

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 and £1900 for Looked After Children.

Summary information

Academic Year 2016/17	Total PP budget £58080	Date of most recent PP Review November 2016	Date for next internal review of this strategy July 2017
	Total budgeted costs £58489		

Pupils Eligible for Funding

Cohort	Number of Eligible Pupils	Total Number of Pupils	Percentage of Eligible Pupils
Reception	11	87	13%
Year One	15	80	19%
Year Two	17	90	19%
Total	43	257	17%

2015/16 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%	87%	56%	76%	52%	71%	44%	63%	31%	61%	31%	65%	46%	68%	31%	56%
% making at least expected progress	100%	93%	100%	100%	80%	59%	n/a		85%	94%	100%	100%	100%	100%	n/a	
	Phonics Screening Test- Year 1								Phonics Screening Test Retake– Year 2							
	PPG				OTHER				PPG				OTHER			
% achieving expected level	82%				84%				75%				100%			

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%			

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Academic attainment in reading, writing, phonics and mathematics for pupils eligible for PP is lower than that of other pupils.
B.	A large majority of pupils eligible for PP are registered as having additional SEN needs, particularly social, emotional and mental health (SEMH) needs that has a detrimental effect on their academic progress and that of their peers.
C.	A small amount of pupils eligible for PP are achieving above age related expectations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A large amount of pupils eligible for PP have poor home learning environments which impacts on their achievement within in school and their attendance at school.

1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase attainment in reading, writing, maths and phonics across Foundation Stage and Key Stage One	Pupils eligible for PP make rapid progress in each year so that there is an increased percentage of pupils eligible for PP meeting age related expectations.
B.	Pupils eligible for PP are well supported emotionally ensuring they are ready to learn within a classroom environment.	Boxall profiles for children eligible for PP and having SEMH needs show an improvement across the scales.
	Pupils eligible for PP and recorded on the SEND register are provided with highly focussed interventions allowing them to close the gap with 'other' pupils	Data will show that the gap between 'pupils eligible for PP and recorded on the SEN register' and 'other' pupils with have decreased.
C.	Higher rates of progress across FS and KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Foundation Stage and Key Stage One in maths, reading and writing.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP.
	Pupils eligible for PP are supported in school to complete homework activities.	Pupils eligible for PP achieve in line with 'other' pupils in the phonics screening test at the end of year one.

Planned expenditure								
Quality of teaching for all								
Desired outcome	Chosen strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and measure impact?	Staff lead	When will you review implementation?	Cost	Most recent RAG rating	OUTCOME
A: Increase attainment in reading, writing, maths and phonics across Foundation Stage and Key Stage One	Review of early reading and creation of new reading and phonic records across the Foundation Stage.	Research within the school shows that pupils are not being introduced to early reading or assessed against development matters strands. A new early reading record will ensure consistency in assessments for reading and phonics.	Review all current records and compare FS1/FS2 reading assessments. Staff meeting time to ensure all staff are engaged with implementing change effectively. Training for all staff New consistent records used	Headteacher	Feb 2017	Design preparation and training based on 5 days teacher release and meetings £1000 Resources budget £2000		New early years reading record is being used consistently across FS1 and FS2 X% of children were introduced to early reading before entry to FS2 in September 2017. 57% of pupils were at age related expectations in reading on entry to year one in September 2017 compared to 56% in 2016. 39% of PPG pupils were at age related expectations in reading on entry to year one in September 2017 compared to 21% in 2016. 6% of pupils were at ARE on entry to reception in 2017 compared to 1% in 2016. 0% of PPG pupils were at ARE on entry to reception in 2017 compared to 0% in 2016.
A: Increase attainment in reading, writing, maths and phonics across Foundation Stage and Key Stage One	Purchase maths support materials for use across school	Planning shows variance across the year groups. A maths scheme /support materials will ensure consistency across the school and coverage of key skills to ensure more pupils achieve age related expectations.	Mathematics coordinator to research different schemes, enabling them to make an informed decision. Training for staff will ensure consistency across the school, delivered in staff meetings Data tracking will allow coordinator to measure impact.	Mathematics Coordinator	July 2017	Training and resource budget £5000		Maths schemes were researched and purchased for use across the school (White Rose, Focus and Little Big Maths). Year groups have adapted and personalised these to best use the needs of cohorts. A long-term plan has been developed based on the White Rose scheme of work. Data shows that;

