

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?	Impact...	Implications for future spending...	Cost
<p>1. Learning Mentor support for pupils and families</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> <i>Playtime and lunchtime support</i> <i>Targeted family health and well-being sessions e.g. Healthy Heroes CAFs, safeguarding support</i> <i>Parent support groups/ courses</i> <i>Targeted emotional, social and well-being support through interventions</i> <i>Safeguarding supervision led by JH NSPCC assemblies, school nursing workshops, road safety</i> <i>Health and well-being sessions for pupils e.g. teeth brushing, supporting with medical appointments</i> <i>Pastoral support to families through Mission Christmas</i></p>	<p>Parents are very well supported by the schools learning mentor. The learning mentor works with families to signpost support where necessary for example parenting courses, access to the food bank and support with medical /health needs. Through initiatives such as Healthy Heroes she has the opportunity to work closely with targeted families. By running the daily Early Bird reading club the learning mentor works with families to further develop children's reading skills. The learning mentor continues to work effectively as a member of the school safeguarding team and supports families at all stages including early help.</p>	<p>To further support pupils with social, emotional and mental health needs through a clearly planned timetable of social intervention groups and nurture provision.</p>	<p>£23,166</p> <p>£650</p>
<p>2. Attendance & punctuality</p> <p>Learning Mentor support for pupils and families</p>	<p><u>Attendance analysis</u> shows attendance has continued to increase. 2017-97.0% 2016- 97.2% 2015- 96.6% 2014- 95.6% <u>The attendance of pupil premium pupils is as follows:</u> 100% attendance end of year award- 3 pupil premium pupils 96% attendance or above- 29 pupils (67%) Persistent absentees- 5 pupil premium out of 21 in total (24%)</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> <i>Work with the EWO- register checks, meetings with Parents, PA meetings, attendance improvement plans, data analysis for SLT</i></p>	<p>The school attendance figures for the academic year 2017/18 fell below the schools attendance target and national average for 2017 which was 96%. The school attendance figure was 94.7% and overall attendance will be a focus for school development planning 2018/19.</p> <p>The number of pupils considered persistent absentees has continued to rise and for the Autumn and Spring terms (13.7%) which is much higher than the previous year (6.6%) and the national average (8.7%).</p>	<p>Review of attendance systems to ensure these remain effective.</p> <p>Review of attendance rewards for pupils and families to ensure these are having the maximum impact.</p> <p>Close monitoring of persistent absentees by the learning mentor and</p>	<p>£500</p>

	<p>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>There were 32 pupils who were considered PA 2017-18 of these 13 (41%) were eligible for pupil premium funding.</p> <p>One pupil premium pupil across the school had 100% attendance last year and 24 pupil premium pupils achieved the schools 96% attendance target.</p> <p>18 children eligible for pupil premium attended the school breakfast some of whom received a subsidised place.</p> <p>Attendance will be a focus for school development planning and for the SLT and Learning Mentor to closely track and monitor.</p>	<p>SLT. Early identification and prompt actions are taken where a child is considered a PA to improve their attendance.</p> <p>Funding allocated to morning interventions which includes kick start, reading and phonic sessions.</p>	
<p>3. Breakfast Club</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><i>Reduced cost of breakfast club for PP pupils, subsidised places offered where appropriate</i></p> <p><i>Social activities led by key members of staff at BBC</i></p> <p><i>Phonics breakfast club led for targeted groups of Year 1 pupils promoting phonics and social development</i></p>	<p>A small number of families used the schools subsidised breakfast club places and as a result those children were in school on time, had a healthy breakfast and had the opportunity to further develop socially and emotionally.</p> <p>The phonics breakfast for Year 1 pupils ensured children were in school on time, had breakfast and a targeted phonics session led by a teacher. This show a positive impact on the phonic development of the children who attended.</p> <p>Milk continued to be subsidised for PP children and the take up of this remains high.</p>	<p>Phonics breakfast to be delivered on a daily basis for Year 1 pupils by a skilled TA.</p> <p>Reading breakfast to be established for Year 2 pupils delivered by a skilled TA.</p>	<p>£500</p> <p>£1600</p>
<p>Subsidised milk</p>	<p>To promote the social and emotional development of targeted pupils.</p> <p>To ensure children are safe as part of a Child Protection plan.</p> <p>To ensure pupils eligible for pupil premium, LAC and Post LAC are provided with daily milk.</p>	<p><i>Fully subsidised milk for all eligible pupils</i></p>			
<p>4. Playtime support and resources to support social and emotional development</p>	<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>Male adult role models to lead games at lunchtime providing a positive male role model</i></p>	<p>Playtimes continue to be a happy and harmonious place for pupils to socialise with their peers. This is due to number of planned activities available including the stage, den building and a number of playground games.</p> <p>Staff have a marked impact on behaviour through the leading of games and modelling turn taking and</p>	<p>Nurture provision run at lunchtime to continue and be further developed to support the social and emotional needs of vulnerable pupils.</p>	<p>£2000</p>

