

Normanton All Saints CE (A) Infant School

Pupil Premium Strategy 2019- 2020

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

Funding allocations 2019- 2020. Schools will receive the following funding:

Category:	Allocation:	Funding in school:
Ever 6 FSM	£1,320 per pupil	£59,400 (45 pupils)
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	£5,200 (4 pupils) (£1,000 per pupil retained by the virtual school head)
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	£11,500 (5 pupils)
Service children	£300 per pupil	£300 (1 child)

In 2018- 2019 the school has received **£76,400** in pupil premium funding.

The area the school serves has a significant pocket of pupils from socially deprived backgrounds. The IDACI index shows that 41% of pupils on roll are from the most deprived areas. The average IDACI score for the school is 0.23. The school is ranked the 59th out of the 114 primary schools in the Wakefield LA (1st= least deprived).

How the grant will be used in the academic year 2019- 2020 When making decisions about the pupil premium funding it is important to consider the context of the school and the subsequent challenges and barriers the school and pupils face and need to overcome. Funding allocations will also link directly to school development planning. Our curriculum drivers are based on the needs of our pupils and our school, which are basic skills, diversity and spirituality, aspirations and growth and well-being. Pupil premium funding will also be focused with this in mind.

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 2018-2019 shows that only 14% of disadvantaged pupils were working at the age related expectation on entry to Reception compared to the cohort at 32%. This remains significantly lower compared to their peers (%). Although progress is high for this group, 60% met a Good Level of Development (GLD) and the attainment gap had narrowed at the end of the EYFS, but disadvantaged pupils are still attaining lower in the GLD compared to all other pupils. The gap still remains highest within areas such as reading and writing. Therefore high quality first teaching, well-planned targeted intervention, nurture support, a memorable and enriched curriculum, is crucial within the EYFS with a high focus on basic skills in particular speaking and listening, reading and writing. It also requires targeted home support for families, linked to pupil academic achievement, attendance and emotional well-being. Further, parental support in regard to the teaching of basic early skills in particular phonics and reading.
- Overall phonics remains above the national average. Further data analysis and school monitoring has identified that disadvantaged pupils have **attained lower** compared to all other pupils especially in areas such as **phonics at Year 1** and **reading**. At the end of Year 1 the gap remained high especially for disadvantaged girls compared to other girls. Phonics will remain a high priority across the school to ensure the quality of teaching, intervention and tracking. Assessment of phonics continues to improve so that teaching has the required impact on outcomes. The school now has two teachers who are Specialist Leaders in Education (SLE) working as part of the Reading Hub and it will be crucial that they take a leadership role in reading and phonics.
- At the end of KS1 attainment still remains above or at least in line with the national average. However, **reading** remains a priority as this remains in line and there has been a slight decrease in the data. The school continues to find that a large group of pupils continue to have lower communication and language skills and require particular support to develop a deeper understanding of vocabulary and comprehension. These pupils also need to read frequently within school in order to gain a secure comprehension understanding and fluency. They benefit from specific work and interventions linked to developing oracy in order to impact on better outcomes in reading and writing. Reading remains a priority for school development planning.
- **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. The school continues to work hard to improve attendance and in 2018- 2019 the overall attendance was 96.3%. However persistent absence still remains a priority and in 2018/ 2019 this was 10.4%. There is a notable link between low attendance and low attainment.
- **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. This is based on pupils social and emotional development and their self-confidence. Support also needs to be provided at social times such as lunch and playtimes to ensure pupils are well supported and develop essential communication and collaboration skills. The school has found an increase in pupil numbers with social, emotional and mental health needs and there has been an increase in the number of exclusions over the last year. Senior leaders have attended 'Thrive' training and this will be used as a whole school approach.

- 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 and support from the SENDCO.
- 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.
- Pupils' opportunities to gain a wider cultural capital are limited. Therefore the school will continue to use some of the funding to further enhance the curriculum through educational visits and wider curriculum opportunities, which are closely linked to the key curriculum drivers.

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

Pupil premium funding will be allocated in support of the EEF Guide to the Pupil Premium and the tiered approach guide, which is:

1. Teaching (including CPD, recruitment and retention, support for early career teachers).
2. Targeted academic support (e.g. structured interventions, small group tuition and one to one support)
3. Wider strategies (e.g. behaviour approaches, breakfast club, increasing attendance).

