

# Pupil premium strategy statement



1. Summary information					
<b>School</b>	Irthlingborough Nursery and Infant School				
<b>Academic Year</b>	17 to 18	<b>Total PP budget</b>	£85,000	<b>Date of most recent PP Review</b>	15.6.17
<b>Total number of pupils including nursery</b>	367	<b>Number of pupils eligible for PP</b>	65	<b>Date for next internal review of this strategy</b>	Autumn 2 2018

2. Current attainment		
Children reaching age related expectations. (ARE)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b><u>Year 2 Teacher Assessments</u></b>		
<b>Reading</b>	<b>71% (17/24)</b>	<b>79% (64/81)</b>
<b>Writing</b>	<b>67% (16/24)</b>	<b>70% (57/81)</b>
<b>Maths</b>	<b>63% (15/24)</b>	<b>82% (66/81)</b>
<b><u>Phonics</u></b>		
<b>Year One</b>	<b>77% (17/22)</b>	<b>87% (83/96)</b>
<b>Year Two</b>	<b>96% (21/22)</b>	<b>95% (77/81)</b>
<b>End of Foundation Stage</b>		
<b>GLD</b>	<b>53% (8/15)</b>	<b>76% (59/75)</b>

3. Barriers to attainment (for pupils eligible for PP) 2018- 2019	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Difference in attainment between pupil premium and non- pupil premium attainment.

<b>B.</b>	Gaps in knowledge and skills for pupil premium children including listening and attention and vocabulary
<b>C.</b>	Lower levels of engagement with school from some pupil premium families, leading to lower engagement levels of pupils in learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower attendance for pupil premium children.

#### 4. Review expenditure 17/18

<b>Academic year</b>	<b>2017 to 2018 (43 children)</b>
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The three headings below enable schools to demonstrate how they have used the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Implementation and impact</b>	<b>Staff lead</b>	<b>Lessons Learned</b>
A The gap in attainment between pupil premium and non-pupil premium children will reduce, particularly for writing.	<p>Continue TA training and support for Switch on reading and writing programme.</p> <p>Continue whole school focus on improving spellings, handwriting and punctuation, which will include intervention work for pupil premium children as required.</p> <p>Targeted TA support in writing lessons will be used to support</p>	<p>EEF - There is evidence that working with TAs can lead to improvements in pupils' attitudes, and also positive effects in terms of teacher morale and reduced stress.</p> <p>Although there is limited evidence, 'recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully'.</p>	<p>Regular monitoring of progress of pupil premium children's attainment data by HT/Deputy.</p> <p>Regular monitoring of the attainment of children of Switch on children, to ensure rapid progress, by English Leads.</p> <p>Monitoring of children's progress in books through lesson observations, book scrutinies, performance management and pupil progress meetings.</p> <p>By the end of Year 2, the gap in writing attainment for pupil</p>	<p>HT</p> <p>Deputy</p> <p>PP Lead</p> <p>English Lead</p> <p>Team Leaders</p>	<p>Continue to closely monitor Switch on reading/writing, so there is a significant impact on writing progress as well as reading</p> <p>In Foundation Stage, individual need and barriers need to be identified earlier, with appropriate interventions in place.</p> <p>Children in FS need a longer period of time with ongoing high quality support to</p>

