



Pupil premium strategy statement 2019-2020 Ashbrook Infant and Nursery School

The Pupil Premium is additional funding for schools in England and it is intended that this funding is used to raise the attainment of disadvantaged pupils, closing the gap between them and their peers. Funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in the care of the Local Authority (Looked After) or have parents in the Armed Forces. In 2019/20 the funding allocation is £1345 per pupil, £300 for Forces children and £2300 for Looked After Children (to be applied for by school as needs arise). The level of Pupil Premium Funding in Nursery is £382 per pupil.

Strategy Statement

In line with the EEFs recommendations, Ashbrook Infant and Nursery takes a teird approach to spending funding. Teaching is the top priority. However, we recognise that children also need support in non-academic factors to support behaviour, social and emotional needs (given the current climate as well as home life for some children) and to raise aspiration.

1. Summary information			
Academic Year 2019-20	Total Pupil Premium Budget (Reception to Y2)	£38,280	
	Early Years Pupil Premium Budget	£1,417	
	Looked After Child (1)	£2,300	
	Armed Forces (4)	£600	
		£42,597	
	Internal review of this strategy due	Sept 2020	

2. Attainment – End of Early Years Foundation Stage (2018-19)		FS2	
	Pupils eligible for PP (6 Pupils = 30%) (7 pupils in total)	1 pupil = 2.%	Pupils not eligible for PP (44 pupils = 88%) (30 pupils in total)
% achieving Good Level of Development Gap -57.5%	(1 pupil = 12.5%)		(21 pupils = 70%)
	NB 0% (0 pupils) of PP group also had identified additional SEND (2 pupils in FS1)		



Attainment – End of Key Stage 1 (2018-19)		Y2				
	Pupils eligible for PP (8 pupils = 100%) (8 pupils)	1 pupil = 2%			Pupils not eligible for PP (30 pupils =73%) (41 pupils)	
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS1 Gap -21.5%, -21.2%, -21.5%	8 pupils = 61.5%	7 pupils = 53.8%	8 pupils = 61.5%	30 pupils = 83%	27 pupils = 75%	30 pupils = 83%
NB 25% (2 pupils) of PP group also had identified additional SEND						
Attainment - Phonics Screening outcomes (2019-20)		Y1				
	Pupils eligible for PP (9 pupils = 18%) (8 pupils)	1 pupil =2%			Pupils not eligible for PP (30 pupils – 61%) (25 pupils)	
% achieving expected standard Gap -43%	38% (3 pupils)			88% (22 pupils)		
NB 22 % (2 pupils) of PP group also had identified additional SEND						



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Early oral language skills are significantly below National Average on entry into FS1 (inc PP)
B	Early Reading Skills are below National average on entry into FS2
C	Communication and language skills are still being developed
External barriers	
D	Family circumstances for some of our disadvantaged pupils include parents who experience financial hardship; families experiencing domestic abuse; adults who have poor mental health and social well being. This results in some of our disadvantaged pupils having reduced access to life experiences
E	Pupils having low social and emotional well being.
F	Parental engagement is an issue with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.



4. Desired Outcomes for 2019-20		
	Desired outcomes and how they will be measured	Success Criteria
A	Early oral language skills	<ul style="list-style-type: none"> • Language expert in school to support staff • Groups of children are identified for language and communication support/intervention • Some children will have individual support plans in place from SALT • Language is modelled and corrected as and when • Language rich environment • Tracking of assessments demonstrates that children are making progress • Monitoring demonstrates that children are engaged with multiple opportunities to support talk • Use of Word Aware Project promotes the use of new vocabulary
B	Early Reading Skills	<ul style="list-style-type: none"> • Staff deliver the 4 part phonics session daily • Children have the opportunity to read and write daily in a phonics session • Tracking of assessments demonstrates that children are making progress • Assessments are collated half termly to quickly identify children falling behind • Intervention groups are set up once the assessments have been completed • Phonemes are relayed to parents so they can support their child at home • Phonics workshop for parents • Monitoring demonstrates that children are engaged with the 4 part phonics session
C	Communication and language skills	<ul style="list-style-type: none"> • Rich and inviting reading areas in FS1 and FS2 • Increased writing/mark making opportunities for the children in FS1 and FS2 • Various writing implements to be on offer to the children daily • Various writing frames to be on offer to the children daily (inside and outside) • High quality texts/stories read to the children daily • Tracking of assessments (reading, writing, fine motor skills, comprehension skills and word reading) demonstrates that children are making progress • Intervention groups are set up once the assessments have been completed • Monitoring demonstrates that children are engaged with multiple opportunities to support the development areas around English
D	To be aware of family circumstances for disadvantaged children and deliver an engaging, broad and varied curriculum relevant to our community context.	<ul style="list-style-type: none"> • Our half termly themes will be shaped by our current cohort, class context and be responsive to the children's interest • Knowledge, skills and key vocabulary will be identified and form part of 'knowledge planners' • Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day