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 skilled and knowledgeable adults. Through carefully targeted and structured interventions, driven by data and then carefully matched to pupils' needs, we are working to eliminate the barriers to learning and progress. Our highly skilled and knowledgeable senior and middle leaders will be planning, delivering and tracking the impact of interventions which are based around the acquisition and application of key literacy (reading and phonics in particular), 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.

The Reading SLE will be transferring their knowledge and experience and taking a lead on the teaching, coaching and monitoring of phonics across the school to ensure this is of a high quality and is consistent and accurately matched to pupils current phonic needs. The reading lead will be providing CPD for all staff and direct support for the NQT. The phonics teaching in particular will be reviewed and adapted to ensure this is clearly differentiated especially for pupils at a lower phonic stage. 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.

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. Further information on the EEF Teaching and Learning Toolkit can be obtained by the following link : <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

We will be focusing also on the social, emotional and mental health needs of our learners to ensure that their well-being is paramount and that they are 'ready to learn.' The Thrive approach will be implemented across the whole school and a large proportion of the pupil premium funding will be spent on this. The Thrive Approach draws on neuroscience, the attachment theory and child development to support the social and emotional development of pupils in a targeted way, focusing on the use of the arts, creativity and play. All school staff will be trained in this approach and will use in practice these approaches. The school will also have two trained Thrive practitioners who will implement this further targeted across the school. This approach is also 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. School development planning 2019- 2020:

1. To further enhance the provision for the teaching of reading and phonics to ensure more pupils with lower starting points achieve the expected standard.	2. To ensure the school overcomes the barriers for pupil premium pupils to ensure an increased proportion make accelerated progress so that they achieve the required standard or above.	3. To ensure the school puts in effective provision, which meets the challenging needs of pupils with SEMH issues.	4. To ensure that subject leadership is further developed so that the impact of subject specific teaching is evident in pupil voice (pupils know more and remember more).
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Our Pupil Premium provision map

Pupil emotional well-being and social development					
Targeted spending/ project What?	Aim/ Objective important?	Why is this	How will this be done?	Outcome- What do we want to achieve?	Cost
1. Thrive Approach SDP 3. Effective provision for SEMH needs EEF. 1- Teaching CPD, 2. Targeted academic support	<p>To ensure that all staff are knowledgeable in neuroscience, child development and attachment theory to ensure they fully understand the aims and principles of the Thrive approach.</p> <p>To implement the Thrive approach as a whole school approach in supporting pupils in achieving the following aims:</p> <p>1. Physiological. Being able to calm, soothe, slow down and make peaceful the bodily systems through breath, touch, voice, rocking, holding and a loving presence. 2. Relational and emotional. Being able to signal distress and ask for help, knowing that others experience the same emotion and can understand what we feel. 3. Cognitive.</p>		<p><i>Thrive leadership course- DE & AS</i></p> <p><i>Thrive whole school induction training</i></p> <p><i>Thrive practitioner course- x 2 practitioners. Identified teaching assistant to attend and implement Thrive.</i></p> <p><i>Online subscription to allow profiling and accessing resources to support small groups and individual pupils</i></p> <p><i>Development of the Thrive room and resources</i></p>	<p>To ensure the school has two trained Thrive practitioners to provide further advice, support to colleagues and to implement individual and small group nurture support.</p> <p>A consistent approach used by all staff including the language used when managing and dealing with behaviour.</p> <p>Provide targeted and well planned support to target SEMH needs which is based in theory.</p>	<p>£1023.75</p> <p>£816.48</p> <p>£2738.00- Course TA-27.5 hours teaching assistant</p> <p>£17,681</p> <p>£928.80</p> <p>£300- Resources</p> <p>Total- £23,488.</p>

