

# Pupil premium strategy statement 2019-20

1. Summary information					
School	Stillness Infant School				
Academic Year	2019-20	Total PP budget	£31,320	Date of most recent PP Review	Oct 2019
Total number of pupils	270 +40 Nursery	Number of pupils eligible for PP	24 (N-1, R- 11, Y1- 6, Y2- 6)	Date for next internal review of this strategy	Feb 2020

## 2. Barriers to future attainment for our PPG children have been identified from scrutiny of school attainment and progress data, school monitoring, pupil voice and book looks:

A.	Low attendance and punctuality rates affected by a lack of home routine
B.	Lack of resilience and self-belief in their own abilities
C.	Poor phonic knowledge; poor reading fluency and comprehension; limited parental knowledge in supporting early reading skills.
D.	Poor basic writing skills related to composition and transcription
External barriers	
E.	Limited parental support at home to extend learning opportunities e.g. regular reading, maths games, engaging in home learning challenges or participating in whole school events e.g. theme/dress up days, World Book day, Science question of the week etc.
F.	Lack of access to real life experiences and activities experienced by many other pupils e.g. museums, galleries, arts/crafts, or a beach.

**3. Our school objectives in spending our PPG:**

- To enable PPG children in reception to reach good level of development in the EYFS profile.
- To enable our Y1 PPG children to reach the expected standard in the Phonics check.
- To enable Y2 PPG children to reach age related expectations in Reading, Writing and Maths.
- Identify and support children to achieve greater depth in R, W, M where there is the potential to do so.
- To narrow the attainment gap between PPG and non-PPG children.
- To give PPG children greater opportunity to engage in rich learning experiences to increase their cultural capital in line with their peers.
- To support families to improve pupils' attendance and their child's learning at home.
- To support the PPG children to develop greater self-belief, resilience and confidence.

#### 4. Planned expenditure:

When planning our expenditure Stillness Infant school has considered the seven building blocks which are successful in raising disadvantaged pupils' attainment (NFER Research):

- a. Whole-school ethos of attainment for all
- b. Addressing behaviour and attendance
- c. High quality teaching for all
- d. Meeting individual learning needs
- e. Deploying staff effectively
- f. Data driven and responding to evidence
- g. Clear, responsive leadership.

#### A) Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review dates	Impact of actions
<p><b>Improved reading skills linked to phonics - Reception</b></p> <p><b>£5,000</b> (T.A. part salary costs)</p>	<p>We recognise that quality first teaching is the most effective provision for supporting children who have barriers to learning. However, a few children will require additional intervention to ensure they make at least expected progress. Our interventions are designed as a result of school data scrutiny and are research- based to ensure the very best outcomes for these children.</p> <ul style="list-style-type: none"> <li>• Small group phonic support for Reception, Y1 and Y2 pupils (trained T.A.) to enable children to achieve the expected standard in the Phonic screening check at the end of Y1/2. Children are screened at the end of each half term and intervention groups implemented.</li> <li>• Reception parents' workshop, followed by small group sessions led by the Phonics T.A. to help parents develop their own phonic knowledge and support their child's reading with greater confidence.</li> </ul>	<p>EEF Phonics; Improving Literacy in KS1</p> <p>Scrutiny of school half termly phonic assessments identify gaps in phonic knowledge and blending skills. Parents have limited knowledge of phonics and early reading.</p> <p>Evidence from interventions in 2018 and parent feedback. 96% of children achieved expected levels in Y1 phonic check.</p>	<p>Trained T.A.</p> <p>Intervention Teacher and trained T.A.</p>	<p>Half termly</p>	<p>Early intervention will ensure that identified children make the maximum progress in phonic acquisition to catch up with their peers and meet expected targets.</p>

<p><b>Improved reading and writing skills Y2</b></p> <p><b>£10,000</b> (part salary costs for T.A. and Teacher)</p>	<ul style="list-style-type: none"> <li>• Small group work to improve spelling, handwriting, and sentence composition. This will support the children in reaching age related expectations at end of KS1 in writing. Teacher to set individual home learning and give effective feedback for next steps. T.A. support for Y2 Reading comprehension and home learning.</li> <li>• Extension reading and writing group to challenge children to attain reading and writing at greater depth within the interim framework for Y2.</li> </ul>	<p>EEF Feedback EEF Guidance -Improving Literacy in KS1. EEF research on feedback demonstrates that high quality teacher feedback will have high impact. Our school data backed up this evidence in 2018, therefore we are continuing this intervention in 2019.</p>	<p>Intervention on Teacher / DHT/HT  T.A.</p>	<p>Half termly</p>	<p>EEF research on feedback demonstrates that high quality teacher feedback will have high impact.</p> <p>Children will make accelerated progress to achieve expected levels of attainment.</p>
<p><b>Improved maths skills</b></p> <p><b>£3000</b> (part salary cost)</p>	<ul style="list-style-type: none"> <li>• Maths extension group Y2, enabling the children to work at greater depth at end of KS1.</li> </ul>	<p>EEF research.</p> <p>Evidence from our successful intervention maths group in 2018 for greater depth children. Continued for 2019.</p>	<p>DHT</p>	<p>Termly</p>	<p>Some children who have the potential will achieve greater depth in maths as a result of challenge intervention.</p>
<p><b>Improved confidence and self-esteem.</b></p>	<ul style="list-style-type: none"> <li>• Lunch time Nurture Group for identified pupils</li> </ul>	<p>Evidence based on pupil voice, feedback from Learning mentor, and behaviour monitoring.</p>	<p>2 x T.A.</p>	<p>Termly</p>	<p>Children more engaged in their learning leading to improved progress, and showing greater resilience. Decrease in playground incidents.</p>

