Stoke Hill Infant and Nursery School Pupil Premium Strategy 2017-18

Review – March 2018

i. 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**
A.Pupil's to become more independent and resilient learners	Embed a whole school approach, which teaches pupils strategies they can use when they are 'stuck'.	Growth Mindset *Dweck C.(2012)* evidence suggests pupils need to embrace strategies such as resourcefulness and resilience to solve their own (learning) problems	Continuous Professional Develoment CPD/ training Weekly assemblies Classroom posters T&L observations Pupil voice	LT	**Revisited in assemblies during the autumn term. Display of classroom posters checked by the environment monitor in Sept**
i)Pupils are clear about how to improve their learning	Ensure teachers/teaching assistants (TAs) provide pupils with effective oral and written feedback	EEF Toolkit states that high quality feedback is a very effective way to improve attainment. EEF Toolkit states if children are involved in how to improve their learning 'meta-cognition' they make better progress.	CPD/training for teachers and TAs Learning Monitor Pupil voice	HT/ DHT	**Revisited the Feedback & Marking Code with teachers as part of the Learning Monitor and with TAs as part of half termly training.**
ii).Pupils have increased knowledge and understanding of their world	KS1 curriculum enrichment	National Trust report into Natural Childhood Stephen Moss (2012) Nursery World *O'Connor A., and Daly A.(2014)*	Outside professionals engaged to enrich the curriculum (Science and Dance)	HT	**Paul Martin from Devon Wildlife Trust worked with 2F in the autumn term and is currently with 2E and 2HO will be in the summer term.**
iii) PP Pupils understand and use the same vocabulary as non PP pupils	Make understanding and acquisition of vocabulary of key importance across all subjects e.g. goldilocks words	Dylan Williams: *Assessment Conference (June 2017)* and *Neil Mercer: (Maths Conference (Nov 2017)* both involved in key research around the importance of vocabulary acquisition to optimise learning outcomes.	CPD/training for teachers/TAs across a range of subjects Planning days identify key vocab Learning letters share key vocab with parents KS1 autumn term targets shared with parents include key science vocabulary	LT Subject leaders	**Project vocabulary cards introduced in all KS1 classes from Sept. Updated half termly.** **Well received by parents, where feedback suggests that it is prompting conversations at home.**

| iv) Pupils communicate their needs, feelings, thoughts and ideas clearly in spoken language | EYFS the 'role of the adult' is a key strategy in developing spoken language skills | Children not achieving a Good Level of Development (GLD), which is age related expectations (ARE) at the end of the FS because of poor spoken language skills | CPD/training for teachers/ TAs Learning monitor Pupil data | N/FS Co | **Half termly TA training meetings. TA appraisal confirms that TAs have high expectations of spoken language for all pupils.** |

ii.	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**
B.Pupils receive targeted support to narrow the gap between disadvantaged and non-disadvantaged pupils	EYFS/KS1 TAs provide short term cover/support so that teachers work more frequently with PP pupils	*DISS study (2014)* Challenges the tradition of struggling pupils spending less time with their teacher than other pupils	LT learning walks T&L observations,	HT/ DHT	**Learning Walks show teachers able to work daily in small groups while TAs provide short term cover.**
	N or FS TAs to have half termly training with the N or FS Co. KS1 TAs to have half termly training by the English and maths subject leaders and the SENCo. Both groups of TAs to also benefit from training led by external experts e.g. Educational Psychologist	EEF Toolkit shows that well trained TAs can have a very positive impact on pupil's learning.	Training is supported and monitored by the HT/DHT. TA appraisal evaluates the impact of training and identifies further training needs. Entry and exit pupil data for intervention provides evidence of impact.	N/FS Co Subject leaders SENCo	**English and maths subject leaders lead key training with TAs.** **Subject leaders ensure that PPG pupils are prioritised for intervention. Impact of intervention is carefully monitored.**
	EYFS/KS1 Half termly Pupil Achievement & Wellbeing Meetings (PAWs)..	If pupils are to make optimum progress barriers to learning need to be swiftly addressed. The PAWs meeting may identify a specific need for a N/FS pupil. This might include additional TA support, or therapy and enrichment provided by external experts.	PAWs are diarised at the beginning of the academic year. They are led by the DHT/HT who is responsible for ensuring completion of all actions.	HT/ DHT PPG Co	**Pupil Attainment & Wellbeing meetings include a pupil by pupil review. Persistent concerns where all other efforts have failed will trigger the start of the Inclusion Team referral process.**
i)Pupils with social/emotional needs receive targeted support	Thrive time increased to x6 hours per week for KS1. Trial use of Thrive Nurture Groups in FS.	Research shows that Thrive is effective at addressing social and emotional issues, and is recommended by the local authority (LA).	Thrive practitioner supported and monitored by the DHT. Thrive practitioner accesses annual training requirements.	DHT Collette Bates (Thrive Practitio ners)	**PPG pupils are prioritised for Thrive.**