	<p>Being able to think through what might happen, being able to anticipate and plan or rehearse or remember the ways we've had success before.</p> <p>To use the Thrive Online to ensure an accurate, differentiated approach is implemented carefully matched to a child's individual emotional and social development needs.</p>		<p>Reduce the number of exclusions and to reduce the number of high level challenging behaviour for a small group of individual pupils.</p> <p>To provide support for parents using the Thrive approach.</p>	
<p>2. Learning Mentor support for pupils and families</p> <p>SDP Priority 2 and 3.</p> <p>EEF. 2- Targeted academic support and 3 wider strategies</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-playground buddies</i></p> <p><i>Child banking system</i></p> <p><i>Targeted family health and well-being sessions e.g. Healthy Heroes</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 1:1 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, supporting with medical appointments</i></p> <p><i>1:1 targeted phonics and reading support for identified Y2 PP pupils</i></p> <p><i>Pastoral and financial support to families through Mission Christmas and the Well Project</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>	£25,463
<p>3. Attendance & punctuality-</p> <p>Linked to SDP priority 5 2018-2019</p> <p>Learning Mentor support for pupils and families</p>	<p>Attendance analysis. Attendance: 2017- 97% 2018- 94.7% 2019- 96.3%</p> <p>Persistent Absence (Below 90%) 2019- 10.4% 2018- 13.7% 2017- 6.6%</p> <p><u>The attendance of the pupil premium group for last year (2018-2019) is as follows:</u> <u>Overall- All pupils: 96.3%. Pupil premium pupils: 93.62%</u></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>Pupils who are pupil premium and who are PAs attendance improves over time and compared to the previous year.</p> <p>School attendance target of 96% is achieved or exceeded and persistent absentees have reduced.</p> <p>Improved attendance and improved punctuality for targeted pupils especially those considered disadvantaged. The gap to have</p>	£800

<p>EEF 3 Wider strategies</p>	<p>100% attendance end of year award- 3 pupil (13%) premium pupils (which has increased from last year) Persistent absentees- 19 pupils in 2018- 2019. 53% of this group are pupil premium. 10 remain in the school and 6 are currently pupil premium pupils and are currently in KS1. Therefore 60% are pupil premium. <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)- 95.74% Overall current Year 2 pupils (last year Year 1)- 95.9% Disadvantaged pupils overall attendance last year was lower than their peers and therefore needs to be a focus for this year. To continue to improve the overall attendance across the school. To ensure that no groups, especially disadvantaged pupils, are disadvantaged by poor attendance. To further reduce the % of persistent absence across the school.</p>	<p>Termly attendance meetings with SLT & Learning Mentor and parents- attendance analysis. 1:1 support from learning mentor Interventions and support such as breakfast club subsidised or free places, Early Bird reading club, phonics breakfast, breakfast and a book club & kick start project targeting specific groups and individuals (see below)</p>	<p>reduced for PP pupils and all others in terms of attendance.</p>	
<p>5. Subsidised milk</p> <p>EEF 3. Wider strategies</p>	<p>To ensure pupils eligible for pupil premium, LAC and Post LAC are provided with daily milk.</p>	<p>Fully subsidised milk for all eligible pupils.</p>	<p>Pupils are safe, happy and are provided with a healthy snack throughout the day.</p>	<p>Milk- £1600</p>

Curriculum enrichment

Targeted spending/ project What?	Aim/ Objective important?	Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
<p>5. Subsidised educational visits and extra-curricular events</p> <p>SDP Priority 4.</p>	<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>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.</p>	<p>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.</p>	<p>£3500- Educational visits £3000- Extra curricular events e.g. Wonderdome, curriculum</p>

<p>EEF-1. Teaching and curriculum & 3. Wider strategies</p>	<p>To provide a memorable and enriched curriculum to ensure all pupils gain good subject specific knowledge, understanding and skills.</p>			<p>workshops , visitors in.</p>
<p>6. Nurture group led by school caretaker- Gardening & cooking focus</p> <p>SDP priority 3.</p> <p>EEF 2- Targeted academic support</p>	<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 and the impact this can have on their own lives.</p> <p>To further improve the communication skills of targeted pupils and to provide opportunities for the embedding of basic mathematical, reading and writing skills through nurture activities.</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, to encourage responsibility and independence.</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. 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>Pupils are applying taught literacy and maths skills to everyday activities.</p>	<p>£3000</p>

