

**Stoke Hill Infant and Nursery School Pupil Premium Strategy 2018-19**

**Reviewed in March and July**

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| 1. **Summary information** | | | | | |
| **School** | Stoke Hill Infant and Nursery School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £29040 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 304 | **Number of pupils eligible for PP** | 22 | **Date for next internal review of this strategy** | Feb 2019 |

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| 1. **Current attainment in Y2 2017-18** | | | |
|  | *Pupils eligible for PP*  *(SHINS)* | *Pupils not eligible for PP*  *(SHINS)* | *All pupils*  *(national average)* |
| **% Achieving at least expected standard in reading** | 71% | 83% | 75% |
| **% Achieving at least expected standard in writing** | 31% | 68% | 70% |
| **% Achieving at least expected standard in maths** | 62% | 72% | 76% |
| **% Achieving at least expected standard in science** | 77% | 77% | 83% |

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| 1. **Current attainment in Y1 Phonics 2017-18** | | | |
|  | *Pupils eligible for PP*  *(SHINS)* | *Pupils not eligible for the PP*  *(SHINS)* | *All pupils*  *(national average)* |
| **% Achieving expected standard** | 57% | 76% | 83% |

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| 1. **Current attainment in FS Good Level of Development (GLD) 2017-18** | | | |
|  | *Pupils eligible for PP*  *(SHINS)* | *Pupils not eligible for the PP*  *(SHINS)* | *All pupils*  *(national average)* |
| **% Achieving expected standard** | 73% | 73% | 71% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high attaining)** | |
| **These barriers to learning have been identified after discussions with staff and pupils; considering what helps and hinders learning for groups and individuals.** | |
| **In-school barriers** | |
|  | Limited understanding and use of everyday vocabulary as the basis of learning in maths, science and project. |
|  | Not having a clear focus for improvement in writing. |
| **C.** | Lack of regular practise of reading and maths skills at home and parental interest in education impacts progress in school |
| **External barriers** | |
| **D.** | Home circumstances e.g. family break up, poverty, mental health issues, poor parenting skills |
| **E.** | Poor English language environment in the home e.g. few books, lack of drawing/writing materials, limited opportunities for sustained conversation |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Pupil Voice  Maths and science SATs June 2019 | Pupils use and understand age appropriate vocabulary in key subjects. |
|  | Pupils make better than typical progress each term  Learning monitors  Writing SATs June 2019 | The writing of PPG children closely matches that of non PPG children. |
|  | Targeted parents engage in the Structured Conversations programme  FS data June 2019 | Pupils are regularly practising their reading at home. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2018/19** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality First Teaching** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Pupils use and understand KEY vocabulary | Project/science vocabulary identified on planning days.    10-15 minutes Maths pre-teaching sessions once or twice per week lead by teachers with SLT/TA cover.  Introduction of the Hamilton maths scheme for FS to Y2. | | SHINS involvement in the *Pre-teaching and Assigning Competence Maths Action Research Project* 2016-18 identified poor understanding of and use of vocabulary as a key barrier to pupil achievement. We found that this was not something just confined to maths, but across all subjects.  Professor Ruth Merttens (Director of Hamilton) trained teachers/TAs on the 19th November. She emphasised the importance of consistency in use of mathematical images, resources and vocabulary in ensuring optimum pupil progress. | Headteacher monitors vocabulary identification through Planning Day  Monitoring T&L  Maths subject leader (MSL) ensures there is cover for teachers to provide pre-teaching sessions. MSL to join pre-teach sessions  Maths subject leader to monitor impact through Moderation and monitoring T&L. | HT  SLT  Alison  Kenney  Alison Kenney  Alison  Kenney | Dec/Mar  **iBoxes monitored Jan 2019**  Nov 2018  **Limited Pre-teaching due to SEND and TA absence**  Dec/Jan  Dec/Mar/Jun  **Moderation revealed that teachers are fully implementing the new maths scheme, but some additional resources required. These**  **were purchased in Feb. In use across KS1.** |
