

# Sawley Infant and Nursery School

## Pupil Premium Grant Strategy Statement



### 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. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care of the local authority (Looked After) or have parents in the Armed Forces. In 2018/19, the funding allocation is expected to be £1320 per child, £300 for Forces children and £2300 for Looked After Children.

### Summary information

Academic Year 2018/19	Total PP budget £67,920	Date of most recent PP Review November 2017	Date for next internal review of this strategy February 2019
	Total budgeted costs £74,582		

Pupils Eligible for Funding							
Cohort	Pupil Premium	Ever 6	Forces	LAC Previous LAC	Disadvantaged	Total number of pupils	Percentage of eligible pupils
Reception	12	1	0	1	14	86	16%
Year One	9	5	0	1	15	84	18%
Year Two	10	9	1	1	21	90	23%
<b>Total</b>	<b>31</b>	<b>15</b>	<b>1</b>	<b>3</b>	<b>50</b>	<b>260</b>	<b>19%</b>

### 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	5	1	1	7	74	9%

This additional funding of £2120.55 is used to provide 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.....

Whole School Data

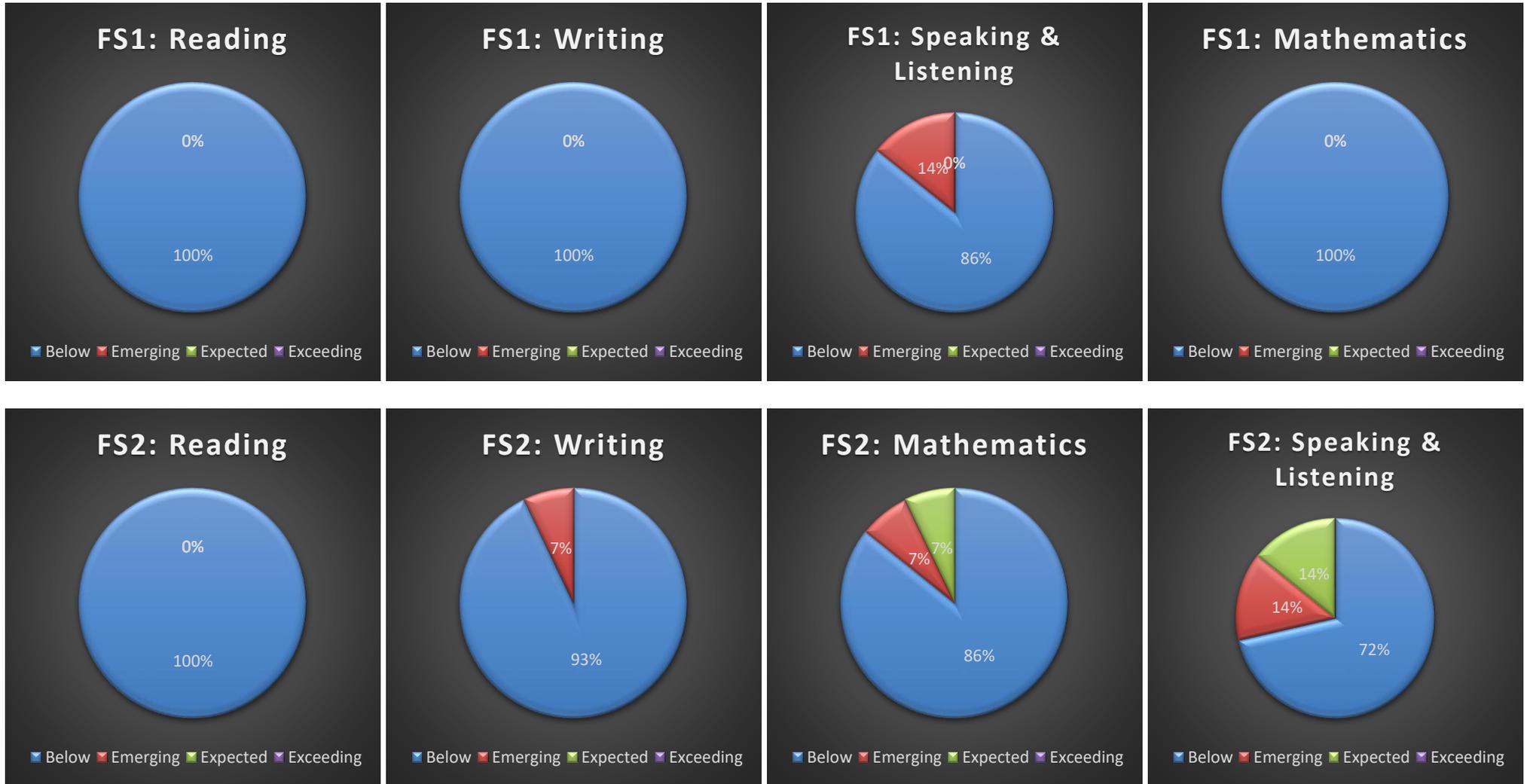
2017/18 Attainment																
	Key Stage One (KS1)								Early Years Foundation Stage (EYFS)							
	READING		WRITING		MATHS		COMBINED (READING, WRITING & MATHS)		READING		WRITING		NUMBER		GLD (GOOD LEVEL OF DEVELOPMENT)	
	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER
% achieving expected level	56%	75%	56%	75%	65%	77%	12%	35%	47%	70%	40%	65%	53%	70%	40%	61%
% making at least expected progress	94%	90%	69%	84%	82%	82%			87%	97%	100%	99%	100%	93%		
	Phonics Screening Test- Year 1								Phonics Screening Test Retake- Year 2							
	PPG				OTHER				PPG				OTHER			
% achieving expected level					76%				91%				88%			

