

Normanton All Saints CE (A) Infant School

Pupil Premium Strategy 2018- 2019

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. The EEF in their research document 'The Attainment Gap' found that '*the attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs.*'

'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 2018- 2019

Schools will receive the following funding:

Category:	Allocation:	Funding in school:
Ever 6 FSM	£1, 320 per pupil	56 pupils (£73,920)
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	£2,300 per pupil	4 pupils (£9200)
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	£2,300 per pupil	
Service children	£300 per pupil	2 pupils £600

In 2018- 2019 the school has received **£83,730** in pupil premium funding.

The area the school serves has significant pocket of pupils from socially deprived backgrounds. The IDACI index shows that 42% of pupils on roll are from the most deprived areas. The school is ranked the 60th out of the 114 primary schools in the Wakefield LA.

How the grant will be used in the academic year 2018- 2019

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. The EYFS baseline data in 2017- 2018 shows that only 5% of disadvantaged were working at the age related expectation on entry to Reception. This remains significantly lower compared to their peers (37%). Although progress is high for this group, disadvantaged pupils are still attaining lower in the good level of development at the end of the EYFS compared to all other pupils. This requires high quality first teaching, well-planned targeted intervention, nurture support and a memorable and enriched curriculum. It also requires targeted home support for families linked to pupil academic achievement, attendance and emotional well-being.
- Data analysis and school monitoring has identified that disadvantaged pupils have **attained lower** compared to all other pupils especially in areas such as **reading**. Many of these pupils continue to have lower communication and language skills and require particular support to develop a deeper understanding of vocabulary. These pupils also need to read frequently within school in order to gain a secure comprehension understanding and fluency. They would also benefit from specific work and interventions linked to developing oracy, which would impact on better outcomes in reading and writing.
- **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, self- esteem, behaviour and social development**. This requires specialist and targeted support from the learning mentor and other staff who provide individual mentoring for children and families as well as small group work based on pupils social and emotional development and self-confidence. Support also needs to be provided at social times such as playtimes to ensure pupils are well supported and develop essential communication and collaboration skills.
- A proportion of Pupil Premium pupils also have **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 and learning by all adults. Through carefully targeted interventions, driven by data and carefully matched to pupils' needs, we are working to eliminate the barriers to learning and progress. Our highly skilled and knowledgeable senior leaders will be planning, delivering and tracking the impact of interventions which are based around the acquisition and application of key literacy and mathematical knowledge, understanding and skills. Teachers will also be embedding our same day intervention approach across the school to ensure that misconceptions are quickly picked up and basic knowledge, understanding and skills are taught in order to apply this within a context.

For pupils who start with lower starting points our aim is to ensure that they make substantial and sustained progress in order to reach their full potential. We will be focusing also on the social and emotional needs of our learners to ensure that their well-being is paramount and that they are 'ready to learn.' This approach is supported by evidence based research. 'Unknown Children Destined for Disadvantage?' states that 'nearly half of the children from disadvantaged backgrounds have not secured the essential knowledge, skills and understanding expected for their age by the time they finish Reception Year. Around a quarter are unable to communicate effectively, control their own feelings and impulses or make sense of the world around them to ensure that they are ready to learn.' Through our pupil premium strategy we aim to diminish the difference between disadvantaged pupils and their peers.

The research carried out by the Education Endowment Foundation (EEF) has also been used to support decision making about the pupil premium spending. For example, targeted interventions will be delivered by knowledgeable and highly skilled teachers and teaching assistants. Interventions will focus on reading comprehension, oral language skills and phonics as well as early years' intervention based on the prime areas of learning. These 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					
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 and networking</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,</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>£25,463</p> <p>Additional safeguarding support- £500</p>