	PP children.		<p>premium has narrowed compared to non-PP children.</p> <p>In phonics, the gap has diminished at the end of Year 1, and PP children achieved better than non PP children by the end of Year 2.</p> <p>At the end of EYFS there is still a gap between PP and non-PP attainment when looking at those achieving GLD.</p>		narrow the PP gaps further.
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<b>Total cost</b>					£ 500 training
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Implementation and Impact</b>	<b>Staff lead</b>	<b>Lessons learned</b>
B The needs of individual pupil premium children will be identified by class teachers and will be addressed through targeted support by TAs, monitored termly by PP lead.	<p>Switch On reading and writing programme for KS1.</p> <p>A focus on developing writing with quality first teaching.</p> <p>Staff trained on talking success programme, interventions to be led in school by Reception TA.</p> <p>Maths intervention programme.</p> <p>In class support for pupil premium children.</p> <p>Personal, social and behavioural support programmes to be led by</p>	EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.	<p>Teachers will identify barriers and gaps for each pupil premium child and will plan any interventions or support needed accordingly. They will review the impact of these as part of their daily practice and will formally review progress termly.</p> <p>Teachers will evaluate daily lessons and make adaptations as needed to support learning.</p> <p>Teachers will discuss with SENCO or PP lead specific or higher level needs for individual children as needed.</p> <p>Pupil premium children's attainment and progress will be a specific part of performance management and pupil</p>	<p>HT</p> <p>PP lead</p> <p>SENCO</p> <p>Deputy</p> <p>Team leaders.</p>	<p>Quality training for Teachers and TA's to continue to enable them to offer a variety of interventions and targeted support.</p> <p>Interventions are most effective when carried out regularly and timetabled for a set daily/weekly time.</p>

	TAs when appropriate.  Reading eggs club		progress meetings.  <b>Switch on reading/writing programme successful in supporting accelerated progress for identified children.</b>  <b>Raised profile of PP children for teachers and TAs, with regular adaptations made to planning and specific support given in lessons</b>		
<b>Total budgeted cost</b>					£46,480 TA support £675 reading resources and reading eggs £1000 counselling/specialist advice

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Implementation and impact</b>	<b>Staff lead</b>	<b>Lessons learned</b>
<p>C High levels of engagement for pupil premium families leading to high levels of engagement for all pupils developing healthy lifestyles..</p>	<p>AFA programme with a focus on pupil premium children, will be used to engage parents.</p> <p>AFA children will be offered a weekly art club.</p> <p>FSW will support individual families to create positive links in school and to attend school events regularly.</p> <p>Parents can spend a £100 voucher on school trips, clubs, uniform and photos to increase involvement levels.</p> <p>Free clubs will be offered by staff with pupil premium children prioritised.</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>AFA research suggests that parental engagement and involvement in learning leads to better learning outcomes.</p>	<p>AFA co-ordinator will monitor the percentage of parents attending parent partnership meetings and will contact parents as necessary.</p> <p>FSW will review cases regularly and will monitor the attendance of children at breakfast club.</p> <p>PE lead will monitor the attendance of pupil premium children at all clubs offered.</p> <p><b>Improved attendance at clubs for PP children.</b></p> <p><b>Attendance of parents at AFA partnership meetings was high.</b></p> <p><b>Breakfast club has had a positive impact on PP families with higher numbers attending and running 4 days per week.</b></p> <p><b>AFA events for families have been well attended and with positive feedback.</b></p>	<p>HT Deputy</p> <p>PP lead</p> <p>AFA lead</p> <p>PE lead</p> <p>FSW</p>	<p>Further AFA events and parental workshops to include both parents and children working together, where relevant.</p> <p>Continue breakfast club with 2 members of staff to ensure quality.</p>

