



St Chad's (C of E) Nursery and Infant School

Pupil Premium Planner 2016/17



| Number of children eligible | | 33 | Allocation per child | | | £1,320 | Funding Received 2016/17 | | £ 43,560 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------------------|---|------------|------------------------|--------------------|--|-----|----------|------------|----------|-----|-----|-----|--------|------------|-----|-----|-----|--------|------------|-----|-----|-----|--------|------------|----|----|----|-------|-----------------------------------|---|--|--|---------------------|-----|--------|----|------------|----------|-----|-----|----|--------|------------|-----|-----|-----|--------|------------|-----|-----|-----|--------|------------|-----|-----|----|-------|
| Pupil Premium Leader | | Helen Walker – Head of School | | | Pupil Premium Governor | | Amanda Fuller | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Area of focus | Strategies / Actions | | Desired Outcomes / Success Criteria | | | Cost | Evaluation of Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improving the quality of teaching, learning and feedback for children. | <ul style="list-style-type: none">• Increase the number of teachers to reduce teaching group sizes (1:20 FS and 1:25 KS1).• Reorganisation of classes and teaching groups to facilitate better targeted support.• Targeted staff training and individual coaching / mentoring action plans.• Improved Marking and Feedback policy.• Improved next step marking and response tasks.• Whole school accountability for Pupil Premium outcomes.• Ongoing evaluation of targeted interventions and support. <p>(EEF research +4-8 months)</p> | | <ul style="list-style-type: none">• Teaching and provision across school is consistently good.• Staff provide effective marking and feedback.• Effective next step marking leads to accelerated progress for Pupil Premium children.• Highly effective teaching leads to good / outstanding progress of Pupil Premium children. For milestones see table below. <table><tr><th>On track for</th><th>Aut</th><th>Spr</th><th>Sum</th><th>Nat PP/NPP</th></tr><tr><td>EYFS GLD</td><td>20%</td><td>40%</td><td>50%</td><td>55/72%</td></tr><tr><td>Y1 Phonics</td><td>30%</td><td>60%</td><td>70%</td><td>70/83%</td></tr><tr><td>Y2 RWM EXS</td><td>25%</td><td>45%</td><td>55%</td><td>46/64%</td></tr><tr><td>Y2 RWM GDS</td><td>0%</td><td>5%</td><td>9%</td><td>4/10%</td></tr></table> | | | On track for | Aut | Spr | Sum | Nat PP/NPP | EYFS GLD | 20% | 40% | 50% | 55/72% | Y1 Phonics | 30% | 60% | 70% | 70/83% | Y2 RWM EXS | 25% | 45% | 55% | 46/64% | Y2 RWM GDS | 0% | 5% | 9% | 4/10% | £58,000 (1.5 additional teachers) | <p>The quality of provision and teaching for all children improved across school with more effective targeted interventions and provision for Pupil Premium children.</p> <table><tr><th>End of year results</th><th>All</th><th>Non PP</th><th>PP</th><th>Nat PP/NPP</th></tr><tr><td>EYFS GLD</td><td>44%</td><td>44%</td><td>0%</td><td>55/72%</td></tr><tr><td>Y1 Phonics</td><td>47%</td><td>45%</td><td>57%</td><td>70/83%</td></tr><tr><td>Y2 RWM EXS</td><td>56%</td><td>62%</td><td>36%</td><td>46/64%</td></tr><tr><td>Y2 RWM GDS</td><td>11%</td><td>11%</td><td>0%</td><td>4/10%</td></tr></table> <p>Pupil Premium children did not perform as well as non-Pupil Premium in all areas apart from Y1 phonics.</p> <p>Compared to the previous year Pupil Premium children at the end of KS1 did better than those in 2016 diminishing the difference to national non-disadvantaged.</p> | | | End of year results | All | Non PP | PP | Nat PP/NPP | EYFS GLD | 44% | 44% | 0% | 55/72% | Y1 Phonics | 47% | 45% | 57% | 70/83% | Y2 RWM EXS | 56% | 62% | 36% | 46/64% | Y2 RWM GDS | 11% | 11% | 0% | 4/10% |
