

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 2016/17, the funding allocated was £1320 per child, £300 for Forces children and £1900 for Looked After Children.

Summary information

Academic Year 2017/18	Total PP budget £69,660	Date of most recent PP Review November 2017	Date for next internal review of this strategy July 2018
	Total budgeted costs £76,880		

Pupils Eligible for Funding

Cohort	Pupil Premium	Forces	LAC Previous LAC	Disadvantaged	Total number of pupils	Percentage of eligible pupils
Reception	12	0	1	13	87	15%
Year One	19	1	1	21	91	23%
Year Two	17	1	1	19	82	23%
Total	48	2	3	53	260	20%

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	Pupil Premium	Forces	LAC Previous LAC	Disadvantaged	Total number of pupils	Percentage of eligible pupils
Nursery	11	0	2	13	74	18%

This additional funding of £3943.20 is used to provide a pastoral care teaching assistant. This releases teachers to work directly with disadvantaged pupils on targeted provision.

.....Sparkle and Shine.....at Sawley Infants.....

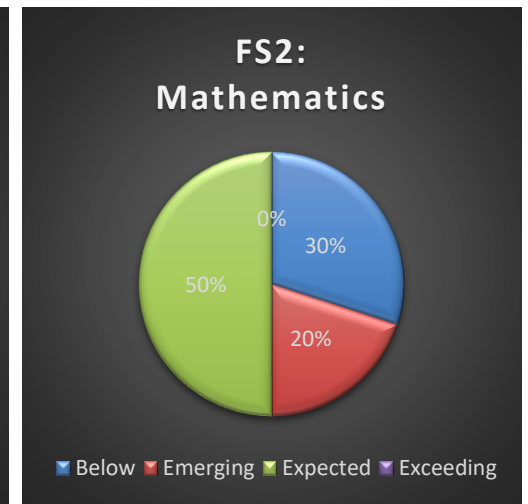
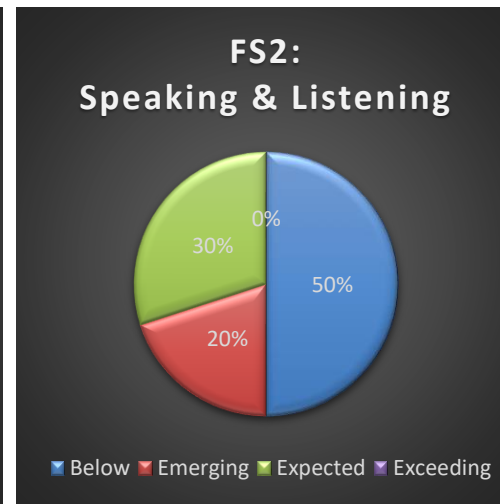
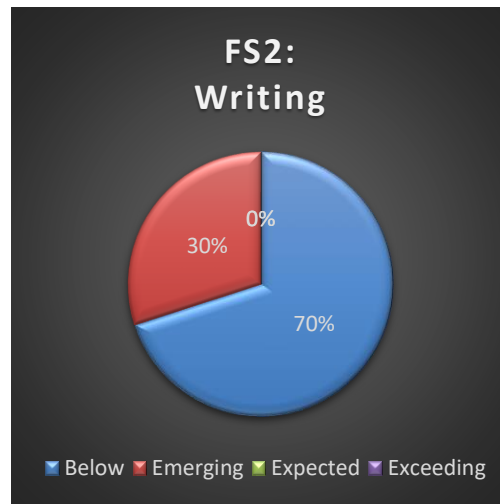
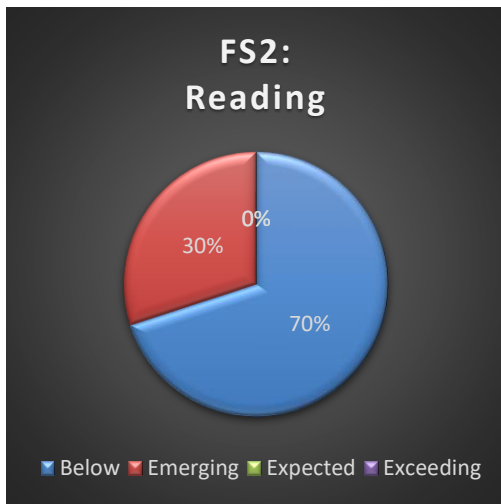
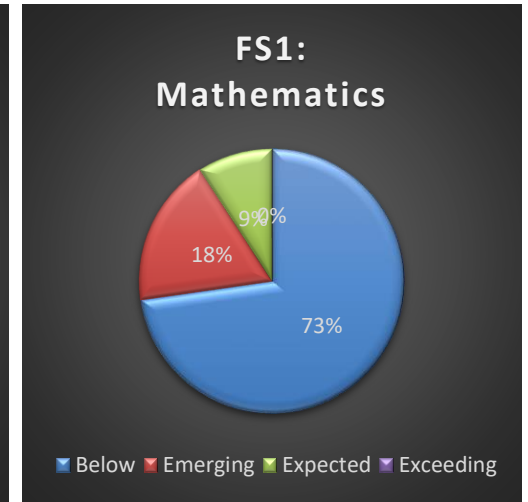
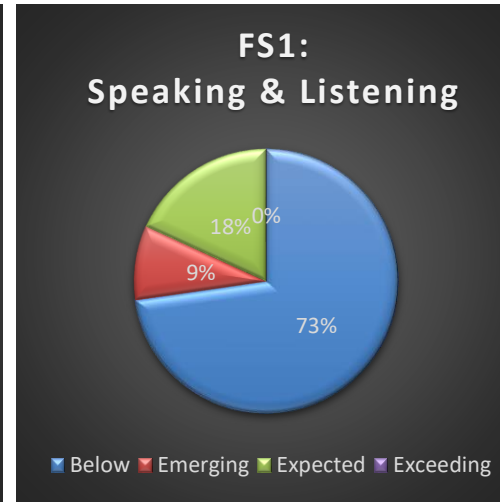
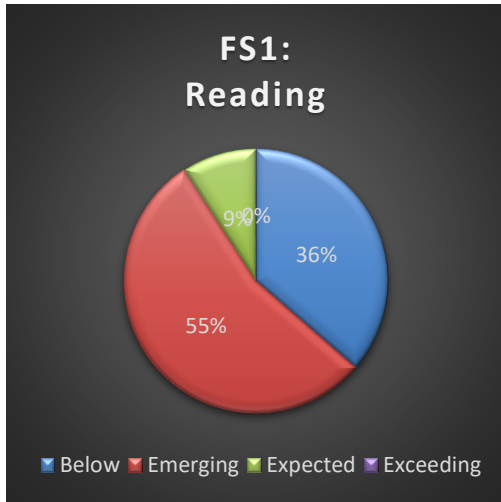
Whole School Data

