Sawley Infant and Nursery School
Pupil Premium Grant Strategy Statement 2019-2022

The Pupil Premium Grant

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In 2019/20, the funding allocation is expected to be £1320 per child, £300 for Forces children and £2300 for Looked After Children.

Summary information

Total PP budget	£57,060	**Published Date**	November 2019	**Review Date**	November 2020
Total budgeted costs					
Statement authorised by	Marie Harral	**Pupil Premium Lead**	Becky Morley	**Governor Lead**	Elaine Tomlinson

Pupils Eligible for Funding

Cohort	Pupil Premium	Ever 6	Forces	LAC Previous LAC	Disadvantaged	Total number of pupils	Percentage of eligible pupils
Reception	11	0	1	0	12	80	14% (-2%)
Year One	13	2	0	0	15	87	17% (-1%)
Year Two	11	6	0	0	17	86	20% (-3%)
Total	**35**	**8**	**1**	**0**	**44**	**253**	**17% (-2%)**

Pupils Eligible for Early Years Pupil Premium Funding in Nursery

The funding is currently £302.10 for children and £310.05 for children who are in care of the local authority (Looked After).

Cohort	Early Years Pupil Premium	Forces	LAC Previous LAC	Disadvantaged	Total number of pupils	Percentage of eligible pupils
Nursery	10	0	0	10	61	16% (+7%)

This additional funding of £3021 is used to support the provision of a pastoral care teaching assistant. This releases teachers and keyworkers to work directly with disadvantaged pupils on targeted provision.

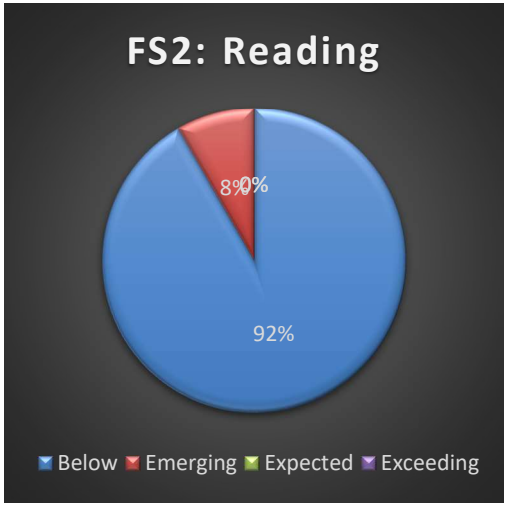
Sparkle and Shine at Sawley Infants

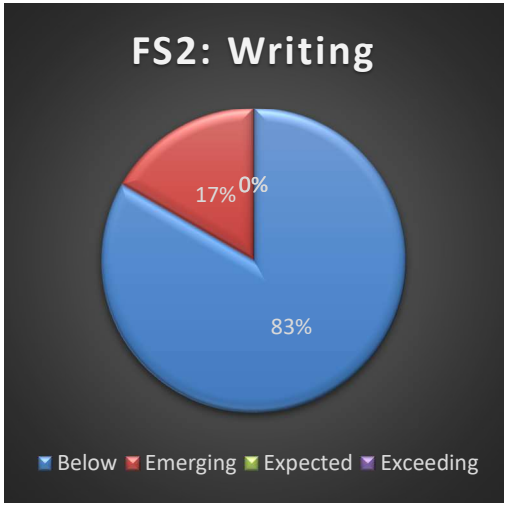
Disadvantaged pupil progress for last academic year						
	Early Years Foundation Stage (EYFS)			*Key Stage One (KS1)*		
	READING	*WRITING*	*MATHEMATICS*	*READING*	*WRITING*	*MATHS*
% making at least expected progress	80%	87%	80%	84%	74%	84%
% making at least accelerated progress	60%	73%	53%	74%	53%	53%

