

Cottesbrooke Infant & Nursery School Pupil premium strategy statement

1. Summary information					
School	Cottesbrooke Infant and Nursery School				
Academic Year	2016 -17	Total PP budget	£122,760	Date of most recent PP External Review	23.10.15
Total number of pupils	270 + 25 FTE	Number of pupils eligible for PP	93	Date for next internal review of this strategy	20.1.17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standards or above in reading	66%	78%
% achieving greater depth in reading	27%	27%
% achieving expected standards or above in Writing	64%	70%
% achieving greater depth in writing	15%	16%
% achieving expected standards or above in maths	70%	77%
% achieving greater depth in Maths	12%	20%

3. Barriers to future attainment (for pupils eligible for PP)	
A.	Attendance and punctuality
B.	Language, reading and writing skills
C.	Wider deprivation issues affecting pupils

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupil attendance for disadvantaged pupils will improve and will disadvantaged persistent absentees	Overall figure for disadvantaged pupils
B.	Reading and writing results for disadvantaged pupils will be closer to national outcomes	Overall figure for disadvantaged pupils
C.	Achievement of more able disadvantaged children in maths will be closer to national figures	Greater depth figure in maths improves
D.	Maintain and improve outcomes for most able disadvantaged pupils	Figure remains in line with national

5. Planned expenditure					
Academic year					
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in % of children who reach expected or better standard in reading and writing.	Employment of additional outstanding teachers to work with disadvantaged children who are in danger of not reaching expected.	In school data and published outcomes. Pupil Progress reviews.	Monitoring of lessons, pupil progress reviews and work scrutiny. Support and training for staff.	WL / FB / LS / KJ	Half termly at pupil progress meetings. Through the published monitoring and evaluation schedule.
Achievement in maths is good or better.	Whole school approach to Maths Mastery teaching.	There is evidence in schools which have adopted this approach (Parkfield and World's End) that progress and attainment are high.	Monitoring of lessons, pupil progress reviews and work scrutiny. Support and training for staff.	WL / VE	Half termly at pupil progress meetings. Through the published monitoring and evaluation schedule.
Total budgeted cost					46,329

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased in attendance and reduction in persistent absentees.	<p>Provision of senior learning mentor to support targeted families and children, especially in relation to attendance.</p> <p>Introduce the Early Bird Club to reduce the numbers of persistent absentees.</p>	Analysis of social needs of pupils and children and their families and how this may impact on the education of children.	<p>Monitoring of effectiveness of approach.</p> <p>Monitoring pupil absence and punctuality data.</p>	<p>WL / HH</p> <p>FB</p>	Half termly and final review in July.
Achievement across subjects is good or better.	Additional staffing and resources to support delivery of phonics and intervention groups.	<p>In school data and published outcomes.</p> <p>Pupil Progress reviews.</p>	<p>Whole school strategic planning of the needs of disadvantaged groups.</p> <p>Intervention groups run based on impact monitoring sheets which identify the child's entrance and exit points following their period of intervention.</p>	WL / FB	Reviewed half termly with a final review in July.
Total budgeted cost					79,997

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Remove social and emotion barriers to learning.	Staffing provision for a nurture group to support targeted children.	The Bee Hive has an excellent track record of pupils going back into their mainstream classes successfully having developed new skills to deal with the aspects of learning they initially found difficult.	Boxhall Profiles.	Inclusion Leader	Half termly.
Total budgeted cost					49,992

6. Additional detail

Our Commitment

- At Cottesbrooke we have a strong commitment to closing the gap and pay close attention to the needs of eligible children
- There are accurately targeted interventions from well skilled, well trained adults
- Robust tracking is in place
- Governors know how the money is spent, hold leaders to account for expenditure and assess its impact on raising the attainment of eligible pupils
- A senior leader has responsibility for ensuring funding makes a difference
- An external audit provided an audit of the provision for FSM children in school took place in 2015-16, the outcomes of which were fed into the SDP to ensure all actions were carried out and this guidance continues to be followed

The above funding for 2016/17 is planned to be used as follows:

- Provision of a Senior Learning Mentor to support for targeted families and children, especially in relation to attendance (with a specific focus on closing the gap between the attendance of FSM children and NON-FSM children)
- Staffing provision for a Nurture Group facility to support targeted children
- Additional staffing and resources to support delivery of phonics, reducing the ratio of pupils to adult numbers
- To support individual/ small group intervention through delivery of monitored phonics groups to increase the numbers of children passing the phonics screening check and to maintain the positive gap between FSM and NON- FSM children who pass the test in Y1
- To support individual/ small group intervention groups through delivery of monitored intervention groups with the objective of narrowing the gap between disadvantaged and non-disadvantaged across the curriculum
- To ensure that Pupil Premium children who are identified as most able have their needs met through quality first teaching and through targeted interventions

Learning Mentor / home school support worker

Last academic year the Senior Learning mentor put in place a system for in school and/or home visits for parents and carers where she had identified children in the first term who had had 10 absences, spring term after 20 absences and summer term after 30 absences.