							<p><u>Nursery (FS1) 2020 cohort</u> 58% of FS1 pupils reached age related expectations compared to 26% in 2016 50% of FS1 PPG pupils reached age related expectations compared to 0% in 2016</p> <p><u>Reception (FS2) 2019 cohort</u> 62% of FS2 pupils reached age related expectations compared to 66% in 2016 50% of FS2 PPG pupils reached age related expectations compared to 36% in 2016</p> <p><u>Y1 2018 cohort</u> 93% of Y1 pupils reached age related expectations 27% of Y1 PPG pupils = 93% reached age related expectations</p> <p><u>Y2 2017 cohort</u> 80% of Y2 pupils reached age related expectations compared to 67% in 2016 52% of Y2 PPG pupils reached age related expectations compared to 52% in 2016 98% pupils made expected progress compared to 62% in 2016 20% pupils made accelerated progress compared to 13% in 2016</p>
A: Increase attainment in reading, writing, maths and phonics across Foundation Stage and Key Stage One	Increase the amount of pupils achieving a GLD at the end of FS2.	The attainment of GLD last year was below results in 2014/15. If pupils attain a 'good level of development' at the end of the Foundation Stage, they will be better equipped to achieve well across all subjects in Key Stage One.	The reception staff will closely track data, allowing them to plan effectively to meet the needs of the cohort. The EYFS Senior Leader will monitor progress. The Senior Leadership Team will complete planning scrutinies, learning walks and book scrutinies to measure impact and consistency.	EYFS Senior Leader and Foundation Stage Coordinator	Feb 2017	Peer Monitoring costs based on 6 days release to enable staff to join senior leaders in monitoring activities £1200	The Foundation Stage Coordinator has regularly analysed children's progress towards achieving a GLD. Interventions have been planned to meet groups of children's needs. Data shows that; 51% of FS2 pupils reached a GLD compared to 52% in 2016

			Peer Monitoring costs – release EYFS staff to conduct monitoring across FS1/FS2 and plan action					<p>22% of PPG pupils reached a GLD compared to 31% in 2016</p> <p>22% of PPG pupils reached a GLD compared to 58% of other pupils.</p> <p>51% of pupils achieved GLD compared to the predictive baseline of 0%.</p> <p>22% of PPG pupils achieved GLD compared to the predictive baseline of 0%.</p>
C: Higher rates of progress across FS and KS1 for high attaining pupils eligible for PP.	CPD on embedding maths mastery	Maths levels across the school have been lower than previous years. This is evident across the MAT. Training in delivering mastery maths will enable teachers to better plan and deliver lessons to enable pupils achieving above the age related expectations at the end of EYFS to make better than average progress.	Learning walks and classroom observations will evidence confident teaching. Data analysis will show positive impact on pupils' progress. Book scrutinies will evidence pupils' increased mathematical ability.	Mathematics Coordinator and Headteacher	July 2017	Training costs £2000		<p><u>Y1 2018 Cohort</u></p> <p>37% of Y1 pupils reached above age related expectations</p> <p>14% of Y1 PPG pupils reached above age related expectations</p> <p><u>Y2 2017 Cohort</u></p> <p>95% of pupils who were exceeding at EYFS achieved Greater Depth</p> <p>24% of pupils who were expected at of EYFS were accelerated and achieved Greater Depth</p> <p>36% achieved Greater Depth compared to 25% at the end of EYFS and a national figure of 21%.</p> <p>19% of Y2 PPG pupils reached above age related expectations compared to the national other of 21%</p>
Total budgeted cost						£11200		