2018/19 Attainment																
	Key Stage One (KS1)								Early Years Foundation Stage (EYFS)							
	READING		WRITING		MATHS		COMBINED (READING, WRITING & MATHS)		READING		WRITING		MATHEMATICS		GLD (GOOD LEVEL OF DEVELOPMENT)	
	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER	PPG	OTHER
% achieving expected level																
% making at least expected progress																
	Phonics Screening Test- Year 1								Phonics Screening Test Retake- Year 2							
	PPG				OTHER				PPG				OTHER			
% achieving expected level																

**Barrier A: Academic attainment in reading, writing, phonics and mathematics for disadvantaged pupils is lower than that of other pupils.**

**Barrier B: 28% of pupils eligible for PP in Y2 are exceeding in Mathematics**

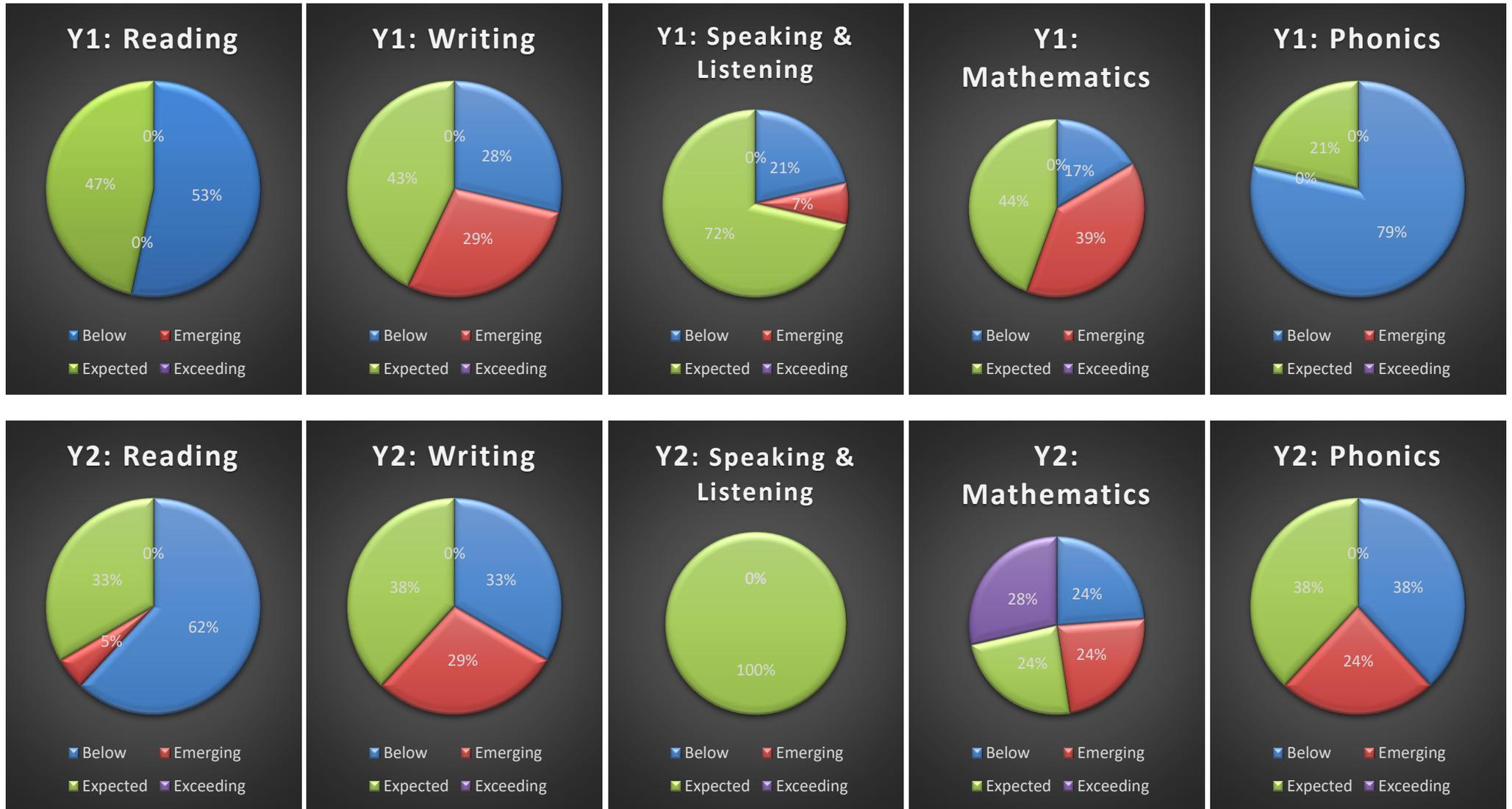
Attainment of current cohorts at baseline: Early Years Foundation Stage (EYFS)