E	To understand and support pupils who have low social and emotional well being	<ul style="list-style-type: none"> • Circle time activities • Time to be given to certain children to talk • Family support worker to support individual pupils who have been identified as struggling with their social and emotional well being • Positive praise and rewards to boost children’s self esteem
F	Parents will engage with school initiative, including learning at home, and will be making a positive contribution to their child’s learning	<ul style="list-style-type: none"> • Learning Workshops will have highlighted how parents can support learning at home • Reading at home is celebrated with rewards • Expectations in reading are shared with parents e.g. 3 times per week minimal • Homework set is monitored (to see who is returning) • Family support worker to also support and advise parents

Planned expenditure

Academic year 2019- 20

1. 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	Timescale
A.. Early oral language skills	PP lead teacher and Language Lead to support staff to facilitate delivery of specific interventions EYFS; Every Child A Talker, Word Aware KS1: Precision teaching for Phonics, Rapid Phonics, Action Words, Word Aware, Social Skills programme and high quality modelled of the correct pronunciation of words/sounds Cost of TAs(KS1/FS) £12,766	Research Evidence/Rationale Sutton Trust found that “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils can gain 1.5 years’ worth of learning with very effective teachers’ EEF Toolkit <u>Oral Language Interventions</u> (+5 months) – <i>emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary</i> <u>Teaching Assistants</u> (+1 month) <i>There is evidence that working with TAs can lead to improvements in pupils’ attitudes. Research which focuses on TAs who provide one to one or small group support shows a stronger positive</i>	<ul style="list-style-type: none"> • Discussions and analysis of performance with class teachers at pupil progress meetings. • Learning walks • Pupil interviews • Summative assessments in November, April and July – where pupils are in relation to end of year expectations. • HT/SENDCo and TA support to ensure those delivering all interventions have sufficient time for planning, preparation, delivery and assessments • Reviews of programmes/interventions reviewed as part of pupil progress meetings – TA support to contribute where required 	SENDCo/HT/PP Lead/Teachers/TAs	Ongoing Data collation - termly



		<p><i>benefit of between three and five additional months on average).</i></p> <p><u>Special Educational Needs and Disabilities (The Big Picture)</u></p> <p><i>The impact of SEND on academic attainment is closely related to the EEFs focus on economic disadvantage. 27% of pupils with SEND are eligible for FSM compared to 12% of pupils without SEND</i></p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> Data shows that overall, PP pupils are not yet attaining in line with their peers in school or nationally (although PP pupils with no additional SEND do attain in line with their non- PP peers) Historically, PP pupils with SEND do not achieve in line with non-PP peers – we conclude that it is the SEND that is a contributing factor. Therefore, we present two sets of data for our PP pupil outcomes. SALT guidance and training opportunities 	<ul style="list-style-type: none"> PP lead will ensure all PP pupils have an up to date tracker including a pen portrait to alert all staff to possible contributing factors which may influence performance. Trackers regularly reviewed and discussed as part of pupil progress meetings. Pupils with SEND are discussed at pupil progress meetings and specific interventions are planned. SENCo will ensure effective deployment of TAs across the school to support pupils. School will work closely with external agencies seeking advice and support for pupils with SEND, planning interventions and ensuring provision mapping is responsive and time-limited. Observation of children 		
B. Early Reading Skills	<p>Phonics/Eng Lead to support staff with the delivery of high quality phonics sessions, support staff with identifying interventions groups</p> <p>SENCo to support staff with sen pupils and their phonics</p> <p>All staff to be following L&S Reading for Pleasure and high quality continuous provision</p>	<p>Research Evidence/Rationale</p> <p>EEF Toolkit - Phonics</p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> Phonics data collated and analysed termly – Consultation with English Hub regarding decodable reading books <p>Research Evidence/Rationale</p> <p>Sutton Trust (as above)</p>	<ul style="list-style-type: none"> Learning walks Tracking of data Planning Book scrutiny – to ensure phonological knowledge is being applied in writing Progress meetings (termly) 	Phonics/Eng Lead SENCo/HT/ Teachers	Daily/Termly