		<p><i>supporting with medical appointments</i></p> <p><i>Pastoral and financial support to families through Mission Christmas and the Well Project</i></p>		
<p>2. Attendance & punctuality-</p> <p>Linked to SDP priority 5 2018-2019</p> <p>Learning Mentor support for pupils and families</p>	<p>Attendance analysis. Overall attendance (based on 6 half terms): 2018- % 2017-96.5% 2016- 96.7% Attendance (Autumn & Spring term) 2018- 94.7% 2017- 97% 2016-97.2% Persistent Absence (Below 90%) 2018- 13.7% 2017- 6.6%</p> <p><u>The attendance of the pupil premium group for last year (2017- 2018) is as follows:</u> 100% attendance end of year award- 1 pupil premium pupil Persistent absentees- 13 pupil premium pupils in total so 41% of the PA group are classed as disadvantaged <u>Based on current Year 1 and Year 2 pupils (those still in the school) the attendance for last year was:</u> Overall current Year 1 pupils (last year Reception)- 91.3% Overall current Year 2 pupils (last year Year 1)- 93.3%</p> <p>Disadvantaged pupils overall attendance last year was lower than their peers and therefore needs to be a focus for this year.</p> <p>To continue to improve the overall attendance across the school. To ensure that no groups, especially disadvantaged pupils, are disadvantaged by poor attendance. 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 EWS- register checks, meetings with parents, PA half termly meetings, attendance improvement plans, data attendance analysis</i></p> <p><i>Termly attendance meetings with SLT & Learning Mentor</i></p> <p><i>Interventions and support such as breakfast club, Early Bird reading club, phonics breakfast, breakfast and a book club & kick start project targeting specific groups and individuals (see below)</i></p>	<p>Improvement in the overall attendance and a reduction in the number of pupils who are late and persistently absent.</p> <p>School attendance target of 96% is achieved or exceeded.</p> <p>Improved attendance and improved punctuality for targeted pupils especially those considered disadvantaged.</p>	<p>£800</p>
<p>3. Breakfast Club</p> <p>Subsidised 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 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>Reduced cost of Brainy 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>Fully subsidised milk for all eligible pupils.</i></p>	<p>Improved attendance and improved punctuality for targeted pupils.</p> <p>Pupils are safe and have had access to a healthy breakfast</p> <p>Pupils are ready to start the school day</p>	<p>Reduced cost- £300</p> <p>Milk- £1600</p>

			Pupils are safe, happy and are provided with a healthy snack throughout the day.	
4. Playtime and lunchtime nurture groups and resources to support social and emotional development and good behaviour.	<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>To ensure that the number of reported behaviour incidents remain low.</p>	<p><i>Enhancement of playground zones and resources to develop collaboration and social play, e.g. construction, den making, spiritual garden and theatre.</i></p> <p><i>Development of the outdoor meadow to provide a quiet zone on the playground.</i></p> <p><i>Additional adults at lunchtime to lead games and provide nurture support. This will provide the children with positive role models and encouragement of good social and emotional skills and building of children's self-esteem and confidence.</i></p>	<p>Excellent behaviour at playtimes, which is well-supported by the adults and well-planned resources, which are provided.</p> <p>Pupils, especially those with social and emotional needs and low self-esteem, are well supported on the playground and pupils are happy and safe.</p>	<p>New areas & resources: £2000</p> <p>Additional adults x2- £5645</p>
5. TCI (Therapeutic Crisis Intervention) parenting course	<p>To provide parents and carers strategies for home about how to:</p> <ul style="list-style-type: none"> • Cope with challenging behaviour • Prevent and de-escalate potential situations. • Safely and therapeutically manage children's behaviour. • Work with children to help improve their coping strategies. <p>To provide external support to parents and families who have shared concerns and identified need for support with behaviour.</p>	<p><i>TCI is a well-regarded 6 week parenting programme. This will be led by Adam Doyle, an external trainer through Wakefield Council.</i></p> <p><i>Offered to all parents across the school and also in conjunction with CAFs, Early Help CIN and CP plans.</i></p>	<p>Increased parent confidence to support learning and behaviour at home.</p> <p>Ensure all pupils are safe, happy and behaviour at home is consistently/ better managed by family members using strategies discussed through the programme.</p>	£715

	To provide support for parents and families who have been identified through the CAF/ safeguarding process.		Ensure that families are supported through the CAF/safeguarding process.	
--	---	--	--	--

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
5. 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>To provide a memorable and enriched curriculum to ensure pupils gain good subject specific knowledge, understanding and skills.</p>		<p><i>Reduced cost for educational visits for PP, LAC and Post LAC 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>£3500- Educational visits</p> <p>£3000- Extra curricular events e.g. Wonderdome, curriculum workshops</p>
6. After school clubs	To provide pupils with a variety of extra-curricular activities to promote enjoyment outside of the school day.		<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>£100 Subsidy for payable after school clubs.</p>
7. Nurture group led by school caretaker- Gardening & cooking focus	<p>To provide well planned curriculum opportunities to support pupil's personal, social and emotional needs, which promote essential skills for later life.</p> <p>To promote excellent attitudes to learning and to build pupils self-esteem, confidence and promote the school's 'learning muscles' such as perseverance, cooperation, respect.</p> <p>To develop an understanding of how plants grow, where food comes from and how to eat healthily.</p>		<p><i>Weekly nurture group planned and delivered focused on gardening and cookery- applying literacy and numeracy skills. Pupils to be given responsibility to plan and organise the activities such as the purchasing of the resources, etc.</i></p> <p><i>Involvement of parents and families to work alongside pupils.</i></p>	<p>Pupils display a love for learning and positive attitudes to school.</p> <p>They are keen to come to school.</p> <p>Increase pupils' aspirations, raise motivation and engagement.</p> <p>Pupils understand the importance of a healthy diet.</p> <p>Pupils' self-confidence and self-esteem has developed.</p> <p>Improvement in behaviour for individuals and groups.</p> <p>Relationships between staff and pupils are excellent.</p>	<p>£3000</p> <p>Resources- £300</p>

