

Normanton All Saints CE (A) Infant School

Pupil Premium Strategy 2017 - 2018

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. It is therefore important to use the Pupil Premium Grant to support pupils who would benefit from the additional support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for all pupils including those considered 'disadvantaged'.

Funding allocations 2017- 2018

In the 2017 - 2018 financial year, schools will receive the following funding:

Category:	Allocation:
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 2017/ 2018 the school has received **£61,580** in pupil premium funding.

How the grant will be used in 2017-18

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 their personal and social development and in their basic communication, language and literacy skills including reading and writing. This is 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.
- The area the school serves has significant pocket of pupils from socially deprived backgrounds. The IDACI index shows that 39% of pupils on roll in the school are from families who are considered the most deprived.
- 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. The Senior Leadership Team will provide direct teaching and learning support through high quality CPD opportunities for our teachers and teaching assistants through our peer enquiry lesson approach. Our teachers, 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:

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

Our Pupil Premium provision map

Pupil well being					
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><i>Early bird reading club</i></p> <p><i>Playtime and lunchtime support</i></p> <p><i>Targeted family health and well-being sessions e.g. Healthy Heroes CAFs, safeguarding support</i></p> <p><i>Parent support groups/ courses</i></p> <p><i>Targeted emotional, social and well-being support through interventions</i></p> <p><i>Safeguarding supervision led by JH</i></p> <p><i>NSPCC assemblies, school nursing workshops, road safety</i></p> <p><i>Health and well-being sessions for pupils e.g. teeth brushing, supporting with medical appointments</i></p> <p><i>Pastoral support to families through Mission Christmas</i></p>	<p>Increased parent confidence to support learning and behaviour at home.</p> <p>Ensure all pupils are safe and that families are supported through the CAF/safeguarding process.</p> <p>Increased pupil confidence and self-esteem through nurture groups.</p>	<p>£24,000</p> <p>Additional safeguarding support- £650</p>
2. Attendance & punctuality Learning Mentor support for pupils and families	<p>Attendance analysis shows attendance has continued to increase. 2017-97.0% 2016- 97.2% 2015- 96.6% 2014- 95.6%</p> <p>The attendance of pupil premium pupils is as follows:</p> <p>100% attendance end of year award- 3 pupil premium pupils</p> <p>96% attendance or above- 29 pupils (67%)</p> <p>Persistent absentees- 5 pupil premium out of 21 in total (24%) therefore meaning only 10% of the Persistent Absentee group are pupil premium</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, displays, end of year 100% attendance trip, end of year class attendance trip, half termly attendance awards, Ace visiting classes with 100%, weekly attendance prize for individual pupils</i></p> <p><i>Work with the EWO- register checks, meetings with Parents, PA meetings, attendance</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 (6.6%).</p> <p>School attendance target of 96% is achieved or exceeded.</p>	<p>£1000</p>