	<p>Cost of TAs(KS1/FS) £12,766</p>	<p><u>Feedback</u> (+8 months for some elements e.g. writing) <i>if supported by effective professional development for staff.</i></p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> • Work scrutiny shows that feedback and verbal feedback is effective in helping children improve their work. • Majority of pupils make good progress in all classes as a result of targeted interventions • Pedagogy stamps are being used so children develop their self-assessments and self-regulating skills 			
<p>C. Communication and language skills</p>	<p>Pupils with SEND access interventions as with support from external agencies as necessary</p> <p>Cost of SEND TAs £14,294</p>	<p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> • Learning walks • Tracking of data • Planning • Book scrutiny – to ensure phonological knowledge is being applied in writing • English Lead to monitor implementation of new strategies 	<ul style="list-style-type: none"> • Learning walks • Tracking of data • Planning • Book scrutiny – to ensure phonological knowledge is being applied in writing • English Lead to monitor implementation of new strategies 	Phonics/Eng Lead SENDCo/HT/ Teachers	Termly
<p>D. To be aware of family circumstances for disadvantaged children E. To develop children’s low social skills and well being</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need support have access to high quality intervention to contribute to good social and emotional development.</p> <p>Use of ‘Be the Jellyfish’ scheme and Social Skills in Primary programme</p> <p>Family resource worker to engage with pupils with SEMH and their families to ensure all needs are being addressed</p> <p>Family Resource Worker Planned for Jan – July</p>	<p>Research Evidence/Rationale EEF Toolkit – Social and Emotional learning EEF Toolkit - Parental Engagement (+3 months) Recognises that developing effective parental engagement to improve children’s attainment is challenging and needs careful monitoring and evaluation. Studies in USA suggest that increasing engagement had on average 2/3 months’ positive impact.</p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> • Information on children’s home life • How the children present on a daily basis • Behaviour 	<ul style="list-style-type: none"> • Learning walks • Tracking of data (social and emotional wellbeing) • Family support worker to support family and children • Visitors/trips • Establishing positive relationships with parents/carers/families to ensure pupils’ SEMH is addressed both in and out of school. 	PP lead/HT/SENCo/ Social & Emotional wellbeing lead	Termly/as and when situations arise



	£7,252				
F. Parental engagement	<p>2 weekly newsletter</p> <p>Parent surveys</p> <p>Parents evening</p> <p>Staff stood at the exits mornings and afternoons</p>	<ul style="list-style-type: none"> • To keep parents up-to-date with school life • Quick communication between home and school. • School knows that parents are happy • School can respond to any feedback that could need improvement • To keep parents up-to-date about how their child is doing in school • Staff high profile to support or answer any questions parents may have 	<ul style="list-style-type: none"> • Improved communication between school and home 	HT, business manager, Class teacher	Daily, fortnightly
Total Budgeted Cost	£47,078				



4. Evaluation of spend 2018-19			
	Desired outcomes	Success Criteria	Outcomes and Impact (including evidence)
A	<p>To develop opportunities for oracy across the school. (link with School Improvement Plan)</p> <p>To continue to embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books'.</p> <p>To embed and develop Book Talk as a guided reading approach in Key Stage 1.</p> <p>To ensure pupils write for a wide variety of purposes each term and receive effective feedback to improve their work.</p>	<ul style="list-style-type: none"> 'Word Aware' teaching activities will take place each day in classes throughout school. New vocabulary will be identified, discussed and displayed across the school and in shared areas. Pupils read regularly outside of normal guided reading sessions. Pupils (who need to) have opportunities to read to adults 1-1 in school. Book Talk is used as a guided reading strategy in KS1 and pupils are observed to be active participants in these sessions. Pupils who regularly read at home are identified and celebrated in class each week. Pupils use Talk for Writing to support and scaffold a range of writing genres both fiction and non-fiction in English and other curriculum subjects, including maths. Teachers use verbal feedback effectively when responding to pupils' writing – this happens consistently during class time and is "live". 	<ul style="list-style-type: none"> Learning walks (Governors and School Improvement Partner and TSA Peer Reviewers) observed children in taught vocabulary sessions effectively learning and using a range of challenging vocabulary. Evidence was seen in written work that this vocabulary was being transferred into writing. (displays and workbooks) Pupil interviews demonstrated an awareness of the importance of learning new vocabulary, a willingness to share learning about words and an understanding of the words learned. (EYFS demonstrated good understanding of concepts covered) "Reading Fairy" is established in KS1 classes and more children are noted to be reading at least 3 times a week. Planning and outcomes (in workbooks) evidence clear and structured Talk for Writing for a range of genres and purposes. In EYFS, the proportion of children judged to be typical in Listening and Attention increased from 56% to 76% overall, from 53% to 79% in Understanding and from 47% to 76% in Speaking. 75% (6 pupils) of PP children in EYFS were judged to be expected in all stands of CLLD. Of the 2 remaining pupils, one has an identified significant speech and language disorder and delay and one has emerging SEND and well below average attendance (84%). This will be monitored next year.
B	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress towards and/or meet age related expectations.</p> <p>To ensure pupils consolidate basic skills.</p>	<ul style="list-style-type: none"> The proportion of pupils meeting or exceeding age related expectations in reading and writing at the end of Y2 is at least in line with prior attainment at the end of EYFS. All staff are confident in delivering 'WordAware', 'Book Talk' and 'Talk for Writing' approaches to support learning. Teachers will identify pupils at risk of underachieving at pupil progress meetings and will plan targeted interventions, teaching sequences to address gaps in learning. 	<ul style="list-style-type: none"> All pupils made progress and the proportion of pupils meeting or exceeding ARE in reading and writing was in line (50% at end of EYFS and 50% at the end of Y2) All three agreed strategies are embedded across school. Parents have engaged well with Word Aware homework.