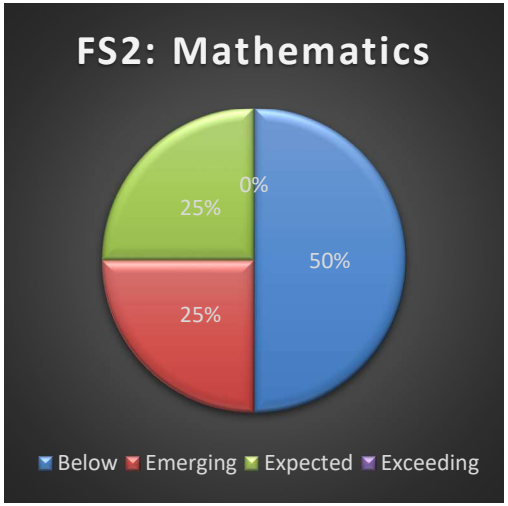
Disadvantaged pupil performance overview for last academic year										
	Early Years Foundation Stage (EYFS)				*Year One*	*Key Stage One (KS1)*				
	READING	*WRITING*	*MATHEMATICS*	*GLD*	*PHONICS*	*READING*	*WRITING*	*MATHS*	*COMBINED (RWM)*	*PHONCIS*
% achieving expected level	33%	20%	40%	20%	*64%*	58%	53%	84%	42%	*89%*

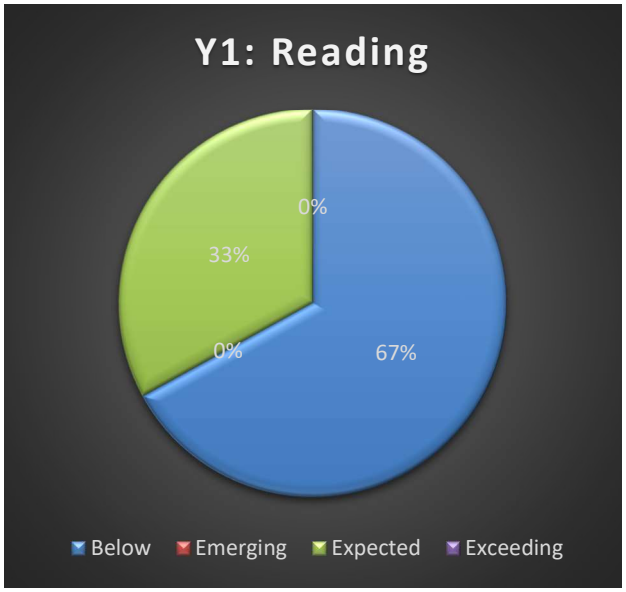
Review: last year's aims and outcomes - **The review of 2020-2021 outcomes is on the 2021-2022 strategy statement**	
FS1: Attainment in Communication and Language	Attainment was lower compared to 2017-18 however this cohort were achieving lower on baseline (0% expected: 2018-19, 20% expected: 2017-18). Understanding and Speaking attainment evidenced the gap is closing for this cohort. The attainment for the whole cohort was much improved on 2017-18, so quality first teaching is improved. More focus will be placed on improving communication and language through targeted support for PPG pupils.
FS2: Attainment of GLD	GLD attainment was lower for all pupils and disadvantaged pupils. This is a key priority for the school this year.
Y1: Attainment in Phonics	Phonics attainment was broadly in line for disadvantaged pupils. Phonics continues to be a key priority for the school.
Y1: Attainment in Reading	Massive improvement in attainment for disadvantaged pupils in reading at the end of Year One.
Y2: Attainment in Reading	Reading attainment was broadly in line for disadvantaged pupils at the end of Year Two. Phonics continues to be a key priority for the school and will impact on reading attainment.
Y2: Attainment in Writing	Writing attainment was broadly in line for disadvantaged pupils at the end of Year Two. However disadvantaged pupils started at a much lower baseline at the beginning of the year (-25%) evidencing impact of focus on closing the gap.
Y2: Attainment in Mathematics	Massive improvement in attainment for disadvantaged pupils in mathematics at the end of Year Two.

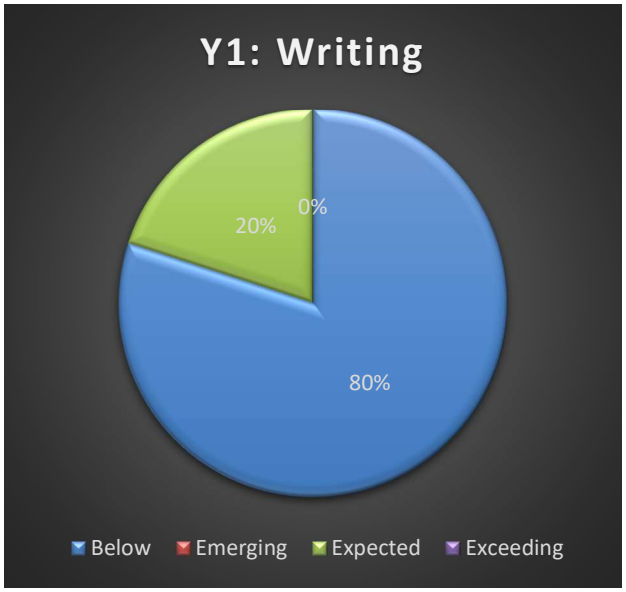
Baseline Information (FS2, Y1 and Y2)