	To ensure that the number of reported behaviour incidents remain low.	<i>Adult role within these areas to support play.</i>	problem solving. The mediator facilitates problem solving when things go wrong. As a result the number of reported behaviour incidents at playtime/lunchtime are low.		
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Curriculum enrichment

Targeted spending/ project What?	Aim/ Objective Why is this important?	How will this be done?	Impact...	Implications for future spending...	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 school curriculum is strongly enhanced through visits in/out of school and regular visits to the local area. Many of which are funded from the pupil premium allocation. The school continues to offer a 50% reduction on all educational visits which has ensured that all children, including those considered disadvantaged, have had the opportunity to learn from an educational visit away from school.	Funding to be allocated to ensure these opportunities continue.	£3000- Educational visits £2000- Extra curricular events e.g. Wonderdome, curriculum workshops
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. Subsidised after school clubs by external coaches provided to pupil premium pupils if required.</i>	A high number of after school clubs continue to be offered throughout the school year, most of which are free of charge and run by school staff. On occasion after school clubs are led by external agencies and funding continues to be available for PP pupils. The after school clubs are accessed by all pupils and the learning mentor will often support families in need in gaining a place to support their child's development.	Funding to be allocated to ensure these opportunities continue.	£75 Subsidy for payable after school clubs.
6. Nurture group led by school caretaker- Gardening & cooking focus	To provide well planned curriculum opportunities to support pupil's personal, social and emotional needs, which promote essential skills for later life. To develop an understanding of how plants grow, where food comes from and how to eat healthily.	<i>Weekly nurture group planned and delivered focused on gardening and cookery- applying literacy and numeracy skills. Designated caretaker delegated overall responsibility for gardening and cooking.</i>	Weekly nurture sessions take place in the school gardens and across the school site. This nurture provision has impacted primarily pupil's social and emotional development. There are a growing number of pupils who need to access this provision which will need to further develop over the next academic year.	As a growing number of pupils are needing nurture provision as part of their timetable this will need further funding and timetabling for the following year.	£4000

High quality teaching and improved outcomes

Targeted spending/ project What?	Aim/ Objective Why is this important?	How will this be done?	Impact...	Implications for future spending...	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 Tracking of progress of group of pupils feeding this back to the teachers Delivering TA CPD</i>	The quality of teaching across the school remains outstanding and is never less than consistently good. There continues to be a rigorous CPD programme in place for teachers and TAs. Initiatives such as the lesson study approach allow teachers to reflect upon and debate their practice. Outcomes remain high and progress throughout the school remains strong. Attainment at the end of KS1 remains in line with the national at expected and is significantly above at greater depth	AHT to continue leading the lesson study approach and support the schools NQT. SLT and skilled TAs and teachers to continue delivering interventions to pupils identified as needing support.	£3900																				
8. Quality first teaching. Lead practitioner to lead peer to peer lesson enquiry project	To ensure quality first teaching for all pupils through well planned CPD, coaching and mentoring and monitoring. To extend the opportunities to share best practice and to learn through one another through the development of effective lesson study approach.	<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>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>WA+</th> <th>Nat</th> <th>GD</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78%</td> <td>76%</td> <td>40%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>68%</td> <td>43%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td>80%</td> <td>75%</td> <td>43%</td> <td>21%</td> </tr> </tbody> </table> <p>From their starting points proportions of pupils making sufficient and accelerated progress across the school are excellent.</p>		WA+	Nat	GD	Nat	Reading	78%	76%	40%	25%	Writing	75%	68%	43%	16%	Maths	80%	75%	43%	21%		
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9. Targeted intervention support led by designated teaching assistants and HLTA (s) SDP Priority 3	To provide pupils with additional intervention support in English, Phonics, Writing and Maths to close the gap between Pupil Premium children and their peers.	<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>	Pupil premium pupils make excellent progress from their starting points. Across the EYFS, Year 1 phonics screening check and of KS1 assessment make better progress than their non-disadvantaged peers. On a small number of occasions PP pupils make progress broadly in line with their non PP peers. This needs to accelerate further to enable them to 'catch up'.		HLTA 1 1/2 day per week for full school year- £4800																				

<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>SDP Priority 3</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>Alongside quality first teaching, reading interventions delivered by the highly skilled EAL teaching assistant have proven effective. At the end of KS1 88% of EAL pupils achieved the expected standard in reading compared to exit from the Early Years where 56% of pupils achieved the ELG in reading.</p> <p>EAL pupils made excellent progress. All pupils made sufficient progress and 44% made accelerated progress in their reading.</p>	<p>EAL teaching assistant to continue to support pupils across the school in developing their vocabulary.</p> <p>EAL TA to continue to work on comprehension intervention in KS1.</p>	<p>1 afternoon per week. Focused support for EAL pupils £700</p>
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