			Pupils are applying taught literacy and maths skills to everyday activities.	
--	--	--	--	--

High quality teaching, targeted intervention 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
<p>8. Teaching and learning development focus on reading across the school to raise attainment and accelerate progress</p> <p>Linked to SDP priority 1 & 2 2018- 2019</p>	<p>To continue to improve the progress of pupils in reading, in particular pupils entering at the age related/ working at expectation.</p> <p>To ensure the teaching of reading across the school is highly effective.</p> <p>To ensure that progress is accelerated for those pupils 'at risk of falling behind'.</p> <p>To ensure that pupils in Year One continue to achieve highly in the national phonics check.</p>		<p><i>CPD session to take place with a focus on guided reading for all staff including teachers and TAs.</i></p> <p><i>Phonics breakfast for targeted Year 1 pupils to take place on a daily basis and led by an experienced TA.</i></p> <p><i>'Book and breakfast' for targeted Year 2 pupils.</i></p> <p><i>Weekly small group activities in UFS with a focus on boys delivered by male role models and linked to interests.</i></p> <p><i>Whole school focused book weeks to take place termly.</i></p> <p><i>Parent meetings and workshops led by teachers and EAL TA to support parents and families with reading at home.</i></p> <p><i>Reading café to take place for each year group every half term.</i></p> <p><i>Story telling workshops/ sessions led each week for targeted pupils by TA in the school library.</i></p>	<p>All pupils make substantial progress in their reading including those considered disadvantaged.</p> <p>Support staff and resources are deployed excellently impacting on outcomes in reading.</p> <p>Pupils in Key Stage One read widely and often to a high standard with fluency and comprehension across the curriculum.</p> <p>Targeted and timely interventions for reading are carefully and consistently planned and are impacting on reading progress and attainment.</p> <p>Reading for pleasure is a high priority across the school.</p>	£8,000

			Reading initiatives are well attended by all groups of pupils including those disadvantaged. Whole school 'Book Weeks' are successfully running on a termly basis	
<p>9. Release of Lead Practitioner and Assistant Headteacher to provide targeted intervention and high quality CPD for teaching and support staff.</p> <p>Linked to SDP priority 2, 3 & 4</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>To ensure that pupils, including all groups, develop basic subject specific knowledge and understanding in reading, writing and maths.</p> <p>To ensure that those pupils identified as not making sufficient progress 'catch up' and make at least the expected progress.</p>	<p><i>Weekly targeted interventions planned and delivered by SLT</i></p> <p><i>Same day intervention approach used across the school</i></p> <p><i>Tracking of progress of group of pupils feeding this back to the teachers</i></p> <p><i>Monitoring of pupils work- marking and feedback</i></p> <p><i>Delivering weekly TA CPD regarding teaching and learning, also behaviour, safeguarding and PSED.</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 in line/above the national average and all other pupils at the end of KS1.</p> <p>The gap between disadvantaged pupils and all others across the school, in particular EYFS, has closed.</p>	£7,500
<p>10. Before school Key Stage 1 support groups including the Year 1 'phonics breakfast' and Year 2 'breakfast with a book' clubs</p> <p>Linked with SDP priority 1, 2, and 5.</p>	<p>To provide targeted support interventions for pupils to address underachievement and also to support the emotional well-being and pastoral needs of the current pupils.</p> <p>To ensure that those pupils identified as making insufficient progress 'catch up' and make at least the expected progress based on their starting points at the end of the EYFS.</p> <p>To ensure that reading, phonics and the development of pupils' oracy skills has a high priority across the school.</p> <p>To improve attendance and punctuality of groups of pupils.</p>	<p><i>Daily phonics breakfast led by TA for group of Year 1 pupils identified from EYFS data and also those identified by pastoral team.</i></p> <p><i>Tracking of this group by lead TA and discussion with Year 1 teachers.</i></p> <p><i>Daily morning reading club to take place every morning for Year 2 pupils who have been identified by data as at risk of making insufficient progress and identified by pastoral team.</i></p>	<p>Disadvantaged pupils are making substantial and sustained progress compared to their peers with similar starting points.</p> <p>Pupils are reading often and are developing good phonic knowledge, understanding and skills.</p>	<p>£3100</p> <p>Resources to support the groups £500</p>