| Assessment processes in writing better identify next steps for learning | Introduce a new assessment tool for writing.  Tweak the success criteria for pupils to refer during a writing sequence | | Rebecca Cosgrave (RC) English Consultant *(Babcock)* carried out a KS1 writing review on 03/10 and identified key areas for development.  Few PPG pupils attained the national standard in writing in SATs 2018.  Limited professional development in writing in the last few years. | Teachers provided with time off timetable to become familiar with the new writing assessment tool in October.  Rebecca to revisit the school to monitor progress.  Rebecca to lead professional development training with all staff on areas identified 23/01/19.  KS1 Moderation In December. | Juliet Okey  Juliet Okey | Dec/Jun  **Review with RC on 23/01 identified good progress towards raising standards in writing and led to further PD.**  **Writing has been identified as an appraisal focus for FS and Y2 teachers to increase subject knowledge and pedagogy for teaching writing. Improved writing outcomes for PPG pupils in 2019.**  **Teachers involved in planning RELP Moderation on 20/03. This will allow teachers to compare standards across the RELP schools.**  **RC to review writing in the EYFS in April. Due to financial constraints this did not go ahead. SIP focus in 2019-20.** |
| **Total budgeted cost** | | | | | | £1306 |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Pupils receive targeted support to narrow the gap | Teachers make use of short term TA cover to provide small group, targeted teaching.  Trained TAs deliver intervention for targeted pupils | *DISS study (2014)* Challenges the tradition of struggling pupils spending less time with their teacher than other pupils  EEF Toolkit shows that well trained TAs can have a very positive impact on pupil’s learning.  Kate Antony (EP) has recommended the use of Precision Teaching as an intervention for aspects of key factual knowledge e.g. phonics, key words and number sequences. She has trained the KS1 TAs. | Timetable review  Learning Walks  Drop Ins  TAs trained to deliver intervention.  TA appraisal evaluates the impact of training and identifies further training needs Intervention entry and exit pupil data provides evidence of impact  EYFS/KS1 Half termly Pupil Achievement & Wellbeing Meetings (PAWs) ensure that PPG pupils are  closely monitored | SLT  Eng/Maths  leaders  SLT | **Not possible due to TA absence or TAs supporting SEND pupils. Long/short term TA absence ongoing.**  **Very limited intervention possible for the reasons given above. Difficult to take TAs out of the classroom for training.**  **LT providing daily personalised support for PP pupils.**  Half termly/Termly  **PAWs ongoing but the gap is not narrowing as quickly due to limited intervention.**    Team  Pupil by pupil review |
| Pupils with social/  emotional needs receive  targeted support/therapy | KS1 STEPS  In addition to STEPS the PAWs meeting may identify a specific need for an N/FS pupil. This might include additional TA support, therapy or enrichment and may need to be provided by external experts e.g. Art Therapist, Play Therapist.  Increase the range of play therapies in the school. | If pupils are to make optimum progress social and emotional (S/E) barriers to learning need to be swiftly addressed. STEPS which is a THRIVE based programme is effective at addressing S/E issues, and is recommended by the local authority (LA).  Play therapies e.g. LEGO therapy can be a very effective way of supporting pupils with challenging behaviour.  Physical Intervention and Prevention Strategy (PIPS) Training by Graham Fisher Nov 2018. | PAWs are diarised at the beginning of the academic year.  STEPS practitioner supported by a more experienced practitioner in the JS.  Investigate training of key TAs in play based therapies. | DHT  Collette Bates  LT | Spr 1 & 2 Timid to Tiger  **PP pupils accessing STEPS if required. Limited numbers this term due to the Timid to Tiger programme**. **But some PP/vulnerable families benefitting from T2T.**  **Due to limited funds we have been unable to purchase training for play based therapies. In addition Hele’s Trust no longer willing to support requests for therapies for individuals.**  **LEGO therapy training booked for the SENCo and x3 TAs for Sept.**  1**9 teachers/TAs trained in Nov/Dec and Jan. Staff feel safer and better equipped to deal with very challenging**  **behaviour.** |
| **Total budgeted cost** | | | | | £19904 |