2016/17 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	68%	91.8%	52%	82%	60%	88.5%	44%	80.3%	39%	62%	28%	61%	50%	65%	22%	58%
% making at least expected progress	76%	92%	86%	88%	95%	98%	N/A		94%	97%	100%	97%	94%	94%	N/A	
	Phonics Screening Test- Year 1								Phonics Screening Test Retake- Year 2							
	PPG				OTHER				PPG				OTHER			
% achieving expected level	73.3%				76.6%				75%				100%			
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																
% 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: A small amount of pupils eligible for PP in key stage one are achieving above age related expectations.

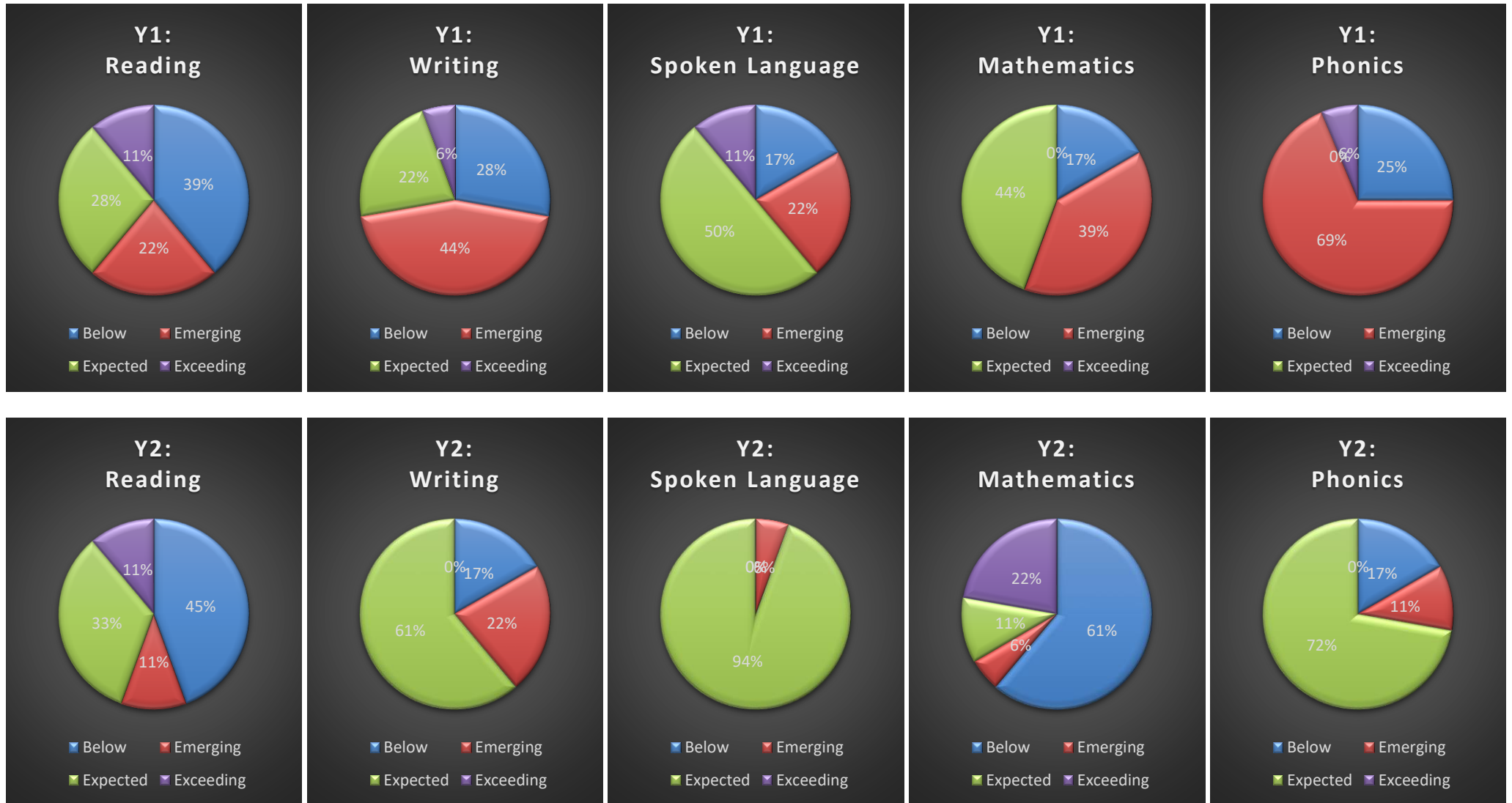
Attainment of current cohorts at baseline: Early Years Foundation Stage (EYFS)



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



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?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
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 (86-93%) are below age related expectations on entry to nursery in the different Communication and Language strands.	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.	SENCo	Data analysis in February 2018 at midpoint and June 2018 at end	TA additional twilight training costs for nursery teaching assistants =£93 One day of SENCo preparing and delivering training = 6 hours @ £262 Total cost = £355		
	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 last year was below national results and the gap is widening between school and national results. School have identified reading and writing as the key areas requiring intensive interventions to raise this attainment. If pupils attain a GLD at the end of the FS2, they will be better equipped to achieve well across all subjects in KS1.	More than 50% of disadvantaged pupils will achieve the Early Learning Goal (ELG) in reading and writing leading to an increase pupils achieving a GLD compared to 2017 (PP: 22%, All: 58%)	EYFS Coordinator and SLT	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 2018 at midpoint and June 2018 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 = £1724 Total cost = £1724		
		A senior leader to be released to deliver weekly guided reading sessions.	School have identified reading as a to improve GLD attainment. Senior leader is experiences in raising reading levels.	More than 50% of disadvantaged pupils will achieve the Early Learning Goal (ELG) in reading	EYFS Coordinator	SLT allocated time to scrutinise planning, environment and books.	1 hour per week of senior leader delivering guided reading (UPS3) = £1275 Total cost = £1275		