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**Barrier B: 28% of pupils eligible for PP in Y2 are exceeding in Mathematics**

Attainment of current cohorts at baseline: Key Stage One (KS1) 2018-19



**Barrier A: Academic attainment in reading, writing, phonics and mathematics for disadvantaged pupils is lower than that of other pupils.**

**Barrier B: 28% of pupils eligible for PP in Y2 are exceeding in Mathematics**

**Planned expenditure**

	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Quality of teaching for all	A: In <u>Foundation Stage One (FS1)</u> , staff will focus on raising Communication and Language levels, better preparing pupils for school and the skills for reading and writing.	Quality communication training for all EYFS staff	Data shows that a large majority of children (97-99%) are below age related expectations on entry to nursery in the different Communication and Language strands.	Nursery Teacher	Data analysis in February 2019 at midpoint and June 2019 at end	TA additional twilight training costs for nursery teaching assistants =£93  One day of U3 teacher preparing and delivering training = 1 day @ £202 <b>Total cost = £295</b>	Communication and Language strands will show accelerated progress for most pupils. More than 50% of pupils will be achieving age related expectations (ARE) or above in all aspects of Communication and Language.
	A: In <u>Foundation Stage Two (FS2)</u> , staff will focus on reading and writing to increase the amount of pupils that achieve a Good Level of Development (GLD)	Improve planning to incorporate reading and writing opportunities across the curriculum, including the outdoor area.	The attainment of GLD is consistently below national results.  School have identified reading and writing as the key areas requiring intensive interventions to raise this attainment 98% and 95% below ARE).  If pupils attain a GLD at the end of the FS2, they will be better equipped to achieve well across all subjects in KS1.	SLT, including EYFS Coordinator	The reception staff will closely track data, allowing them to plan effectively to meet the needs of the cohort.  The Foundation Stage Coordinator will monitor progress. In Feb 2019 at midpoint and June 2019 at end.  The Senior Leadership Team will complete planning scrutinies, learning walks and book scrutinies to measure impact and consistency.	SLT release three mornings per year to complete planning scrutinies, learning walks and book scrutinies = £1860  <b>Total cost = £1860</b>	More than 60% of pupils will achieve the Early Learning Goal (ELG) in reading and writing leading to an increase pupils achieving a GLD compared to 2018 (PP: 40%, All: 57%)

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**Planned expenditure**

	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Quality of teaching for all	In Key Stage One (KS1), staff will focus on the key areas of Phonics and Writing leading to an increased amount of disadvantaged pupils passing the phonics screening test and more pupils reaching ARE in Writing.	Continue to develop whole school formative assessment for writing	Analysis of groups and objective level assessments are not possible with current systems, unlike Mathematics which allows staff to plan more effective lessons and interventions	English Coordinator	SLT will monitor KS1 data and scrutinise books to measure impact and consistency of use across all classes February 2019 and June 2019	SLT release for one morning to develop systems and monitor assessments = £620 Headteacher release for two days to create excel assessment system = £704 <b>Total cost = £324</b>	At least 60% disadvantaged pupils will achieve ARE or above in writing (2018: 56%).
		Trial, purchase and review SPAG resources	Analysis has shown that pupils lower abilities in spelling, punctuation and grammar are impacting on their writing levels	English Coordinator	English coordinator will evaluate provision through analysis of data and scrutinising books and planning. May 2019	Two days release for literacy coordinator to research and monitor = £404 Purchasing of new scheme = approx. £1200 <b>Total cost = £1604</b>	At least 60% disadvantaged pupils will achieve ARE or above in writing (2018: 56%).