	<p>To respond rapidly with targeted teaching and carefully planned interventions for pupils at risk of underachieving. To ensure disadvantaged pupils, with additional SEND, are supported to make progress towards individual targets.</p>	<ul style="list-style-type: none"> • Daily phonics, vocabulary and maths skills sessions take place in all classes. • Support staff will be effectively deployed by teachers and SENCo. • Additional interventions will have a positive impact on learning and outcomes will show that pupils make progress within agreed timescales. 	<ul style="list-style-type: none"> • Pupil progress records show that targeted interventions were planned and delivered and evaluations of these interventions show that all children made progress.
C	<p>School will deliver an engaging, broad and varied curriculum relevant to our community context.</p>	<ul style="list-style-type: none"> • Our termly themes will be shaped by the current cohort, class context and responsive to pupil interests. • Knowledge, skills and key vocabulary will be identified and form part of the medium term plans for each topic theme. • Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day. 	<ul style="list-style-type: none"> • Medium term planners have clearly identified subject specific and generic skills based vocabulary included. • School website is evidence of the range of enrichment and additional opportunities for all pupils. • Staff continue to modify and adapt themes based on cohort strengths and interests.
D	<p>Parents will engage with school initiatives, including learning at home, and will be making a positive contribution to their child's learning.</p>	<ul style="list-style-type: none"> • Learning Workshops will have highlighted how parents can support learning at home and attendance will be over 50% per year group. • Reading at home is celebrated with rewards and visibly promoted in classes. • Attendance at parents' evenings and other meetings (e.g. learning support) will be 100% 	<ul style="list-style-type: none"> • Learning workshops for phonics, reading and maths were well attended, however parents of PP children did not attend at least one of the workshops offered and a number did not attend any. • There has been an overall increase in the number of times children read at home since the introduction of the "Reading Fairy" spot checks and prizes. • All parents and carers of PP children did attend at least one of the parent interview evenings. Most attended both. In EYFS all PP attended Child of the Week meetings over the year.
E	<p>All disadvantaged pupils will meet national expectations for attendance and punctuality.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed 96% attendance and punctuality and end of year outcomes will be in line with non-disadvantaged pupils both locally and nationally. • Parents will be informed of their child's attendance levels termly. • Where pupils fall below expectations, attendance plans will be having a positive impact and showing an improvement towards targets over time. • Breakfast Club will be offered to priority pupils if attendance/punctuality is compromised by specific circumstances in order to reduce absence levels. 	<ul style="list-style-type: none"> • Overall attendance for PP pupils is at 95.9% which is the same as overall attendance for the school. This is in line with national figures (2018). • 71% of the PP pupils had individual attendance of 95% or above. • Five pupils had attendance between 90-95% and had letters alerting parents – analysis of attendance indicates that the drop in attendance is linked to genuine medical reasons for all pupils.



			<ul style="list-style-type: none">• Two pupils had attendance below 90% and further action is being taken including attendance plans and possible EWO referrals after monitoring next term.
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