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Planned expenditure									
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Quality of teaching for all	In Key Stage One (KS1), staff will be focussing 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.	Book author and illustrator to inspire children to read and write	We want to inspire children to be avid readers and writers. This will help them develop the skills to achieve age related expectations.	At least 75% disadvantaged pupils will achieve ARE or above in writing.	English Coordinator	English Coordinator to analyse end data	£700 for author £700 for illustrator Total cost = £1400		
		Develop KS1 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	At least 75% disadvantaged pupils will achieve ARE or above in writing.	English Coordinator	SLT will monitor KS1 data and scrutinise books to measure impact and consistency of use across all classes February 2018 and June 2018	SLT release for one morning to develop systems and monitor assessments = £575 Headteacher release for two days to create excel assessment system = £600 Total cost = £1175		
		Trial, purchase and review SPAG resources	Analysis has shown that pupils lower abilities in spelling, punctuation and grammar are impacting on their writing levels	At least 75% disadvantaged pupils will achieve ARE or above in writing.	English Coordinator	English coordinator will evaluate provision through analysis of data and scrutinising books and planning. May 2018	Two days release for literacy coordinator to research and monitor = £394 Purchasing of new scheme = approx. £1200 Total cost = £1594		
		Complete a review of the school phonics assessment system	Detailed analysis of previous data shows that the school's system does not align with the national screening test. This is limiting children from being able to progress.	At the end of Y1, at least 70% of disadvantaged pupils will pass the phonic screening test.	English Coordinator	English coordinator will evaluate provision through analysis of data and scrutinising books and planning. May 2018	SLT release for one day to review and create new planning and assessment systems = £1150 Total cost = £1150		
		A review of phonics planning	Year One staff felt that Phase 5 wasn't started early enough to enable pupils to pass the screening test						

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Planned expenditure

	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Targeted Support	In <u>Year Two (Y2)</u> , Mathematics and Reading will be key areas to increase the amount of PP 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 – 56% are below age related expectations. The better reading programme is a previously proven programme in our school.	At least 80% disadvantaged pupils will achieve ARE or above in reading.	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 Total cost = £1518		
	Delivering specific interventions highly personalised to disadvantaged pupils' needs FS1: Communication and Language FS2: Reading and Writing Y1: Reading, Writing and Phonics Y2: Writing, Mathematics and Phonics	Release all class teachers weekly to deliver specific interventions to disadvantaged pupils closely matched to their individual needs	Teachers know the pupils better than other staff and are trained to plan and deliver high quality sessions.	Disadvantaged pupils achieving ARE and above are increased from 2017 (ARE: Reading: 62%, Writing: 48%, Mathematics: 43%), EXC: Reading: 24%, Writing: 14%, Mathematics: 19%) At the <u>end of year one</u> ; Reading: 20% exceeding Writing: 15% exceeding Mathematics: 10% exceeding At the <u>end of year two</u> Reading: 80% ARE, 20% greater depth Writing: 70% ARE, 10% greater depth Mathematics: 75% ARE, 30% greater depth 65 % combined RWM	PPG Leader	Termly, PPG leader closely monitors progress and attainment of disadvantaged pupils through individual records	1 hour per week for each class & 2 hours for whole nursery = 11 hours 0.4 teacher based on M6 pay scale Total cost = £13530		
	Training staff to meet disadvantaged pupils' needs	Twilight session for all staff personalised to current disadvantaged pupils' needs.	All cohorts are different and this twilight session will allow us to personalise training, responding to the needs of current pupils.	Interventions show that disadvantaged pupils are making progress.	PPG Leader	CPD feedback forms Monitoring of disadvantaged pupils' individual records	Approximate costs for training: £600 Total cost = £600		