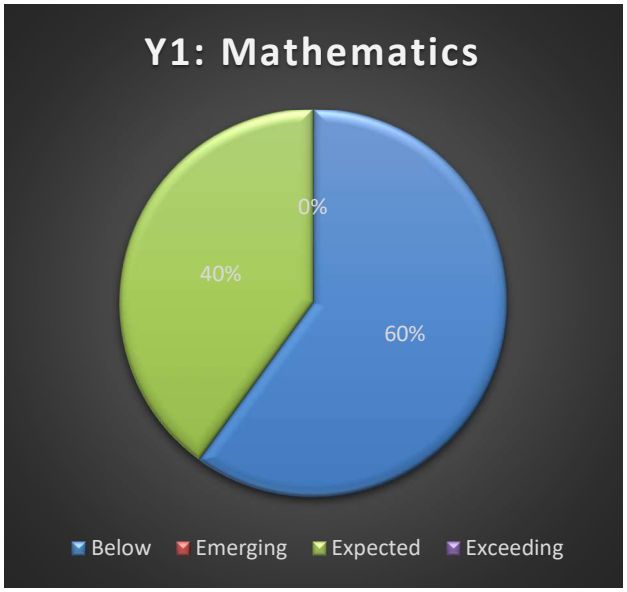


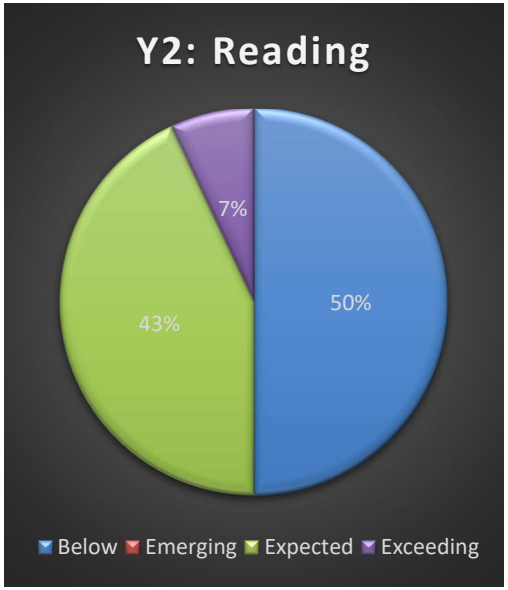


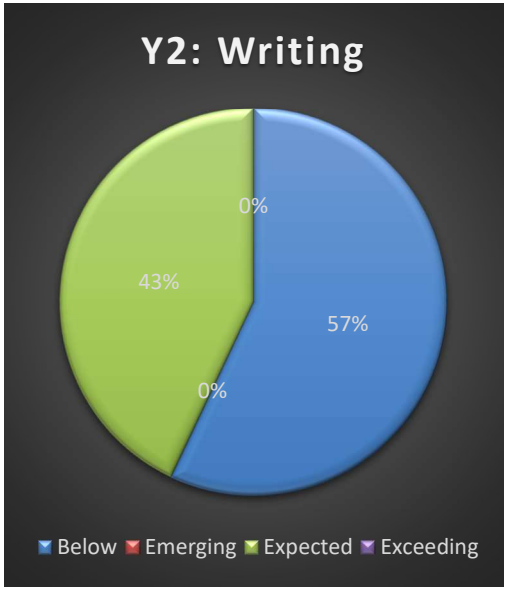


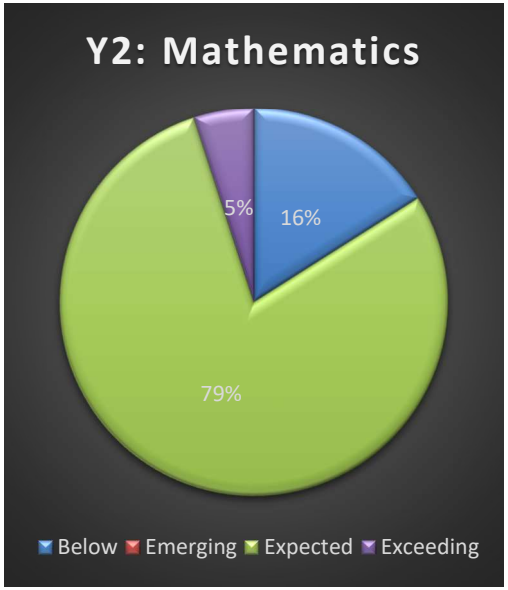


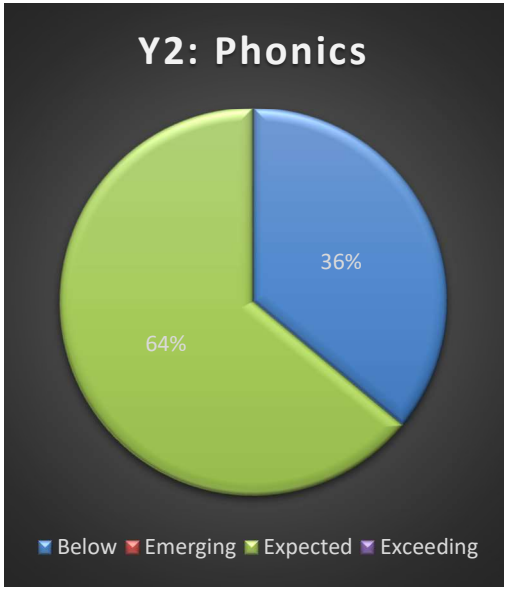












Teaching priorities for current academic year	
FS1: Attainment in Communication and Language	50% disadvantaged pupils to achieve ARE in all areas of Communication and Language
FS2: Attainment of GLD	40% disadvantaged pupils to achieve a good level of development
Y1: Attainment in Phonics	75% disadvantaged pupils to pass the phonics screening check
Y2: Attainment in Reading	60% disadvantaged pupils to achieve ARE in reading
Y2: Attainment in Writing	55% disadvantaged pupils to achieve ARE in writing

Strategy aims for disadvantaged pupils: Quality teaching for all
Barriers to learning these priorities address: Ensuring clarity and consistency in teaching across school

Priority 1	Strategy	Action	Costing
Ensure all staff are planning and delivering high quality teaching with a clear learning intent. ***What happens in the classroom makes the biggest difference (EEF, 2018)***	All teachers to engage with TBQ! coaching and training	TBQ! Coaching for all teachers	£6000
		TBQ! Supply cover to release all teachers (9 days total)	£1800
		SIT Meetings for curriculum TBQ! development (6 days total for 5 staff)	£6000
		Full day PPA for all teams to plan progression in skills and knowledge, building new curriculum (FS1: 12 days, FS2: 18 days, Y1: 18 days, Y2: 18 days)	£13,200
		Provide a high level of Teaching Assistants across school to deliver high quality Maths, English and Phonic teaching throughout the morning (9 Teaching Assistants working five mornings)	£85,000
		SLT termly book scrutiny and learning walk (3 x PM)	£1500

Priority 2	Strategy	Action	Costing
Embed high quality phonic teaching and interventions across school.	All staff to engage with external phonic training Purchase of new consistent phonic scheme and resources to support high quality whole class teaching and interventions	Phonics twilight session training costs	2 x £350 = £700
		Termly subject briefing training costs for English Lead	3 x £90 = £270
		Termly subject briefing supply costs (PM only) to release English Lead	3 x £100 = £300
		New phonic scheme purchase	£4270
		Purchase high quality phonic resources	£2000
		AM Phonic learning walk – Phonic Lead and HT (training opportunity)	2 x £100 = £200
		AM Phonic Learning walk – Phonic Lead	1 x £100 = £100