Attendance results from last academic year

This year

Direct action has been taken to improve the attendance of those Pupil Premium children who are at risk of falling attendance. This work has gained a new urgency as the OFSTED data dashboard has highlighted the non-attendance of some FSM children demonstrate a significant weakness, this is despite the fact the gap has been closing year on year.

Pupil Premium and Most Able Children

A number of interventions will focus on those children who are both Pupil Premium and the most able children in the school. The children are identified by the inclusion Lead through the use of school tracking data and the knowledge the class teachers hold about the children. With additional support and well targeted interventions these

children should show accelerated progress by the end of this academic year. They will be monitored and tracked closely to measure impact.

Phonic Intervention Groups

Interventions are data driven and were originally based on low attainment in RAISEonline 2013-14. RAISEonline indicated that the number of children passing the Phonics Screening Check was significantly below national average and of these, PP children performed less well. In the 2015-16 data, children passing the check were below national, however pupil premium children out performed those at Cottesbrooke. Interventions were directed at all children who were either Pupil Premium or who were not making expected progress in attainment in phonics assessments. These children were targeted through a pyramid of layered interventions with class teachers, teaching assistants and staff paid directly through the PP funding or having this funding as a proportion of their salary. The PP children fitted into every layer of the pyramid. The interventions were monitored at regular intervals with staff recording the children's entrance and exit points so that results and progress could be pinpointed accurately for each individual child. The results show PP children out-performing the year group as a whole. In Y1, 78% of those children classed as disadvantaged passed the phonic screening check compared to 67% not disadvantaged. Comparable data for Y2 is 97% PP children passing compared to 91% not PP.

These interventions are ongoing this academic year to ensure that the attainment matches or improves on last year's data.

Nurture group

Children are selected for the Nurture Group (known within school as 'The Beehive') following Boxall assessments. The Boxall profile is a sophisticated psychological assessment. As well as being used to identify pupils who would benefit from this provision, it informs the planning of activities whilst pupils are in the Beehive. The assessed progress on the profile informs the transition back to full-time mainstream teaching and learning.

The mix of children in the Beehive at any point is nuanced depending on need. However, at any point more than half of the pupils accessing this provision will be pupil premium children.

Examples of the types of need that are met by the Nurture Group provision are:

- Pupils who struggle to self-moderate their behaviour at an age appropriate level
- Pupils whose excessive shyness stops them from engaging with others when learning
- Pupils who are brand new to the setting with very little or no English. In this case, the stay in the Nurture Group is brief and the provision is focused on a softer transition for these pupils
- Pupils whose early lives have been disrupted to a degree that has impacted on their ability to form secure attachments with others
- Pupils whose social/emotional development is the largest barrier to their learning, for any other reason

The Beehive has an excellent track record of pupils going back into their mainstream classes successfully, having developed new skills to deal with the aspects of learning they were initially finding difficult. In the vast majority of cases, the Boxall profile shows a measureable improvement and there is a successful re-integration into mainstream learning. In about 10% of cases, time in the Beehive clarifies that the main barrier is a learning difficulty, in which case the pupil has been successfully re-integrated into class with additional SEN support. The time spent in the Beehive on a lower adult/pupil ratio has been very useful in teasing apart the learning difficulty. The only cases where a successful outcome has not been reached is where parents have withdrawn consent for this provision and a pupil has left the Beehive against the advice of school staff.

Impact of the Funding

The impact of the funding is constantly being measured through the oversight of a member of SMT and a nominated governor. They take steps to:

- Ensure funding reaches the right children
- Ensure that interventions are for a fixed term and have measurable entrance and exit assessments to measure impact and clear learning objectives
- Class teachers know their pupil premium children and are accountable for their progress through pupil progress meetings
- The SMT leader works with subject leaders from the core subjects to monitor impact across the EYFS and KS1
- The SMT leader meets regularly with the nominated governor to report on progress as well as reporting back to the governing body with Pupil Premium being a standing item on the Full Governing Body Agenda
- The impact of the funding has been scrutinised by an external body (DRB) and the findings following their report have been integrated into the DSP to ensure they are carried out with impact
- Target Tracker is being used to track the progress of pupil premium children to produce quantifiable data