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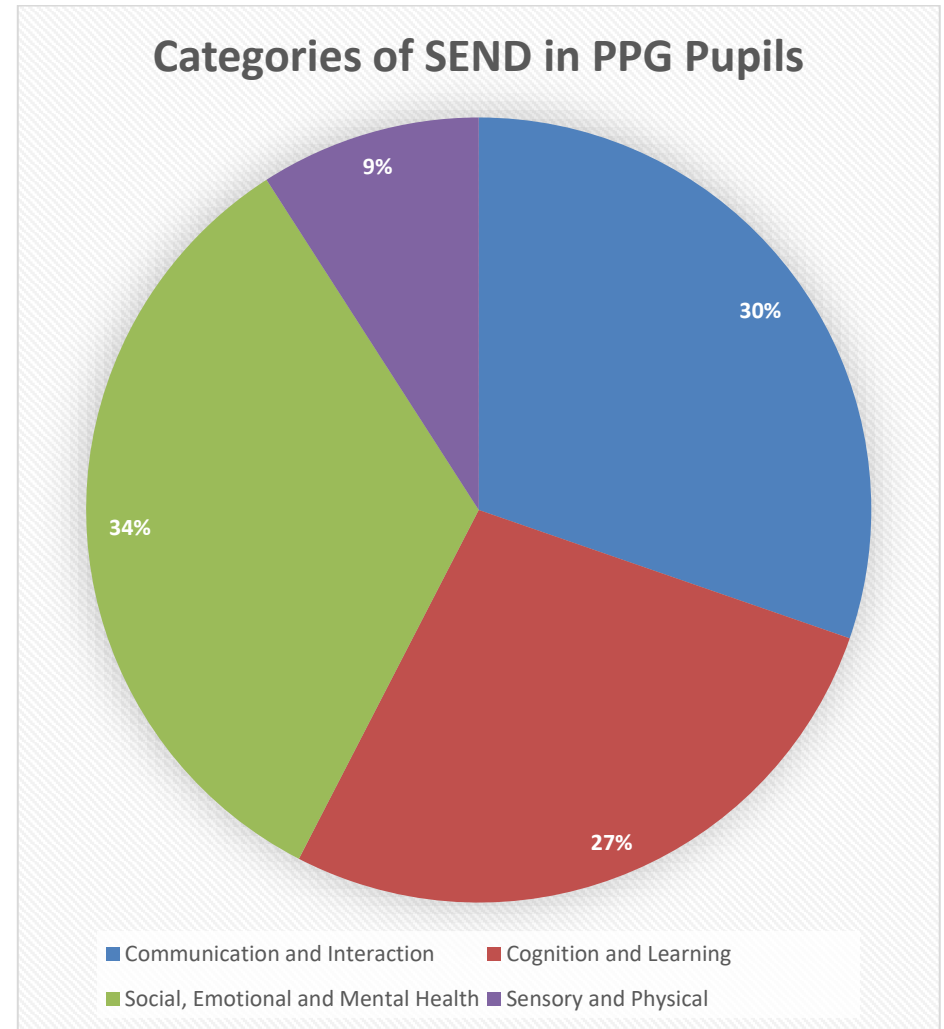
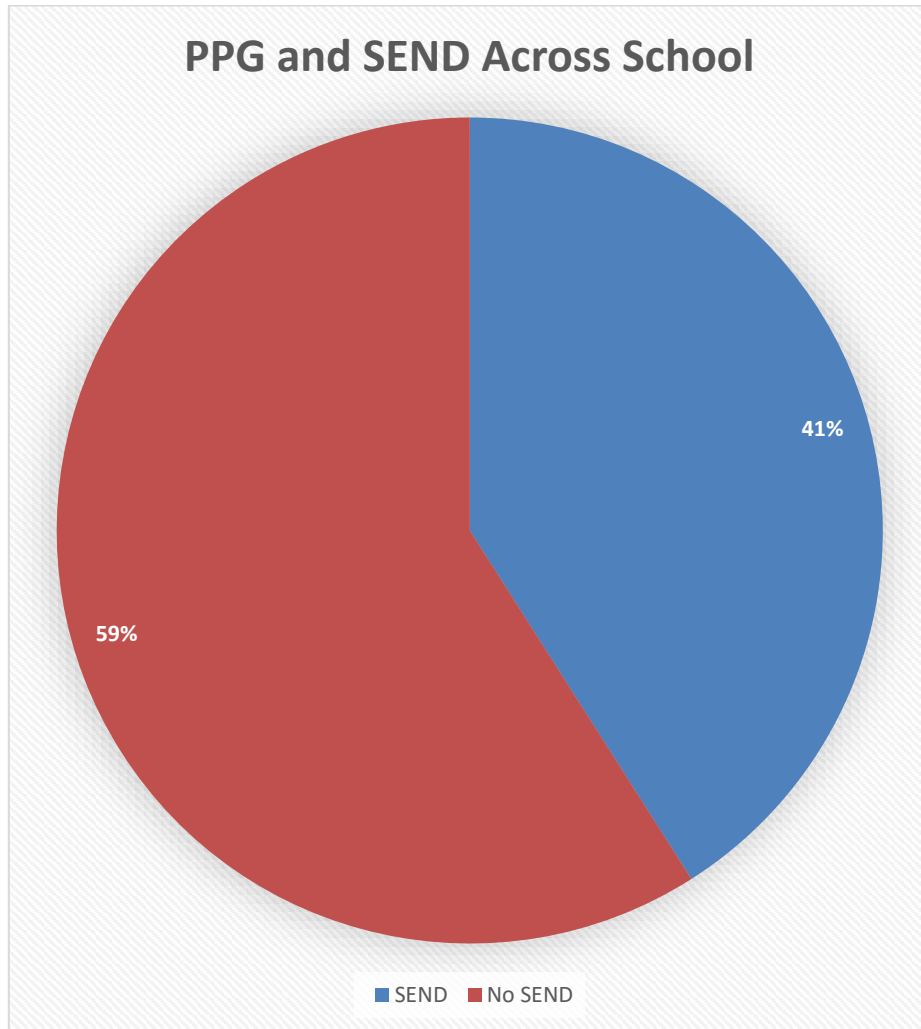
Barrier B: A small amount of pupils eligible for PP in key stage one are achieving above age related expectations.