<b>B) Extended school support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff lead</b>		
<b>Support for families with poor attendance and routines.</b>  <b>£2500</b>	Free Breakfast club  The club has been developed to offer additional support for PPG children: <ul style="list-style-type: none"> <li>• Additional individual reading daily with adult.</li> <li>• Additional art / craft activities.</li> <li>• Support with home learning activities e.g. Science question of the week, making a hat for the Easter Bonnet parade, etc.</li> <li>• Access to sports activities with trained sports coach.</li> </ul>	Our breakfast club plays an important role in preparing children for the learning and play that lies ahead of them in the school day. The children are ready to learn. School attendance and lateness is addressed and improved. There is increased opportunity for social interaction. Healthy eating habits are developed.  Attendance and punctuality improved for PP children in 2018 as a result of this provision, particularly where there were specific family needs.	HT / DHT	Termly	Children are ready to start the school day, having had a good breakfast and an opportunity to socialise with their peers.  Children will access home learning challenges like their peers.
<b>Improved social/emotional needs</b>  <b>£2500</b>	Free after school clubs  Lego Therapy session / fine motor skills group are offered by the Learning mentor as needed.	Children will have access to a range of clubs which will improve social and emotional development and give greater opportunity for physical activity. Good fine motor skills are crucial for later writing development.	HT / DHT/  Learning mentor	Termly	Access to additional activities to support social and emotional development with peers. Our evidence suggests that this would not be available without school support.

<p>Enriched life experiences</p> <p><b>£4000</b></p>	<p>Free educational visits / workshops.</p> <p>Lunchtime Art / Home Learning club – from Jan/Feb 2020. Many of our PP children are not able to participate in the Home learning challenges for Art and Science. This is an opportunity for them to engage in activities set and contribute to the tasks. These will be celebrated in Friday assemblies.</p> <p>Children to have all the things on offer to the school-school photographs, Christmas Cards designed by the children and printed by Cauliflower Cards, signed books purchased for author visits.</p>	<p>Children will have greater access to new experiences, both in the local environment and in school.</p> <p>To promote new Arts experiences and encourage participation in a range of art activities not experienced outside of school.</p> <p>Give PP children the opportunity to participate in HT Home learning challenges (e.g. Half term art challenge) plus Science question of the week.</p>	<p>Teacher</p> <p>Art teacher / CM</p>	<p>Termly</p>	
<b>Total budgeted cost</b>					<b>£31,320</b>

**Impact of our Pupil Premium for 2018-19 – Assessment Data for July 2019.**

**Early Years Foundation Stage Profile 2019**

**Two out of the 4 children have SEN. One is EAL and has refugee status**

25% of our disadvantaged children achieved a Good Level of Development (1 out of 4 children) compared with 80% of all children. (65% approx. LA, 57% nationally).

**Y1 Phonics 2019**

100% of our disadvantaged children achieved the phonics threshold, (4 out of 4 children) compared with 93% of all children. (Nationally 70% of disadvantaged children achieved the phonics threshold compared with 84% for all children).

### Key Stage 1 2019

**Six out of our nine Pupil Premium Children in Year 2 have SEND.**

44% of our disadvantaged children achieved expected+ in reading, writing and maths (4 out of 9 children). (78% of all children in our school, 50% of disadvantaged children nationally)

67% reading (67% LA, 60% national)

44% writing (62% LA, 53% national)

56% Maths (67% LA, 62% national%)

### How do we monitor the progress of our Pupil Premium children?

We recognise that quality first teaching is the best provision we can make to raise achievement. This is closely monitored at least half termly for our PPG children, using a triangulation monitoring process – data scrutiny, lesson observations, and book looks.

- **Data is collected half termly and analysed to check for progress of all children. PP children are analysed as individuals and as a group. The School Leadership Team regularly moderates the teachers' judgments. If there is a lack of progress, teachers will work with SLT to put in interventions for targeted support. Any interventions will be closely monitored for their effectiveness.**
- **Pupil progress meetings are held regularly with teachers and teaching assistants, and plans are put in place to support those not making sufficient progress, whatever ability. All teachers know the PPG children in their class and take responsibility for their achievement. During these meetings, Pupil Premium children are monitored carefully and targets will be set for further progress. One of the teachers Performance management objectives is specifically set in relation to the achievement of PPG and narrowing the gaps between PPG and non PPG children.**
- **The books of Pupil Premium children are monitored carefully during our book 'evidence gathering' weeks. Feedback is shared with teachers at CPD sessions. PPG children read to the DHT/HT half termly.**
- **Pupil Premium children are a focus during our learning walks and classroom observations to ensure they are engaged in their learning, and that planned activities are closely matched to their ability.**