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
ii)Pupils move closer to ARE	FS/KS1 Teacher/TA lead intervention in phonics, maths, reading and writing	We have had very good results where teachers lead intervention for PPG children <u>well</u> below ARE and TA lead intervention for pupils <u>below</u> ARE.	We have a Reading Recovery and a Numbers Count Teacher on the staff. TAs are well trained and equipped to deliver intervention programmes supported by the subject leaders who closely monitor intervention	DHT Subject leaders	**Following Reading Recovery - Better Reading Partners intervention pupils make 12+ months progress. Numbers Count pupils on average make 17 months progress.**
iii)Pupils are more successful when introduced to new maths content	Maths pre-teaching, with a focus on increasing understanding of key mathematical vocabulary.	There is growing body of evidence that pre-teaching could be a more effective 'catch up' tool than remediation. Based on the very positive impact of the project : *Pre-teaching and Assigning Competence Maths Action Research Project* during 2016-17 we have secured a whole school project for 2017-18,	The research project is supported by a member of the LA maths advisory team, and the DHT/maths subject leader. A year 1 and a year 2 teacher are also involved to lead and	DHT	**Typically pupils involved in the maths pre-teaching project are gaining in skills and confidence. For some pupils this includes being increasingly active and influential with their peers in maths**

i. 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
A. Pupils 'master' key skills in English and maths	KS1 embed online Home Learning in maths.	A small scale 'in school' action research project during 2015-16 revealed that children are more likely to engage in maths practise activities on-line than in more traditional forms. In addition they made better progress.	Teacher's monitor pupil's access to online Home Learning. Discussed in PAWs each half term	PPG Co	**PPG pupils are more likely to do e Home Learning than traditional paper and pencil tasks.**
	A menu of Parent and/or Family workshops to increase understanding of the curriculum and the ways in which parents can support their child's education. We are also going to trial different timings,	Parent and Child workshops proved very popular last year, but some feedback asked for parent only workshops, with more detail around the curriculum content and year end expectations. Some families are unable to access the workshops through lack of childcare.	Led by LT, subject leaders and teachers Parent/child evaluations	HT/ DHT	**Parent only workshops have been offered to EYFS and KS1 over the last two terms. Take up by PPG parents remains very low, despite targeted promotion.** **Parent questionnaire before the summer term workshops.**
B.Parents find school 'easier to reach'.	Educational Support Worker (ESW)	Provides a link between home and school. Plays a key role in addressing barriers to learning and supporting families.	Progress with families is reviewed each week at the Inclusion Team meeting	ESW	**Through CPOMS and the Inclusion Team all relevant staff are kept updated.**
C. Children access curriculum enrichment	Reduction in cost of school trips and visits	To ensure all children have access to trips and visits that enrich/extend the curriculum	Monitor take-up of visits	Admin	**Jun 2018** **Each visit/visitor is subsidised by the PP grant.**

D. Attendance improves	Free access to Breakfast Club for all PPG children	EEF Toolkit shows that children learn more effectively if they have a calm start to the morning and have eaten breakfast	Termly Breakfast Club take-up reports	Admin	**Jun 2018**
	Attendance monitoring with Educational Welfare Officer (EWO)	Attendance less than 95% has significant impact on learning outcomes	Monitor attendance of PP through PAWs and EWO meetings	HT	**Reasons for absence closely scrutinised in PAWs meetings.**
E.Improved pupil self-image	Provision of a uniform grant for all PPG children	Parents requested uniform grants to enable their children to have better self-image	Uniform grant take up report PPG leaflet	PPG Co	**All PPG pupils in school uniform. PPG Co liaises with admin with respect to who is or isn't taking up the PP uniform grant. The leaflet is used to sign post access to those that have not already taken it up.**

Attainment of Pupil Premium Pupils

The following tables show the percentage of **PPG** pupils 'on track' to achieve ARE by the end of the year, compared with **NON PPG** pupils.

Early Years Foundation Stage

Nursery	Communication and Language	Writing	Motivation
PPG (2 pupils)	100%	100%	100%
NON PPG (45 pupils)	67%	100%	100%

Foundation Stage	Communication and Language	Writing	Motivation
PPG (7 pupils)	87%	78%	87%
NON PPG (81 pupils)	83%	74%	91%

Key Stage 1

Year 1	Reading	Writing	Maths
PPG (8 pupils)	72%	89%	61%
NON PPG (79 pupils)	80%	80%	82%

Year 2	Reading	Writing	Maths
PPG (16 pupils)	61%	58%	63%
NON PPG (72 pupils)	79%	76%	75%