Planned expenditure

	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Targeted Support	In Key Stage One (KS1), 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	At the <u>end of Y1</u> 75% disadvantaged pupils will pass the phonic screening test. At the <u>end of Y2</u> , all of the children identified as emerging in phonics will pass the phonics screening test. Additionally, 2 of the remaining 3 (identified as below) will pass the screening test.	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 Total cost = £1250		
Other Approaches	Review current disadvantaged pupils' provision	Book an external PP review to review current provision and identify improvements.	PP 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,	The school has an accurate picture of the strengths and areas for improvement for supporting disadvantaged pupils.	PPG Leader	Documents produced at each key point will be shared with head teacher.	PP Reviewer = £1125 SIT release for one day to complete review = £1150 Total cost = £2275		
Total budgeted cost							£26,833		

Barrier C: A large percentage (currently 41%) of pupils eligible for PP are registered as having additional SEN needs, that has a detrimental effect on their academic progress and that of their peers.

PPG and SEND needs across the school



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.

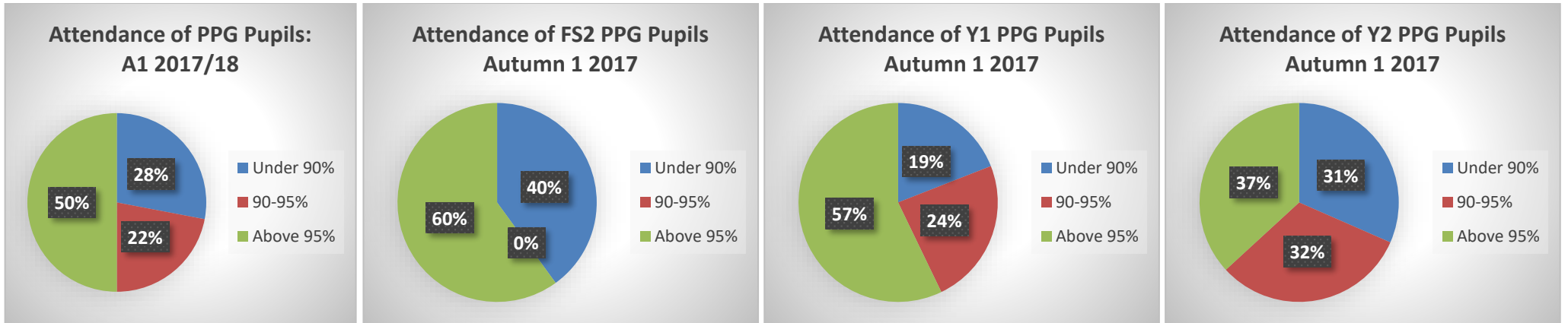
Planned expenditure									
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Targeted Support	PP pupils will be supported through effective interventions to make progress.	PPG Leader will regularly review disadvantaged 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.	Interventions planned will reflect annotations made by PPG leader	PPG Leader	PPG leader will report back at SLT meetings to ensure all senior staff are aware of findings.	One day per half term for PPG leader to analyse, review and give feedback = £1572 Total cost = £1572		
		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	Interventions will demonstrate an 80% success rate in enabling disadvantaged pupils to meet personalised targets.	PPG Leader	PPG leader 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 = £1150 Total cost = £3180		
		Create 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	Disadvantaged pupils' learning journeys will show how interventions have been personalised to individuals' interests and needs	PPG Leader	PPG Leader will evaluate through monitoring of learning journeys	PPG fund = £200 Total cost = £200		
		Increase Teaching Assistant time to ensure academic needs of disadvantaged pupils are being closely met.	To increase the amount of support disadvantaged pupils receive, both within lessons and as part of targeted interventions.	Year group provision maps will show how Teaching Assistants have been used to meet the needs of disadvantaged pupils.	Year group leaders	PPG Leader will evaluate through monitoring of learning journeys	25% of 0.4 Teaching Assistant in each class = £77,666 Total cost = £19,416		

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?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Targeted Support	PP pupils with <u>SEMH needs</u> will be supported with their personal development.	Purchase 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.	Boxall Profile data will show an improvement for disadvantaged pupils.	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 = £3320 Total cost = £3470		
		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	Boxall profiles for disadvantaged children with SEMH needs show an improvement across the scales.	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 Total cost = £19100		
Total budgeted cost							£46,938		

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.

Attendance baseline data



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.

Planned expenditure									
	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	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>50% of disadvantaged pupils have attendance under 95%</p> <p>We can't improve attainment for children if they aren't actually attending school. Making parents aware before attendance becomes a problem should improve attendance.</p> <p>Half termly analysis will identify changes in attendance percentages.</p>	80% of PPG pupils attendance is improved or is consistently above 95%	Attendance Coordinator	Attendance Coordinator will analyse attendance data on a half termly basis	<p>1 hour per week attendance leader based on salary £1721</p> <p>1 hour per week Admin based on hourly rate £558</p> <p>Total cost = £2279</p>		
	Pupils eligible for PP are supported in school to complete homework activities resulting in PP pupils passing the phonics screening tests.	Set up homework buddy program to support disadvantaged pupils in practising phonics skills	Phonics attainment was lower last year than in previous year	At the <u>end of Y1</u> 75% disadvantaged pupils will pass the phonic screening test.	English Coordinator	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 leader to train buddies = £362</p> <p>Total cost = £362</p>		

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	Focus	Chosen strategy	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring	Cost	RAG rating	OUTCOME
Targeted Support	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	Only a small amount of disadvantaged pupils accessed after school clubs last year. Children are encouraged to develop wider interests and develop skills and expertise to enhance self-esteem and emotional wellbeing	40% disadvantaged pupils access an after school club (compared to 26% in 2016/17)	School Sports coordinator and HT/AHT	Sports Coordinator to review at end of academic year – July 2018	Time for Sports Leader to evaluate children's interests and arrange appropriate clubs and competitions = £203		
							Average cost of 5 week course at £5 for 53 pupils = £265		
Total budgeted cost							£3,109		