

# Pupil Premium Strategy Statement: St Chad's Nursery and Infant School

1. Summary information					
School	St Chad's Nursery and Infant				
Academic Year	2019/2020	Total Pupil Premium budget	£43560	Date for next internal review of this strategy	Jan 2020
Total number of pupils	115	Number of pupils eligible for Pupil Premium	33		

2. Current attainment			
	All children 2019	Pupils eligible for Pupil Premium 2019	National Average
FS2 GLD	56%	33% (4/12)	71%
Year 1 Phonics Pass	63%	54% (7/13)	82%
Year 2 reading EXS+	68%	43% (3/7)	75%
Year 2 writing EXS+	66%	43% (3/7)	69%
Year 2 maths EXS+	71%	43% (3/7)	76%
Year 2 RWM EXS +	63%	29% (2/7)	65%

3. Barriers to future attainment (for all pupils eligible for PP including high ability)	
In-school barriers	
<b>A.</b>	Many children have gaps in their learning, arrive in school not at normal transition points and are generally well below age related expectations when they start school. Therefore, our strategies will focus on ensuring all disadvantaged children receive consistently high quality personalised teaching and learning that ensures they make accelerated progress.
<b>B.</b>	Many children do not speak English as a first language, have gaps in their vocabulary and are not as confident to take on new challenges or overcome barriers to learning difficulties. Our school has high mobility of children. Therefore, our strategies will focus on improving disadvantaged children's independence, resilience, confidence and vocabulary.

<b>C.</b>	Many children have limited access to wider life and extracurricular activities further limiting their vocabulary and confidence to take part in new activities and take on board new ideas. Therefore, our strategies will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.
<b>External barriers</b>	
<b>D.</b>	Many parents and families are new arrivals to the country and find it difficult to know and understand how best to support their children. Therefore, our strategies will focus on improving parental knowledge and strategies to support disadvantaged children as well as improving the parents' and children's attendance and engagement.

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	Improve the quality of teaching and learning for disadvantaged children, in order to improve their attainment and progress. <ul style="list-style-type: none"> <li>- Including, improving children's communication, speech and language skills.</li> </ul>	The difference between disadvantaged children and non-disadvantaged children nationally closes over the year and an increasing percentage achieve age related expectations in GLD, phonics, reading, writing and maths. Improvement in reading, writing and maths attainment. Increased attainment in children meeting GLD in FS2. Improvement in fluency of reading and the progress of all learners in reading. More children passing the phonics check.
<b>B.</b>	Increase parental engagement, so that attendance, attainment, progress and relationships between staff and parents improve.	Attendance 95% or above. 100% attendance at all parent classes (maths and English). Improvement in phonics and maths attainment. Parents trust us as a school to talk to us about any problems they maybe having.
<b>C.</b>	Improve the awareness of disadvantaged children across school and all members of staff, to ensure support is targeted and effective.	Pupil premium children identified on class on a page. Disadvantaged calculator updated termly by teachers. Staff have increased knowledge of who their PP children are and how they can support them. Staff feel confident to identify disadvantaged children. Targeted interventions/ support improve attainment in reading, writing and maths.

D.	Improve the quality of activities/ events we offer to increase disadvantaged children's cultural capital.	Children have wider experiences and memorable learning experiences. Children know more and remember more. Children extend their vocabulary based on the places they have visited. Children have experiences they can talk about confidently and happily.
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## 5. Planned expenditure

<b>Academic year</b>	<b>2019/20</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead	Review
<p><b>A.</b> Improve the quality of teaching and learning for disadvantaged children, in order to improve their attainment and progress.</p> <p>Strategies promote and improve children's communication, speech and language skills.</p>	<ul style="list-style-type: none"> <li>• Teaching Assistant training to improve delivery of interventions</li> <li>• Ongoing intervention evaluation of impact with TAs performance management targets directly linked.</li> <li>• Staff training on maths vocabulary and yearly expectations</li> <li>• Talk for writing training for all teachers.</li> <li>• Targeted communication interventions ; Talk Boost</li> <li>• Word Aware strategies across the school.</li> <li>• Individual pupil progress meetings</li> <li>• Clear assessment measures</li> <li>• Small group and 1:1 interventions for identified children</li> <li>• Children identified to follow maths basic skills programme (those not following White Rose)</li> <li>• Invest in TTRockstars to improve teaching of times tables (£200)</li> </ul> <p>£16,000- additional TA costs.</p>	<p>Disadvantaged children did not achieve as well as their peers in reading, writing and maths in school.</p> <p><b>EEF The Attainment Gap (2017)</b> The attainment gap is largest for children and young people eligible for free school meals. The gap begins in the early years and is already evident when children begin school aged 5. It is therefore our job to close this gap.</p> <p><b>EEF (2017)</b>, found ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should right be the top priority for PP spending.</p> <p><b>EEF Improving Literacy in Key Stage One (2017)</b></p> <ul style="list-style-type: none"> <li>- Speaking and listening are essential skills for thinking and communication. Developing oral language skills is important for pupils in this age group.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Management meetings</li> <li>• Observations and drop ins</li> <li>• Internal / external moderation.</li> <li>• Parent feedback</li> <li>• Staff feedback</li> <li>• Vulnerable groups analysis</li> <li>• Pupil progress meetings</li> <li>• Assessment tracking</li> <li>• Bespoke basic skills assessment</li> </ul>	<p>SLT</p> <p>KH</p>	<p>Termly</p>