| On track for | Aut | Spr | Sum | Nat PP/NPP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS GLD | 20% | 40% | 50% | 55/72% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Phonics | 30% | 60% | 70% | 70/83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 RWM EXS | 25% | 45% | 55% | 46/64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 RWM GDS | 0% | 5% | 9% | 4/10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Increasing awareness of Pupil Premium children. | <ul style="list-style-type: none">• Class on a page• Year group action plans• Pupil progress meetings | | <ul style="list-style-type: none">• The progress of all children is closely monitored by class teachers and senior leaders so that <i>the progress, attainment and support for Pupil Premium children is known by all staff within the class / year group.</i> | | | No additional cost | <p>Progress of Pupil Premium is closely monitored and timely provision put in place.</p> <p>Pupil Premium outcomes are reviewed at least half termly through pupil progress meetings led by senior leaders.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improving children’s learning skills and dispositions - asking good questions, increased risk taking, enriched vocabulary. | <ul style="list-style-type: none">• Developing children’s independence and resilience.• Developing self-reflection and deeper learning / mastery strategies. <p>(EEF research +8 months)</p> | | <ul style="list-style-type: none">• During lesson observations, learning walks and pupil interviews, <i>Pupil Premium children can articulate and explain their learning better; ask effective questions and choose their own learning strategies.</i> | | | No additional cost | <p>Conversation with Pupil Premium children show that they are better at explaining their learning and are able to show increasing levels of independence and resilience. This is particularly evident in improvements to reading at the greater depth standard.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| Pupil Premium Leader | | Helen Walker – Head of School | | Pupil Premium Governor | | Amanda Fuller |
| Area of focus | Strategies / Actions | | Desired Outcomes / Success Criteria | | Cost | Evaluation of Impact |
| Meeting children's social, emotional and physical needs and improving readiness to learn. | <ul style="list-style-type: none">Targeted Nurture / SEND / EAL support.Free breakfast club – 5 days/ week for all vulnerable Pupil Premium children.School uniform / PE / book bag given to Pupil Premium children. <p>(EEF research + 4 months)</p> | | <ul style="list-style-type: none">Improved class engagement and reduced behaviour incidents so that <i>the number of behaviour points for Pupil Premium children is less than 25 in a term with no exclusions.</i>All Pupil Premium children have daily healthy breakfast so that they are more engaged in learning and <i>Pupil Premium children's attendance is at least 95.6%.</i>Improved inclusion and care to ensure children are part of the St Chad's ethos so that <i>all Pupil Premium children are wearing the correct school uniform and have reading books and records in school every day.</i> | | £3,000 | Engagement and behaviour improved across school with only 2 fixed term exclusions for the year. Pupil Premium children's attendance at breakfast club increased last year and Pupil Premium overall attendance was 94.2% above non Pupil Premium attendance. Inclusion was significantly improved over the year with children showing they enjoyed school and contributing positively to life in school and their learning. |
| Increasing parental engagement. | <ul style="list-style-type: none">Extended Parents' Evenings for vulnerable children.Improving school to parent communication.Open door policy for parents. <p>(EEF research +3 months)</p> | | <ul style="list-style-type: none">Parents are better engaged in their children's education and take an active role in the school life so that <i>at least 90% of Pupil Premium children's parents attend Parents' Evenings.</i> | | £200 | Attendance at parents' evening has improved over the past year; with 100% Nursery, 95% Reception, 91% Year 1 and 86% Year 2. |
| Increasing children's experiences / opportunities. | <ul style="list-style-type: none">School trips and clubs are paid for all Pupil Premium children. | | <ul style="list-style-type: none">Improved access to educational experiences so that <i>all Pupil Premium children attend school visits and experiences and at least 50% attend extra-curricular clubs and activities.</i> | | £1,000 | All Pupil Premium children were able to attend a variety of school visits and experiences; 6 in the Foundation Stage, 3 in Year 1 and 7 in Year 2. |