		<i>improvement plans, data analysis for SLT</i>			
3. Breakfast Club	To increase attendance and punctuality.	<i>Reduced cost of breakfast club for PP pupils, subsidised places offered where appropriate</i>	Improved attendance and improved punctuality for targeted pupils.	£750	
Subsidised milk	To ensure that pupils have a settled start to the beginning of the school day with a healthy breakfast.	<i>Social activities led by key members of staff at BBC</i>	Pupils are safe and have had access to a healthy breakfast.	Phonics breakfast for Year 1 - £250	
	To promote the social and emotional development of targeted pupils.	<i>Phonics breakfast club led for targeted groups of Year 1 pupils promoting phonics and social development</i>	Pupils are ready to start the school day.	£1600	
	To ensure children are safe as part of a Child Protection plan	<i>Fully subsidised milk for all eligible pupils</i>	Pupils are safe, happy and are provided with a healthy snack throughout the day.		
Uniform subsidy	To ensure pupils eligible for pupil premium, LAC and Post LAC are provided with daily milk.	<i>Subsidised school uniform provided for pupil premium pupils</i>		£750	
4. Playtime support and resources to support social and emotional development	To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.	<i>Enhancement of playground zones and resources to develop collaboration and social play, e.g. construction, den making, spiritual garden.</i>	Excellent behaviour at playtimes, which is well-supported by the adults and well-planned resources, which are provided.	£2000	
	To support pupils to form good relationships with their peers and to effectively manage their own behaviour.	<i>Male adult role models to lead games at lunchtime providing a positive male role model</i>		£390	
	To ensure that the number of reported behaviour incidents remain low.	<i>Adult role within these areas to support play.</i>			
<u>Curriculum enrichment</u>					
Targeted spending/ project What?	Aim/ Objective	Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
4. Subsidised educational visits and extra-curricular events	To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.		<i>Reduced cost for educational visits for PP, LAC and Post LAC pupils (50% reduction). 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>	The curriculum is enriched with high quality learning opportunities, which promotes higher order thinking and questioning skills. All pupils access these opportunities and have a love for learning and excellent attitudes.	£3000- Educational visits £2000- Extra curricular events e.g. Wonderdome,

University of Life	To promote an enjoyment of learning, high educational outcomes/expectations and raise aspirations of all pupils, developing confidence and self-esteem.	<i>Delivery of specialist workshops for a term which raise aspirations for the future for all pupils.</i>	Promote a love of learning, increasing self-esteem and raising aspirations. Challenging stereotypes and developing self-confidence and self-belief	curriculum workshops £1000
5. After school clubs	To provide pupils with a variety of extra-curricular activities to promote enjoyment outside of the school day.	<i>Regular planned after school clubs across each year group led by school staff free of charge.</i> <i>Subsidised after school clubs by external coaches provided to pupil premium pupils if required.</i>	Promote a love for learning and positive attitudes to school. Increase aspirations, raise motivation and engagement. Develop self confidence and self-esteem. High take up of after school clubs.	£550 Subsidy for payable after school clubs.

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
7. Release of Assistant Headteacher(s) to provide targeted intervention SDP Priority 3	To ensure consistent high quality first teaching, sharing best practice and ensuring accurate data. 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.		<i>Weekly targeted interventions led by AHTs</i> <i>Tracking of progress of group of pupils feeding this back to the teachers</i> <i>Delivering TA CPD</i>	Quality of teaching is overall outstanding and is never less than consistently good. Overall attainment at the end of KS1 remains significantly above the national. Disadvantaged pupils achieve in line/above the national average and all other pupils. Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.	£4000

<p>8. Quality first teaching.</p> <p>Lead practitioner to lead 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 assistants and HLTA (s)</p> <p>SDP Priority 3</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, pre teach, CPD provided to HLTAS and TA's</i></p>	<p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> <p>Disadvantaged pupils achieve in line or above the national average and all other pupils.</p>	<p>1 part time TA intervention support - £8500</p> <p>1 full day TA intervention support- £2000</p> <p>HLTA 1 1/2 day per week for full school year- £6000</p>
<p>10. High quality intervention Provided by EAL teaching assistant developing comprehension skills of EAL pupils.</p> <p>Developing early language and literacy skills for EAL pupils</p> <p>Led by EAL teaching assistant, fluent in English and Polish.</p>	<p>To build on the already good phonic decoding skills developed by EAL pupils developing their reading comprehension skills.</p> <p>To develop early language and literacy skills 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 with a focus on comprehension.</i></p> <p><i>Parent support groups including coffee mornings/ workshops/ phonic and reading comprehension sessions.</i></p> <p><i>Targeted intervention language support for families including those with EAL.</i></p>	<p>Pupils are receiving targeted support and are making good progress in their reading. Children are developing their comprehension skills building on their already solid phonic knowledge.</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</p>	<p>1 afternoon per week. Focused support for EAL pupils</p> <p>£700</p>

SDP Priority 3			increased attendance of parents at family support/ learning sessions.	
----------------	--	--	---	--