	<p>£1000- Talk Boost £5000- Training costs/ cover</p>	<ul style="list-style-type: none"> <li>- Teach pupils to use strategies for planning and monitoring their writing.</li> <li>- Use high quality structures interventions to help pupils who are struggling with their literacy.</li> </ul> <p><b>NCETM (2019)</b> Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory.</p> <p><b>Ofsted (2019)</b> Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.</p>			
<b>Total budgeted cost</b>					£20,200
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How we will ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<p><b>B.</b> Increase parental engagement, so that attendance, attainment, progress and relationships between staff and parents improve.</p>	<ul style="list-style-type: none"> <li>• 100% parents expected to attend parents meetings (no shows followed up and chased).</li> <li>• PE Kits, Uniform and breakfast Club all paid for (£3600)</li> <li>• Robust attendance monitoring. (£500 attendance prizes)</li> <li>• New to English translate and support through New Communities (£4000)</li> <li>• Open door policy for parents</li> <li>• English classes for targeted parents.</li> <li>• Maths programme implemented for targeted parents (6 week programme) £3000 cover costs/ £1000 work packs/ £500 text/phone costs throughout course)</li> </ul>	<p>Communication</p> <p><b>EEF Working with Parents to Support Children's Learning (2017)</b>, schools communication methods need to be tailored to encourage positive dialogue about learning. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p><b>The Bell Foundation (2014)</b>, parents would like more language support from schools. Publications for parents should be in plain English, jargon free with helpful illustrations.</p> <p><b>EEF Working with Parents to Support Children's Learning (2017)</b>, monitoring attendance allows early intervention.</p> <p>Parent Workshops</p> <p><b>EEF Working with Parents to Support Children's Learning (2017)</b>, providing practical</p>	<ul style="list-style-type: none"> <li>• Parent meetings booked, no shows following up with a phone call.</li> <li>• Attendance monitoring handed to KL each week.</li> <li>• Letters translated and parents offered support when needed.</li> <li>• 100% attendance at English classes.</li> <li>• 100% attendance at maths classes.</li> <li>• Phonics workshop for all year 1/ reception classes.</li> <li>• Meet the teacher events held in summer term.</li> </ul>	<p>KL/SL KH</p>	<p>Half termly</p>

	<ul style="list-style-type: none"> <li>Phonics workshops (£1000-resources)</li> <li>Meet the Teacher events yearly.</li> </ul>	strategies to support learning at home is linked to improved outcomes. Tips, support and resources can make home activities more effective. Schools should be optimistic about the potential of working with parents.			
<b>Total budgeted cost</b>					£14,800
<b>C.</b> Improve the awareness of disadvantaged children across school and all members of staff, to ensure support is targeted and effective.	<ul style="list-style-type: none"> <li>Introduction of disadvantaged calculator, to reflect real numbers of disadvantaged children.</li> <li>Disadvantaged calculator completed termly in each class.</li> <li>Staff meetings to share priorities and actions, based on current research.</li> <li>Class on a page- a working document.</li> <li>SIMs kept up to date (from ICT system) with PP entitlement- teachers to check regularly for updates. (£1000)</li> <li>PP focus in pupil progress meetings and golden nuggets.</li> <li>PP highlighted in phonics groups.</li> </ul>	<p><b>EEF (2017)</b> found it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.</p> <p>We are committed this year to ensuring all staff are aware of who the pupil premium children are. This way, targeted support and intervention can be put into place and teachers, subject leads and SLT can monitor data closely.</p> <p><b>EEF (2017)</b> evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p><b>Ofsted (2013)</b>, found that ensuring TAs thoroughly understood their role in helping to improve achievement raised attainment.</p>	<ul style="list-style-type: none"> <li>Phase meetings</li> <li>Staff meetings.</li> <li>Class on a page updated termly.</li> <li>SL to update SIMs after ICT system has updated.</li> <li>Pupil progress meetings.</li> <li>Golden nuggets.</li> <li>PP children identified in phonics groups and monitored.</li> </ul>	KH SL	Termly
<b>Total budgeted cost</b>					£1000

<p><b>D.</b> Improve the quality of activities/ events we offer to increase disadvantaged children's cultural capital.</p>	<ul style="list-style-type: none"> <li>• School trips and clubs paid for.(£1000)</li> <li>• LOVE table at dinner times, so children eat a meal at a table (£500)</li> <li>• After school clubs free- encouraged and monitored.</li> <li>• Library programme- receive library card in Reception with follow on trips each consecutive year after.</li> <li>• Y2 'seaside experience'.</li> <li>• A minimum of one local trip per year/ one coach trip per year and a place of worship.</li> <li>• Changes to home learning, to include government activity ideas.</li> <li>• One government activity per half term completed in class.</li> </ul> <p>£4000- cover visits.</p>	<p><b>Ofsted (2019)</b> state leaders should take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p><b>The Sutton Trust (2015)</b> found that the role of schools as places of cultural and social as well as academic learning has become even more critical. They recommend that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most.</p> <p>As we have found many of our children do not gain much/any cultural capital from home, it is essential we provide these experiences at school.</p>	<ul style="list-style-type: none"> <li>• Curriculum mapping</li> <li>• Trips planned</li> <li>• Monitoring attendance to after school clubs</li> <li>• Pupil voice</li> <li>• Improvement in attainment and progress of disadvantaged pupils.</li> </ul>	<p>SLT KH Teachers</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£5500
<b>Total cost for all plan</b>					<b>£43,500</b>