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Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Targeted Support	In Year Two (Y2), Writing and Reading will be key areas to increase the amount of disadvantaged pupils achieving AREs.	Deliver better reading partnership and release expert TA on a weekly basis to train staff and lead project	Reading is a key area for this group of pupils – 67% are below age related expectations. The better reading programme is a previously proven programme in our school.	PPG Leader and SS (Expert TA)	Half termly reviews as part of normal disadvantaged tracking Expert TA will liaise regularly with Headteacher. Formats used for recording sessions.	SS: two hours per week = £1018  Restock better reading partnership books = £500 <b>Total cost = £1518</b>	At least 70% disadvantaged pupils will achieve ARE or above in reading (2018: 63%).
	To have a clear awareness of the needs of disadvantaged pupils, allowing provision to be tightly focussed to need.	PP Lead and AHT to work together to analyse data to identify key learning areas.	Progress and attainment will be higher when provision is closely matched to need.	PP Lead and AHT	AHT monitors attainment and progress on a termly basis, feeding back to PP Lead	1 day of PP Lead and AHT to analyse data = £470  <b>Total cost = £470</b>	The percentage of disadvantaged pupils achieving ARE are increased from baseline  FS2 C&L Baseline: 14% Reading Baseline: 0% Writing Baseline: 0% Maths Baseline: 7%  Y1 Reading Baseline: 47% Writing Baseline: 43% Maths Baseline: 44% S&L Baseline: 72% Phonics Baseline: 21%  Y2 Reading Baseline: 33% Writing Baseline: 38% Maths Baseline: 52% S&L Baseline: 100% Phonics Baseline: 38%

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Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Targeted Support	In Year One staff will be focussing on the key area of Phonics leading to an increased amount of disadvantaged pupils passing the phonics screening test.	Deliver phonics interventions from Autumn term	Phonics attainment was lower last year than in previous years	English Coordinator	English Coordinator will review data on a half termly basis and provide guidance for year group teams.	3 hours of TA support per week (Grade 7) = £1250  <b>Total cost = £1250</b>	At the <u>end of Y1</u> 70% disadvantaged pupils will pass the phonic screening test (2018: 67%).  By the <u>end of Y2</u> , 90% disadvantaged pupils will have passed the phonic screening test (2018: 91%).
	Delivering specific interventions highly personalised to disadvantaged pupils' needs. FS2: Communication and language, reading and writing Y1: Reading & Phonics Y2: Reading, Writing (inc fine motor) & Phonics	To employ a teacher to plan, deliver and oversee interventions for disadvantaged pupils across FS2 and KS1	The identified areas are a particular development point for each cohort	PP Lead	HT, AHT and PP Lead will monitor progress and attainment on a half-termly basis	1 ½ days of identified teacher per week (U1) = £10,716  <b>Total cost = £10,716</b>	The percentage of disadvantaged pupils achieving ARE are increased from baseline FS2 C&L Baseline: 14% Reading Baseline: 0% Writing Baseline: 0%  Y1 Reading Baseline: 47% Phonics Baseline: 21%  Y2 Reading Baseline: 33% Writing Baseline: 38% Phonics Baseline: 38%
	Trialling a programme of support to develop fine motor control and strength in Year Two	Work with NHS to trial Active Hands, Achieving Hands programme, completing referrals as necessary	Poor fine motor control highlighted in Year Two	PP Lead	PP Lead will monitor progress and attainment	1 day of identified teacher per term (U1) = £564  Resources needed to run programme = £200  <b>Total cost = £764</b>	Final assessments will show an improvement compared to original baseline  Referrals to Occupational Health have been completed, where needed.