<p>D Attendance for PP children improves to 95% or above.</p>	<p>Breakfast club offered to all PP families</p> <p>All parents regularly informed of a child's attendance, also discussed within AFA parent partnership meetings.</p> <p>PP children prioritised for clubs, encouraging healthy lifestyles.</p> <p>Office procedures in place for non-attenders.</p> <p>FSW to take a lead on attendance surgeries.</p> <p>Healthy food and snacks work with health professionals.</p> <p>Active sporting and healthy eating focus.</p>	<p>NfER report on Supporting the Attainment of Disadvantaged Children highlights addressing attendance as a key step.</p> <p>We have identified links in school between low attendance and under achievement for our pupils.</p> <p>Children who are regularly late or attend poorly find it difficult to settle straight into learning.</p>	<p>Regular monitoring of individual attendance by HT, Deputy and PP lead.</p> <p>FSW to regularly review cases.</p> <p>For individual cases, support given by FSW, attendance surgeries and parent contracts has had a significant impact on attendance and attainment for some children.</p> <p>Attendance for PP children has improved to 95.4%</p> <p>There has been a closer monitoring of nursery children using SIMS.</p> <p>Office contacting parents of absent children rapidly on first day of non-attendance.</p>	<p><b>HT</b></p> <p><b>FSW</b></p> <p><b>Deputy</b></p> <p><b>PP lead</b></p> <p><b>Office staff</b></p> <p><b>All teaching staff</b></p>	<p>A co-ordinated approach across the site and trust to support families earlier.</p> <p>Continue close monitoring of nursery children to identify any attendance issues immediately.</p>
				<p><b>Total cost</b></p>	<p>£34000 FSW £2000 parent voucher £305 breakfast club</p> <p>£500 books and other resources.</p>
<b>Total budgeted cost:</b>					£85,000
<b>Total cost:</b>					£85 460

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018 to 2019 (43 PP) Estimated PP £ 69,661</b>				
The three headings below enable schools to demonstrate how they have used the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>iv. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How and when will we ensure this is</b>	<b>Staff lead</b>	<b>Success criteria</b>
A The gap in attainment between pupil premium and non-pupil premium children will reduce, particularly for maths.	<p>Pre-teaching focused maths groups to support identified PP children.</p> <p>Maths leads will deliver high quality training throughout the year in maths for teachers and TA's.</p> <p>Maths intervention groups to address the needs and gaps for PP children.</p>	<p>EEF - There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p> <p>Although there is limited evidence, 'recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully'.</p> <p>Research shows that pre-teaching can lead to raised attainment and participation in lessons by giving pupils extra support prior to the lesson.</p>	<p>Regular monitoring of progress of pupil premium children's attainment data by HT/Deputy.</p> <p>Regular monitoring of the progress of children taking part in maths intervention and pre-teaching groups.</p> <p>Monitoring of children's progress in books through lesson observations, book scrutinies, performance management and pupil progress meetings.</p>	<p>HT</p> <p>Deputy</p> <p>PP Lead</p> <p>English Lead</p> <p>Maths Lead</p> <p>Team Leaders</p>	<p>Teacher's planning and teaching will demonstrate improved teaching of number sense and fluency.</p> <p>Pupil will feel more prepared and aware of new concepts when starting their maths lessons..</p> <p>Diminishing differences between the attainment of pupil premium children in maths compared to non-pupil premium.</p>
<b>v. Targeted support</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How and when will we ensure this is	Staff lead	Success criteria
<p>B</p> <p>Quality first teaching will address the barriers and gaps for pupil premium children, particularly with vocabulary and reading comprehension.</p> <p>Pupil premium children will be identified for targeted support, according to their individual needs.</p>	<p>Vocabulary and reading comprehension training for teachers and TA's delivered by Trust English Leads.</p> <p>Pre-teaching and small group support with a focus on developing reading and writing skills and preparing children for lessons.</p> <p>Switch On reading and writing programme.</p> <p>Talking success programme led by skilled reception TA.</p> <p>Personal, social and behavioural support programmes to be led by TAs when appropriate.</p> <p>Reading eggs club.</p>	<p>EEF - Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Research shows that pre-teaching can lead to raised attainment and participation in lessons by giving pupils extra support prior to the lesson.</p>	<p>Teachers will evaluate intervention grids regularly and will plan lessons and interventions accordingly, targeting specific gaps.</p> <p>Teachers will evaluate their own lessons regularly and make adaptations to future teaching.</p> <p>PP Lead will monitor impact grids termly.</p> <p>PP grids will be shared during termly pupil progress and performance management meetings.</p>	<p>HT</p> <p>PP lead</p> <p>SENCO</p> <p>Deputy</p> <p>Team leaders.</p>	<p>Teachers will identify barriers and gaps for PP children and plan in terms of learning, skills or behaviour.</p> <p>PP children will receive targeted small group or individual support to address their needs, leading to a narrowing of the attainment gap.</p> <p>Teachers will be skilled in delivering quality first teaching to support vocabulary development and comprehension.</p>
<b>Total budgeted cost</b>					<p>30,000 TA salaries £300 reading resources and reading eggs Maths seeds £100</p>
<b>vi. Other approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How and when will we ensure this is implemented?	Staff lead	Success criteria
<p>C</p> <p>High levels of engagement for pupil premium families leading to high levels of engagement for all pupils developing healthy lifestyles.</p>	<p>Free breakfast club offered to all PP families.</p> <p>AFA programme used to engage PP families, including meetings, workshops and special events.</p> <p>FSW to support individual families in order to foster positive links and engagement with school.</p> <p>Attendance and engagement with learning discussed within AFA parent partnership meetings.</p> <p>PP children prioritised for sporting and other clubs, encouraging healthy lifestyles.</p> <p>£100 voucher offered to all PP children to be spent on uniform, clubs, trips etc</p> <p>Learning support packs sent home for all PP children to help parents support their children with homework and opportunities to extend</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>AFA research suggests that parental engagement and involvement in learning contributes to better learning outcomes.</p>	<p>Monitor parental attendance at termly AFA meetings.</p> <p>Monitor actions from termly AFA meetings and ensure they are followed up.</p> <p>PE leader to monitor club attendance for PP children each term.</p> <p>PP Lead to organise PP packs to be sent home – Spring term.</p> <p>PP Lead to organise a book to be given to each PP child termly.</p> <p>FSW to monitor the attendance of children at breakfast club.</p>	<p><b>HT</b></p> <p><b>FSW</b></p> <p><b>Deputy</b></p> <p><b>PP lead</b></p> <p><b>Office staff</b></p> <p><b>All teaching staff</b></p>	<p>Increased levels of engagement from PP parents at workshops and events offered.</p> <p>Increased parental engagement and attendance at AFA meetings/parents consultations.</p> <p>Improved attendance at clubs for PP children.</p> <p>Positive home-school links lead to increased attendance for pupils.</p>