High quality teaching, targeted and structured interventions

Targeted spending/ project What?	Aim/ Objective Why is this important?	How will this be done?	Outcome- What do we want to achieve?	Cost
<p>7. Teaching and learning development focus on <u>phonics and reading</u> across the school to raise attainment and accelerate progress especially for pupils with a lower starting point.</p> <p>Linked to SDP priority 1.</p>	<p>To ensure that phonics teaching is of a consistently high quality, delivered by all staff and is clearly differentiated to target the current needs of the pupils.</p> <p>To ensure that pupils acquire good phonics knowledge and skills</p> <p>To continue to improve the progress of pupils in reading, in particular pupils entering at the age related/ working at expectation and those entering working towards.</p>	<p><i>Release time for Reading lead to monitor phonics teaching and lead targeted interventions. Reading lead to coach NQT & RQT. Cover needed for reading leads. Phonics books purchased to support pupils in reading scheme. Phonics demonstrations and drop in sessions. Phonics resources purchased. CPD session to take place with a focus on phonics for all staff including teachers and TAs. Whole school focused book weeks to take place termly.</i></p>	<p>All pupils make substantial progress in their reading and phonics including those considered disadvantaged.</p> <p>All staff are highly effective in their teaching of phonics.</p> <p>Phonics outcomes improve and higher % of pupils meet the required standard in Y1 phonics and KS1 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>£10,000</p> <p>Including CPD, and release cover for reading lead.</p> <p>HLTA to lead targeted intervention linked to phonics and reading.</p> <p>£500 resources</p>

<p>EEF- 1. Teaching</p>	<p>To ensure the teaching of reading and phonics across the school is highly effective and is more closely matched to pupils' phonic development.</p> <p>To ensure that progress is accelerated for those pupils 'at risk of falling behind' and that these pupils are identified early and are provided with targeted support.</p> <p>To further develop pupils vocabulary and oracy to have an impact on reading development.</p>	<p><i>Top picks- reading books for each year group purchased for higher quality story time.</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 time timetabled.</i></p>	<p>Targeted and timely interventions for phonics and reading are carefully and consistently planned and are impacting on progress.</p> <p>Reading for pleasure is a high priority across the school.</p>	
<p>8. 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.</p> <p>EEF 1 & 2 - Teaching & Targeted academic support</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 two groups of Year 1 pupils identified from EYFS data and also those identified by pastoral team. Tracking of this group by lead TA and discussion with Phonics lead.</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>Higher outcomes at the end of Year 1 phonics and end of KS1 reading (working at).</p> <p>Pupils identified to make substantial progress from their starting points.</p>	<p>£3000</p> <p>Resources to support the groups £400</p>
<p>9. Basic skills intervention work in UFS delivered by TAs.</p> <p>SDP Priority 1 and 2.</p> <p>EEF 1 & 2 - Teaching & Targeted academic support</p>	<p>To ensure that pupils in the UFS acquire good basic skills in phonics, name writing and number in order for them to leave the EYFS at an age appropriate stage ready for Year 1.</p> <p>To closely target the pupils who are lower attaining and provide well planned and targeted support linked to basic skills.</p>	<p><i>Weekly literacy/phonics group linked to physical development by JP on a morning in UFS for targeted pupils.</i></p> <p><i>Parent phonics workshops in UFS for families and pupils.</i></p> <p><i>1 TA to lead targeted basic skills intervention once a week for 1 afternoon based on basic communication, social and literacy skills.</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>£1500</p>
<p>10. High quality intervention and support provided by EAL</p>	<p>To build on the already good phonic decoding skills developed by EAL pupils developing their reading comprehension skills.</p>	<p><i>EAL support assistant (fluent in English and Polish) leading targeted 1:1 and small</i></p>	<p>Pupils are receiving targeted support and are making good progress in their reading. Children are developing their</p>	<p>1 afternoon per week. Focused support for EAL</p>

<p>teaching assistant for pupils and their families in particular developing literacy and reading skills of EAL pupils and other identified pupils.</p> <p>Led by EAL teaching assistant, fluent in English and Polish.</p> <p>EEF 2- Targeted academic support</p>	<p>To develop early language and literacy skills including those pupils with English as an Additional Language and those identified with a need for this.</p> <p>To provide support and advice for families of pupils with EAL,</p>	<p><i>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>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>pupils and other individual pupils.</p> <p>£700</p>
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