year- £4800</p> |

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| <p>10. High quality intervention support to support pupils communication, language and literacy development (in particular phonics skills).</p> <p>Led by EAL teaching assistant, fluent in English and Polish.</p> <p>Linked to SDP priorities for Reading and EYFS.</p> | <p>To develop early language and literacy skills and the social development of pupils including those pupils with English as an Additional Language.</p> | <p><i>EAL support assistant (fluent in English and Polish) leading targeted 1:1 and small group support.</i></p> <p><i>Parent support groups including coffee mornings/ workshops/ phonic and reading sessions.</i></p> <p><i>Targeted intervention language support for families including those with EAL.</i></p> | <p>Pupils are receiving targeted phonics support and are making good progress in their phonic and reading development from their starting points.</p> <p>Children develop English language skills quickly when starting school as a result of targeted support.</p> <p>EAL pupils' attainment and progress is high compared to the national and from their starting points.</p> <p>Parents of EAL pupils are well supported and there has been an increased attendance of parents at family support/ learning sessions.</p> | <p>2 afternoons per week. Focused support for EAL pupils</p> <p>£1400</p> |
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