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**Planned expenditure**

	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
<b>Other Approaches</b>	Review current disadvantaged pupils' provision	Complete final review with external PP reviewer to evaluate actions and identify further development.	Disadvantaged pupils continue to achieve below their peers although progress is good. The school want to further increase progress to ensure all pupils are equipped to be successful in their learning,	PP Lead, HT and AHT	Documents produced will be shared at review meeting (Feb 2019)	PP Reviewer = £550  Release for PP teacher, AHT and HT to complete review = £822  <b>Total cost = £1,372</b>	The school has an accurate picture of the strengths and areas for improvement for supporting disadvantaged pupils.
	Gaining an understanding of the impact of other interventions and needs on disadvantaged pupils	Create Venn diagram to define needs of PPG pupils in relation to cohort – produce data to demonstrate impact of being in PPG group plus SEN and/or summer born groups, forces, looked after, ever 6 funded	Many disadvantaged pupils are in more than one category. The school want to better understand the impact this has on their achievement, to provide better targeted support.	SIT Team	Feedback to be shared during SIT meeting and class teachers at staff meeting	½ day of SIT = £620  <b>Total cost = £620</b>	All staff will have a clear understanding of the needs of their disadvantaged pupils
	Ensuring the focus of interventions is practised and applied within the classroom and home setting.	Create systems for sharing key targets with class teachers  Set regular classroom based/ home based learning to ensure learning from sessions is embedded and consistent	Whilst pupils are taking part in interventions, progress is shown, however these skills are not necessarily applied back in the classroom. If class teachers are aware of the targets, they can build opportunities for pupils to practise and develop these skills.	PP Lead	Book scrutinies by PP Lead	½ day of PP Lead per term = £282  <b>Total cost = £282</b>	Class teachers are aware of targets. Book scrutinies evidence where disadvantaged pupils have applied the targeted skills.
	Introduce bands of disadvantaged to better focus interventions	Create a banding system to identify differing levels of needs for personalised provision and detailed analysis	Currently all disadvantaged pupils receive an intervention weekly from a teacher (alongside other interventions). A banding system will help identify pupils who can be supported in other ways, e.g. peer buddies, to enable all children to make accelerated progress with the best types of support for their need.	PP Lead and AHT	PP Lead to share with AHT Data analysis will help evaluate impact	1 day of PP Lead and AHT to develop and evaluate system = £470  <b>Total cost = £470</b>	Increased attainment at ARE for disadvantaged pupils.

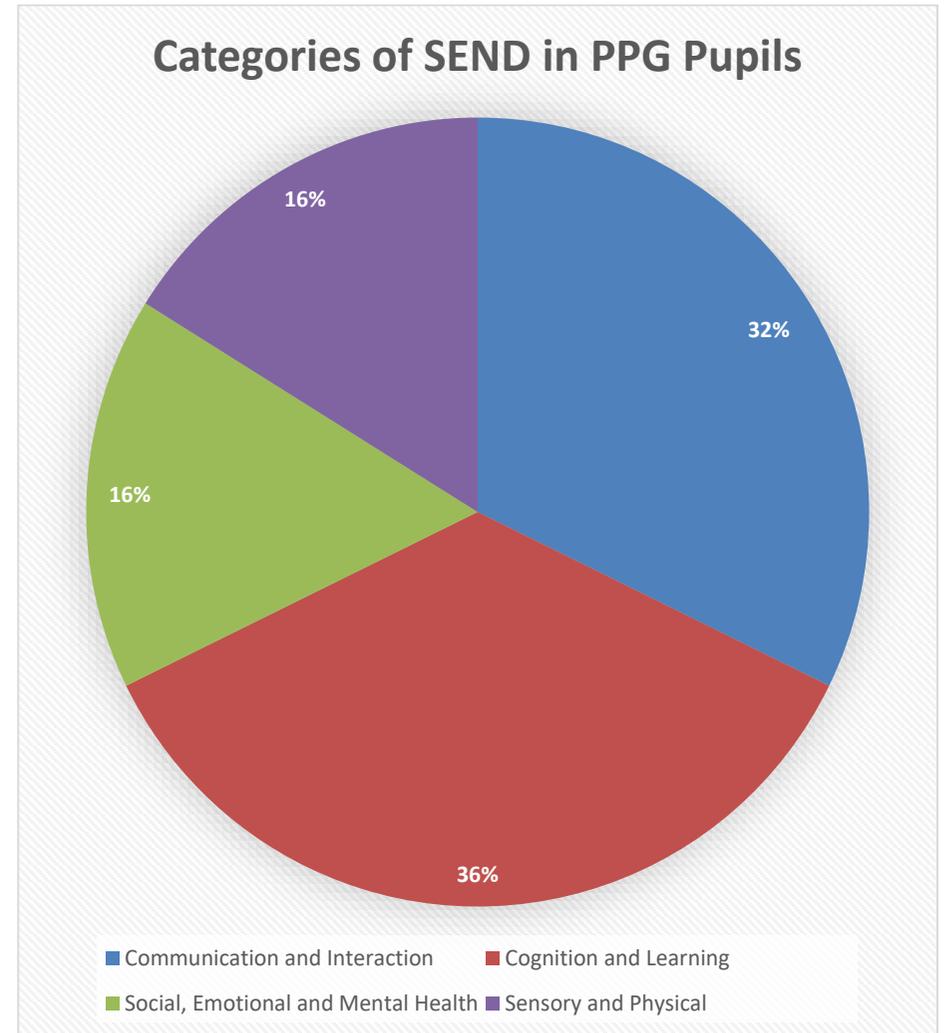
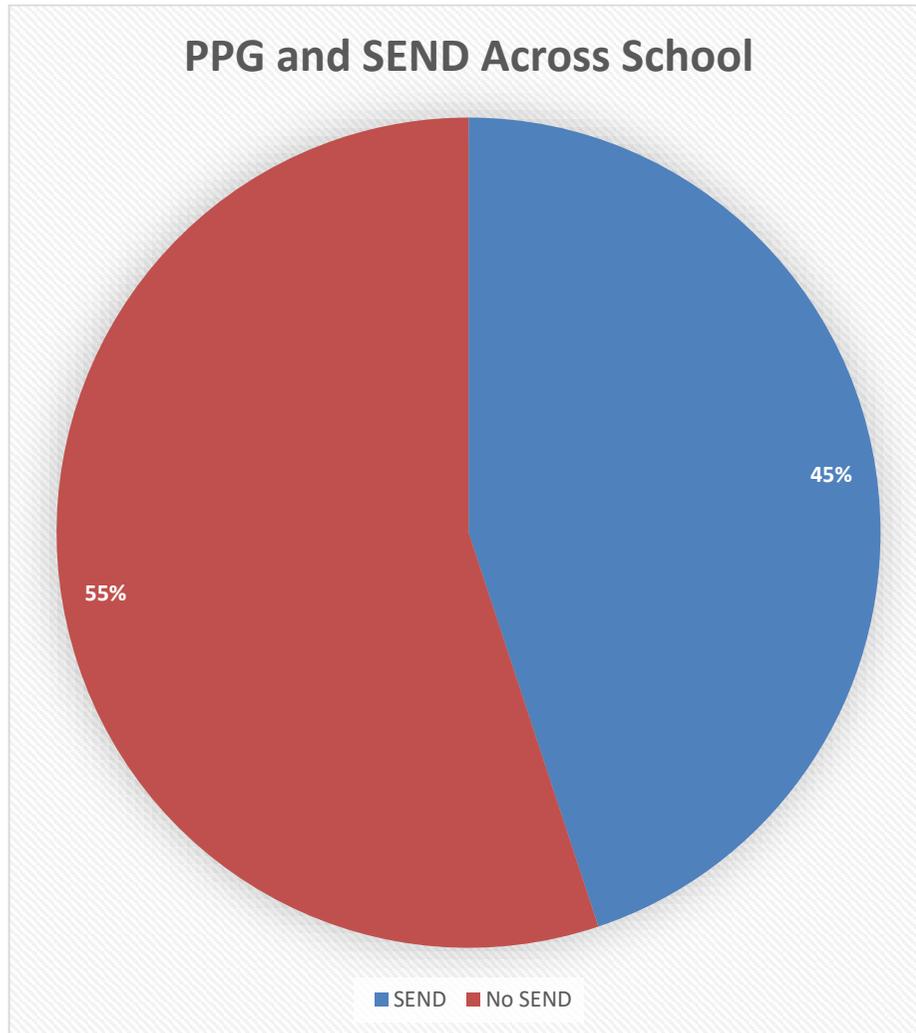
**Barrier A: Academic attainment in reading, writing, phonics and mathematics for disadvantaged pupils is lower than that of other pupils.**