	<p>their learning at home.</p> <p>Books sent to all PP children termly to encourage family reading and sharing of books at home.</p>				
<p>D</p> <p>Attendance for PP children improves to 95.6% or above.</p>	<p>Free breakfast club offered to PP families, led by FSW and TA's.</p> <p>All parents regularly informed of child's attendance through reports.</p> <p>Office procedures in place for all non-attenders.</p> <p>FSW to take a lead on attendance surgeries and parent contracts alongside HT.</p> <p>All staff to promote expectations for attendance with families.</p>	<p>NFER report on Supporting the Attainment of Disadvantaged Children highlights addressing attendance as a key step.</p> <p>We have identified links in school between low attendance and under achievement for our pupils.</p> <p>Children who are regularly late or attend poorly find it difficult to settle straight into learning.</p>	<p>Daily monitoring of attendance by office staff.</p> <p>Regular monitoring of individual and group attendance by HT, Deputy, FSW and PP lead.</p> <p>FSW to regularly review cases, record concerns and offer support as needed.</p> <p>Attendance reviewed at regular office meetings and through termly pupil progress meetings.</p>	<p>HT</p> <p>FSW</p> <p>PP lead</p> <p>Office staff</p> <p>All teaching staff</p>	<p>Improved attendance for PP children and less incidents of lateness.</p> <p>Improved attendance for targeted families working with FSW.</p> <p>Lateness reduced through targeted support such as breakfast club.</p> <p>All parents aware of expectations for attendance through newsletters and discussions with staff.</p>
					<p>FSW £34 000</p> <p>Parent voucher £4000</p> <p>Breakfast club £300</p>
				<p><b>Total cost of plan at present</b></p>	<p><b>£ 69,700</b></p>