Projected spending	£119,340

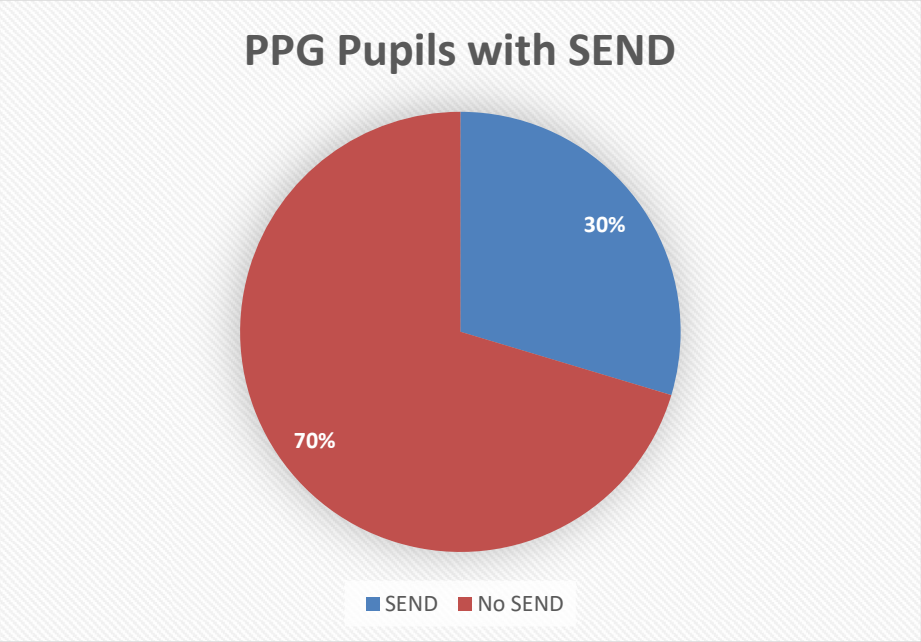
Strategy aims for disadvantaged pupils: Targeted support
Barriers to learning these priorities address: Staff understanding children's barriers to learning and planning appropriate targeted interventions in priority area of need.

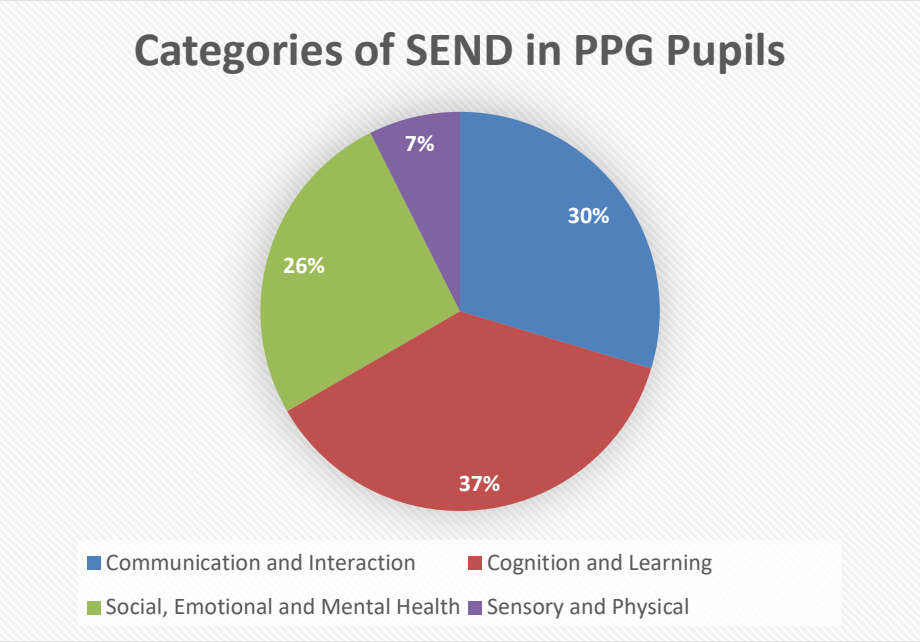
Priority 1	**Strategy**	**Action**	**Costing**
All staff should be aware of disadvantaged pupil and their priority areas of need ***Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF, 2018)***	Buy and embed use of Lexia across all Key Stage One to increase phonic and reading attainment	Lexia annual purchase	£3660