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Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Other Approaches	Focus on well-being and engagement of disadvantaged pupils	Conduct a learning walk using the Leuven Scales for Well-Being and Engagement	School want to evaluate children's well-being and engagement to be able to identify where personalised funding could be used with greatest impact.	PP Lead and SIT Team	Findings to be shared with all class teachers	½ day of SIT and PP Lead to conduct learning walk = £808	Class provision and interventions will be closely matched to disadvantaged pupils' needs. Personalised funding will be used to match disadvantaged pupils' interests.
		Produce Pupil Premium areas of need assessments to identify need				<b>Total cost = £808</b>	
<b>Total budgeted cost</b>						<b>£22,353</b>	

**Barrier C: A large percentage (currently 45%) of pupils eligible for PP are registered as having additional SEN needs, which impacts on their academic progress and that of their peers.**

PPG and SEND needs across the school: 2018-19



**Barrier C: A large percentage (currently 41%) of disadvantaged pupils are registered as having additional SEN needs, particularly social, emotional and mental health (SEMH), communication and interaction (CI) and cognition and learning (CL) needs. These have a detrimental effect on their academic progress and that of their peers.**

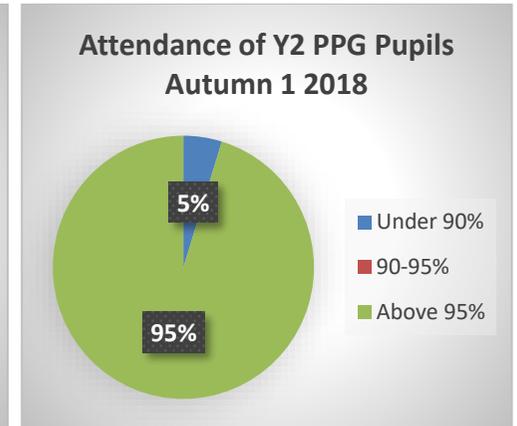
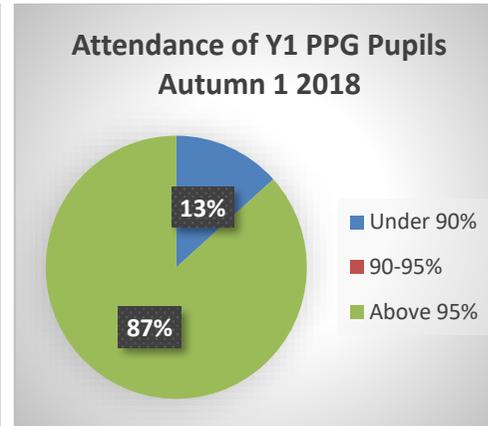
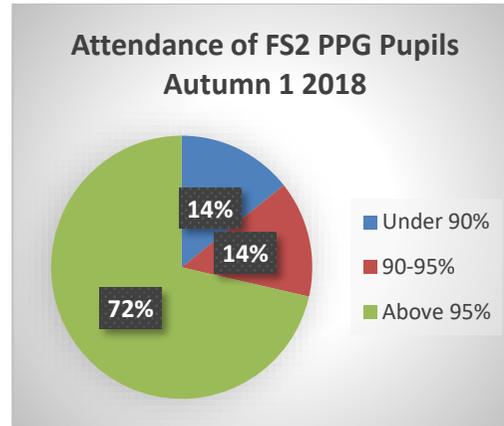
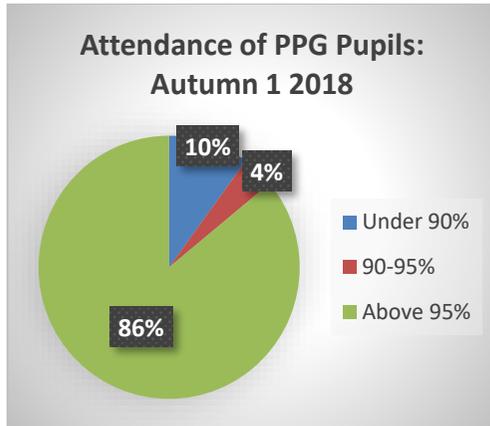
Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Targeted Support	PP pupils will be supported through effective interventions to make progress.	AHT will regularly review disadvantaged pupils' progress to provide guidance to improve future provision	Staff are not always evaluating the impact of interventions for disadvantaged pupils or considering previous provision.	AHT	AHT will report back at SLT meetings to ensure all senior staff are aware of findings.	One day per half term for AHT to analyse, review and give feedback = £1572  <b>Total cost = £1692</b>	Interventions planned will reflect annotations made by AHT
		Purchase intervention tracker to closely monitor and evaluate impact of provision	Current systems don't allow senior leaders to easily evaluate impact of interventions. This system will help identify which interventions accelerate progress and provide good value for money	AHT	AHT will report back at SLT meetings to ensure all senior staff are aware of findings.	Cost of new system = £2030  One day release to train all senior leaders = £1240  <b>Total cost = £3270</b>	Interventions will demonstrate an 80% success rate in enabling disadvantaged pupils to meet personalised targets.
		Continue to provide a PPG fund that allows staff to respond immediately to disadvantaged pupils' needs and interests.	Staff can respond to children's interests in order to enthuse and engage	PPG Lead	PPG Lead will evaluate through monitoring of learning journeys and their own provision	PPG fund = £200  <b>Total cost = £200</b>	Disadvantaged pupils' learning journeys will show how interventions have been personalised to individuals' interests and needs
		Provide Teaching Assistant time to ensure academic needs of disadvantaged pupils are being closely met.	To continue to provide a high amount of support disadvantaged pupils receive, both within lessons and as part of targeted interventions.	Year group leaders	PPG Leader will evaluate through monitoring of learning journeys	25% of 0.4 Teaching Assistant in each class = £77,666  <b>Total cost = £19,416</b>	Year group provision maps will show how Teaching Assistants have been used to meet the needs of disadvantaged pupils.