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| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| C.  Parents support Home Learning and are more interested and involved in their child’s education. | **Achievement for All** (AfA) to train Foundation Stage teachers in how to have ‘Structured Conversations’ with parents. | Parental involvement in a child’s education is the single most important factor in their achievement. *(Born to Fail Sonia Blandford 2017)* Founder of AfA.  If we can improve engagement in education by PPG families in the FS year this should ensure continued involvement throughout their child’s education. AfA have carried out many studies that demonstrate the impact of ‘Structured Conversations’ on the involvement and engagement of PPG families over time. | Working alongside an AfA tutor during 2018-19.  Professional Development training for all teachers commencing on PDD 3 - 7th January 2019.  A group of x10 PPG pupils/families in the FS to be targeted during the year. | Claire Taylor | X6 visits per year  **X3 meetings with the AfA tutor. 14 staff attended the training on Structured Conversations. A model for all teachers trying to increase parental engagement**  **1:1 teacher/parent meetings took place in Feb. Very positive impact already with increased reading practise at home. Second meeting in**  **spr 2. Continued support and family involvement. Final meeting in Sept 2019 to agree SIP actions.** |
| D.Pupils are able to make the most of their education | Educational Support Worker (ESW) | Supports families in all aspects of family life to reduce barriers to education. | ESW accessed through the weekly Inclusion Team meeting. Progress and updates on individual children/families is shared each week. | FLT | **ESW currently supporting x5 families. Some of these families have extensive external agency involvement and Jo attends the various meetings on behalf of the school. She works hard to build a bridge between home and school.** |
| D.Pupils access curriculum enrichment | Reduction in cost of school trips and visits e.g. Theatre Alibi | To ensure all pupils have access to trips and visits that enrich/extend the curriculum | Monitor take-up of visits | Admin | **All families take advantage of subsidised visit/enrichment activities.**  **Ongoing.** |
| D.Attendance is excellent | Free access to Breakfast Club for all PPG pupils  Attendance monitoring with Educational Welfare Officer (EWO) | EEF Toolkit shows that children learn more effectively if they have a calm start to the morning and have eaten breakfast  Attendance less than 95% has significant impact on learning outcomes | Termly Breakfast Club reports  Monitor attendance of PP through PAWs and termly EWO meetings. | Admin  HT | **X1 pupil accesses the FREE Breakfast Club.**  **23 PP children. 10/23 have attendance less than 95%. Attendance/lateness is not a significant issue with the exception of one FS child.** |
| D.Pupils have a positive self-image | Provision of a uniform grant for all PPG pupils | Parents requested uniform grants to enable their children to have better self-image | Uniform grant report  PPG leaflet – January/April | PPG Co  HT | **X3 families have used the uniform grant.**  **Revised in the aut to include the Citizens Portal.** |
| E.Pupils have drawing and writing materials at home | School provides access to FREE drawing and writing materials. | FS baseline date and other measures reveal that PPG pupils often do not have access to pens, pencils, drawing materials and books at home. | Explore use of the Scrap Store etc. to source FREE materials.  Apply for grants | SLT | **Positive discrimination to ensure increased access to FREE books e.g. World Book Day Book Swop!**  **PPG pupils invited to choose FREE books left over from the Summer fair.** |
| **Total budgeted cost** | | | | | £7830 |

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| 1. **Review of expenditure** | |
| **Previous Academic Year 2017-18** |  |
| **Additional detail** | |
| Despite targeted publicity take up of the uniform grant remained very low again this year. Given that we only have 22 PPG families this year, compared to 29 last year, (although this might increase slightly in January) we have decided to reduce the budget allocation for this area. This should allow us to maintain the effective provision already in place from last year.  PPG families do mostly take up the offer of subsidised visits and visitors e.g. Living coasts, Paignton Zoo and Theatre Alibi. | |

**Attainment of Pupil Premium Pupils**

The following tables shows the number/percentage of **PPG** pupils that achieved age related expectations (ARE), compared with **ALL** pupils.

**Early Years Foundation Stage**

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| **Foundation Stage** | **Good Level of Development (GLD)** |
| **PPG** **(4 pupils)** | **72%** |
| **ALL** **(90 pupils)** | **74%** |

**Phonic Check**

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| **Year 1** | **Passed** |
| **PPG** (**8 pupils)** | **25%** |
| **ALL** (89 pupils) | **59%** |
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| **Year 2** | **Passed** |
| **PPG** **(3 pupils)** | **67%** |
| **ALL** (24 pupils) | **67%** |

**Key Stage 1: Teacher Assessment**

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| **Year 2** | **Reading Exp +** | **Writing EXP+** | **Maths EXP+** |
| **PPG** (9 pupils) | **67%** | **67%** | **33%** |
| **ALL** (79 pupils) | **74%** | **63%** | **67%** |