<p>11. Nurture group work in EYFS to focus on the prime areas of learning based on current pupil needs and baseline assessments.</p> <p>SDP Priority 3</p>	<p>To ensure that pupils, especially those in the EYFS, are confident, self-assured learners who have excellent attitudes to their learning, cooperation and respect.</p> <p>To ensure that pupils are developing academically, socially and emotionally and that they have a confident, safe and happy start to education, ready for later life.</p> <p>To ensure that pupils in the EYFS are highly motivated and eager to join in with the opportunities that the wider curriculum and environment promotes.</p>	<p><i>'Otterly Outstanding' story group to be led by TA at the end of the school day for focused groups across the school. This will focus on communication, confidence building and social skills through story and drama.</i></p> <p><i>Nurture group work to be planned in the UFS unit for 1 day a week by an experienced EYFS TA. This will focus on developing the prime areas through the arts, outdoors and understanding of the world through stimulating and hands on activities.</i></p>	<p>Pupils are making substantial and sustained progress from their starting points.</p> <p>Data has improved at the end of the EYFS and the % of pupils overall achieving the GLD has increased and is closer to the national averages.</p> <p>The gap between disadvantaged pupils and all others has narrowed across all areas of the EYFS.</p>	<p>1 full day TA intervention support- £2766</p> <p>Resources £500</p>
<p>12. High quality intervention and support provided by EAL teaching assistant for pupils and their families in particular developing literacy and reading skills of EAL pupils.</p> <p>Led by EAL teaching assistant, fluent in English and Polish.</p> <p>SDP Priority 3 & 4</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>To provide support and advice for families of pupils with EAL.</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 increased attendance of parents at family support/ learning sessions.</p>	<p>1 afternoon per week. Focused support for EAL pupils</p> <p>£700</p>
<p>13. Additional teaching assistant to support individual pupils and small groups of pupils who require targeted support based on identified need.</p>	<p>To provide direct support to identified pupils through the additional adult in the aim to overcome barriers to learning.</p> <p>To provide targeted intervention and support linked to the social, emotional and mental health needs of pupils through the delivery of specialist recommended strategies and timetabling to individual pupils and small groups.</p>	<p><i>Full time teaching assistant to provide targeted support to individual pupils within the classroom and providing direct support through individual timetabling and nurture support.</i></p>	<p>Identified pupils are supported by focused key adults who have built good relationships with the pupils.</p> <p>Pupils, especially those with social and emotional needs and low self-esteem, are well</p>	<p>27.5 hours teaching assistant</p> <p>£17,681</p>

	<p>To build a good relationship with and to provide support to the families and parents of identified pupils.</p>	<p><i>Anger management group to take place each week for a small group of targeted pupils (also linked to CAFs/ CIN/ CP).</i></p> <p><i>Lego therapy to take place each week for targeted groups of pupils (also linked to CAFs/CIN/CP).</i></p> <p><i>Ensure the TA receives relevant training and support from services and external agencies to provide targeted support linked to social and emotional mental health and identified behaviours such as anger management.</i></p>	<p>supported and recommended programmes and strategies from external agencies and professionals are implemented.</p> <p>Class teachers feel they are supported well by additional adults who are providing direct support to the child within the classroom and through the wider curriculum.</p>	
--	---	--	---	--

Overall aims

As a result of the above actions we aim that:

- All pupils and staff excel through high expectations and challenge.
- Teaching, by all, is highly effective across the school.
- Outcomes for disadvantaged pupils have improved. Progress for the disadvantaged pupils has continued to rise and they have performed in line with their peers of similar starting points. The gap between disadvantaged pupils and all others has decreased across the school especially at the end of the EYFS and Year 1 (based on 2017- 2018 data).
- Outcomes for all pupils, including groups, have continued to remain at least in line or above the national averages for phonics and KS1. Outcomes at the end of the EYFS have continued to improve for groups and progress across the EYFS is high.
- Attendance has improved and the percentage of persistent absentees have decreased. The attendance for the disadvantaged group has also improved.
- Pupils, staff and families have excellent relationships. For groups of pupils and individuals there is sustained improvement in behaviour and excellent behaviour has been maintained across the school.
- The pupils' welfare remains paramount and pupils are happy and safe at the school.