Planned expenditure

Targeted support								
Desired outcome	Chosen strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and measure impact?	Staff lead	When will you review implementation?	Cost	Most recent RAG rating	OUTCOME
A: Increase attainment in reading, writing, maths and phonics across Foundation Stage and Key Stage One C: Higher rates of progress across FS and KS1 for high attaining pupils eligible for PP.	Teachers to deliver specific interventions to pupils eligible for PP closely matched to their individual needs on a weekly basis.	Teachers know the pupils better than other staff and are trained to plan and deliver high quality sessions.	Release all teachers from the classroom on a weekly basis paid for out of PP budget. Introduce new PP records that will closely monitor progress and attainment of pupils eligible for PP. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Foundation Stage and Key Stage One in maths, reading and writing.	Pupil Premium Coordinator	July 2017	1 hour per week for each class = 10 hours 0.4 teacher based on M6 pay scale £13132		All teachers have delivered interventions to groups within the cohort. These interventions have been closely matched to the needs of PPG pupils. New whole school case studies have been used to track impact and evaluate provision. PPG Coordinator has annotated these plans to support with Autumn One provision. Data shows that 50% of interventions had a direct impact on pupil's levels. 100% interventions had a positive impact on pupil's learning and development towards the next level.
B: Pupils eligible for PP and recorded on the SEND register are provided with highly focussed interventions allowing them to close the gap with 'other' pupils	Research and purchase assessment and intervention schemes to impact on pupils' needs in maths, reading, writing, phonics and speaking and listening skills	Children who are eligible for PP and recorded on the SEND register have specific learning needs. The new assessment systems will allow staff to pinpoint specific individual needs. Intervention schemes will support staff to deliver high quality interventions that are closely matched to the identified pupil needs.	Increased TA time within classrooms will allow year group teams to effectively timetable quality interventions. SENCO will track and analyse data to ensure impact on attainment. Data will show that the gap between 'pupils eligible for PP and recorded on the SEN register' and 'other' pupils with have decreased.	Year Group Teams Pupil Premium Coordinator SENCO	July 2017	1 day per week for each class to deliver interventions for SEND/PPG pupils based on L7 teaching assistant scale SENCO time – 2 hours /week £11147		Intervention packages and assessment systems have been researched and purchased. The INSET training in September 2017 was used to raise the knowledge of teaching assistants and plan interventions for this academic year. Assessment systems are beginning to be used to support planning of high quality interventions.
B: Pupils eligible for PP are well	Provision of Breakfast club, group play, positive	Pupils registered as having SEMH needs impact on their own and others'	Boxall profiles for children eligible for PP and having SEMH needs show an	Behaviour Coordinator/AHT	July 2017	50% of cost of nurture/pastoral care provision		60% of pupils in receipt of PPG have shown improvement in SEMH

supported emotionally ensuring they are ready to learn within a classroom environment.	play and nurtures sessions to raise self-esteem and address any SEMH needs.	learning within the classroom. An increase in self-esteem, concentration and behaviour will impact positively on pupils' academic achievement.	improvement across the scales. AHT/Behaviour lead analyses Boxall profiles and meets with staff and parents			each week based on full time equivalent L8 TA 0.5 L7 TA AHT time – 2 hours / week £19206		measured by Boxall Profile data
Total budgeted cost						£ 43485		

Planned expenditure								
Other approaches								
Desired outcome	Chosen strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and measure impact?	Staff lead	When will you review implementation?	Cost	Most recent RAG rating	OUTCOME
D: Increased attendance rates	Office staff to phone all parents on the first day of absence. Attendance leader to monitor analyse and follow up absences of persistent absentees. Create new letter system to ensure parents are aware of current attendance rates and possible referral to EWO.	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.	Monitoring and new letter system will make parents aware of the consequences of low attendance. Half termly analysis will identify changes in attendance percentages.	Attendance Coordinator	July 2017	1 hour per week attendance leader based on salary £1383 1 hour per week Admin based on hourly rate £558		Letters have been sent out to parents on a half termly basis as pupils attendance falls below 95%. Data shows that this led to an improvement for 77% of PPG pupils © Further develop analysis system
D: Pupils eligible for PP are supported in school to complete homework activities.	Identify a homework buddy from higher achieving peers to complete homework on a daily basis. Create homework packs for all identified pupils to be used in and out of school. Provide parental guidance at parent evening appointments.	Children who practise key skills regularly are better equipped to learn. Providing resources and guidance improves engagement in learning activities at home	Regular tracking will show impact	Headteacher Assistant Headteacher	July 2017	Design preparation and training based on 5 days release of M6 teacher £863 Resource costs £500		Phonics homework packs were created for year one pupils and year two pupils who needed further support to pass the phonic screening test. Data shows that Y1PPG pupils 74% passed the phonic screening test Y2 PPG pupils X% passed the phonic screening test. © Develop homework packs and identify buddies for reading, writing and maths.
D: Pupils eligible for PP are	Provide free access to after school	Children are encouraged to develop wider interests and develop skills and	School Sports coordinator and HT/AHT manage club availability and offer free	School Sports coordinator and HT/AHT	July 2017	Average cost of 10 week course = £10		All PPG pupils were offered a free club. 26%

encouraged to participate in extra-curricular activities	clubs for at least 10 sessions per year. Sporting and non-sporting clubs available	expertise to enhance self-esteem and emotional wellbeing	places to PPG pupils for sporting events and all clubs			£500		of PPG pupils accessed this provision. © School Sport Coordinator to find out about children's interests and plan clubs to suit for 17/18.
Total budgeted cost						£3804		