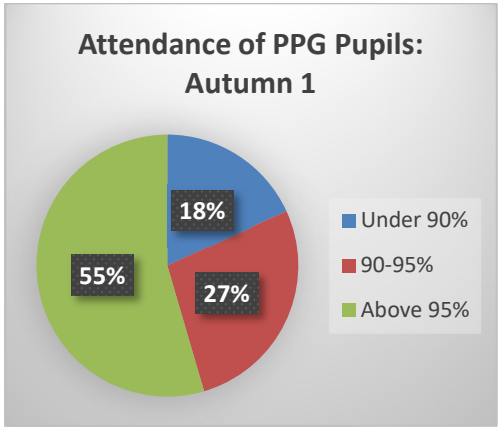
Priority 2	Strategy	Action	Costing
All staff should be aware of disadvantaged pupil and their priority areas of need ***Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (EEF, 2018)***	Increase staff awareness of disadvantaged pupils and their individual needs, allowing for closely matched interventions to be planned.	PPG Lead release 1 day termly	£600
		Termly year group meetings with PPG Lead	Staff meeting time
		Stickered books	£10
		Teaching Assistants for KS1 Targeted Intervention KS1: 9 x PM sessions per week	£11,400
		50% of cost of nurture/pastoral care provision each week based on full time equivalent (1.2 L8 TA & 0.5 L7 TA)	£19100

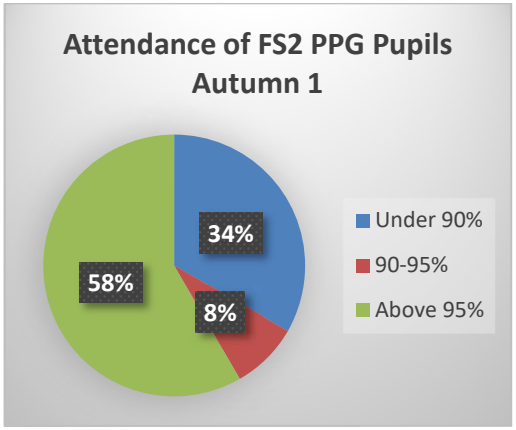
Projected spending	**£31,110**

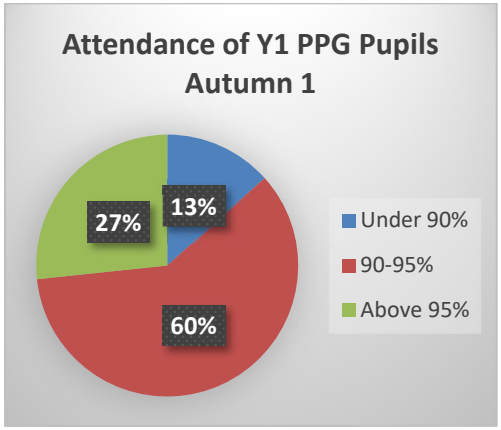
Other Key Information

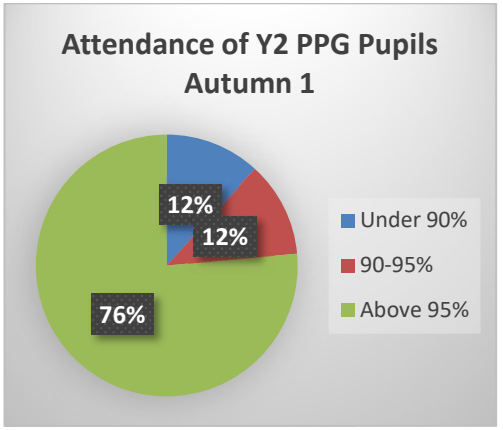












Strategy aims for disadvantaged pupils: Wider strategies
Barriers to learning these priorities address: Improving attendance and readiness to learn for the most disadvantaged pupils

Priority 1	**Strategy**	**Action**	**Costing**
Improve behaviour for learning across the whole school, applying a consistent behaviour policy which improves low level behaviour	Review and develop behaviour policy to embed behaviours for learning	Development of behaviour policy	Staff meeting time
		SIT learning walk focused on behaviour (5 staff)	£500
		Employ Tamba Roy for 1 day to help develop behaviour policy	£600

Priority 2	Strategy	Action	Costing
Ensure all disadvantaged pupils basic needs are	Employ a Family Liaison Officer across the trust schools to	FLO (1.5 days per week)	£19100

addressed and attendance improved	support families with attendance, home and behaviour issues Create triangle of need to support identification of needs	Attendance monitoring and communication with parents (3 days per year)	£600
		Release for Sports Lead to evaluate children's interests and arrange appropriate clubs and competitions (3 x half day sessions)	£300
		Cost of 5 week club at £5 for 44 pupils	£220

Projected spending	**£1620**

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by supply
Targeted support	All staff understanding new programmes used within school	Use of twilight sessions and additional cover being provided by supply
Wider strategies	Engaging the families facing most challenges	FLO employed within school and invited to informal meetings to build relationships