**Barrier C: A large percentage (currently 41%) of disadvantaged pupils are registered as having additional SEN needs, particularly social, emotional and mental health (SEMH), communication and interaction (CI) and cognition and learning (CL) needs. These have a detrimental effect on their academic progress and that of their peers.**

Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	Success Criteria RAG rating
Targeted Support	PP pupils with <u>SEMH</u> needs will be supported with their personal development.	Renew Boxall profile online to track SEMH needs, plan interventions and monitor impact	Senior leaders can easily evaluate the impact of SEMH provision. Staff will be able to easily plan their own interventions rather than requiring input from the SENCo.	SENCo	Staff meeting to review use in school  SENCo to monitor data termly when Boxall data is submitted – October, February, May	Programme: £150  SENCo time to analyse Boxall profiles and meet with staff and parents: 2 hours per week = £3,666  <b>Total cost = £3816</b>	Boxall Profile data will show an improvement for disadvantaged pupils.
		Provision of Breakfast club, group play, positive play and nurtures sessions to raise self-esteem and address any SEMH needs.	This strategy is proven to improve children’s development across all areas of SEMH measured by Boxall Profile analysis	SENCo	SENCo to monitor data termly when Boxall data is submitted – October, February, May	50% of cost of nurture/pastoral care provision each week based on full time equivalent 1.2 L8 TA 0.5 L7 TA  <b>Total cost = £19100</b>	Boxall profiles for disadvantaged children with SEMH needs show an improvement across the scales.
<b>Total budgeted cost</b>						<b>£47,494</b>	

**Barrier D: A large amount of disadvantaged pupils have poor home learning environments which impacts on their achievement within in school and their attendance at school, particularly in Foundation Stage Two.**

Attendance baseline data: 2018/19



**Barrier D: A large amount of disadvantaged pupils have poor home learning environments which impacts on their achievement within in school and their attendance at school, particularly in Foundation Stage Two.**

Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	RAG rating OUTCOME
Targeted Support	Raise the attendance for disadvantaged pupils categorised as persistent absentees	<p>Regular communication with parents of pupils with attendance under 95%</p> <p>Referrals to EWO in significant cases.</p> <p>Office staff to phone all parents on the first day of absence.</p> <p>Attendance leader to monitor, analyse and follow up absences of persistent absentees.</p>	<p>14% of disadvantaged pupils have attendance under 95%. This raises to 28% in Foundation Stage Two (evidence of impact in previous year)</p> <p>We can't improve attainment for children if they aren't actually attending school.</p> <p>Making parents aware before attendance becomes a problem should improve attendance.</p> <p>Half termly analysis will identify changes in attendance percentages.</p>	Attendance Coordinator	Attendance Coordinator will analyse attendance data on a half termly basis	<p>1 hour per week attendance leader based on salary £1,833</p> <p>1 hour per week Admin based on hourly rate £558</p> <p><b>Total cost = £2,391</b></p>	90% of PPG pupils attendance is improved or is consistently above 95%
	Pupils eligible for PP are supported in school to complete homework activities resulting in PP pupils passing the phonics screening tests.	Continue to develop homework buddy program to support disadvantaged pupils in practising phonics skills	Phonics attainment was lower last year than in previous year	<p>English Coordinator</p> <p>PPG Lead</p>	English Coordinator will review data on a half termly basis and provide guidance for year group teams.	<p>A morning for Y1 leader and PPG Lead to train buddies = £195</p> <p>½ day per term for English Lead to review data = £1,212</p> <p><b>Total cost = £1,407</b></p>	At the <u>end of Y1</u> 75% disadvantaged pupils will pass the phonic screening test.

**Barrier D: A large amount of disadvantaged pupils have poor home learning environments which impacts on their achievement within in school and their attendance at school, particularly in Foundation Stage Two.**

Planned expenditure							
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Staff lead	Monitoring	Cost	RAG rating OUTCOME
	Increasing parent knowledge and understanding of how pupil premium fund supports their child	Develop formats to share an overview of targeted support on a termly basis	Parents are currently unaware of how the pupil premium is spent to improve their child's attainment	PP Lead	PP Lead to share format with HT/AHT	1 day of PP Lead to develop systems = £188 ½ day termly of PP Lead to create overviews for parents = £282 <b>Total cost = £470</b>	Parents of disadvantaged pupils are aware of how their child is supported in school to meet their individual needs. Parents can support children at home with their learning.
<b>Targeted Support</b>	Attendance at after school clubs will be increased measured by register by Sports Premium Coordinator.	Provide free access to after school clubs, both sporting and non-sporting clubs available	Children are encouraged to develop wider interests and develop skills and expertise to enhance self-esteem and emotional wellbeing	School Sports coordinator and HT/AHT	Sports Coordinator to review at end of academic year – July 2019	Time for Sports Leader to evaluate children's interests and arrange appropriate clubs and competitions = £202  Average cost of 5 week course at £5 for 53 pupils = £265 <b>Total cost = £467</b>	At least 50% disadvantaged pupils access an after school club
<b>Total budgeted cost</b>						<b>£4,735</b>	