



Pupil premium strategy statement 2018-19 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 2018/19 the funding allocation is £1320 pupil, £300 for Forces children and £2300 for Looked After Children. The level of Pupil Premium Funding in Nursery is £302 per pupil.

1. Summary information			
Academic Year 2018-19	Total Pupil Premium Budget (Reception to Y2)	£41,180	Including 2 Forces children and 1 looked after child.
	Early Years Pupil Premium Budget	£ 604	Funding used to resource toy library to support language skills at home
	Internal review of this strategy due	Sept 2019	

2. Attainment – End of Early Years Foundation Stage (2017-18)						
	Pupils eligible for PP (7 pupils)			Pupils not eligible for PP (26 pupils)		
% achieving Good Level of Development	43% (3 pupils)			80.8% (21 pupils)		
Attainment – End of Key Stage 1 (2017-18)						
	Pupils eligible for PP (7 pupils) – 1 pupil =14.3 %			Pupils not eligible for PP (42 pupils) – 1 pupil =2.4 %		
	National figures in brackets					
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS1	42.9% (3 pupils)	42.9% (3 pupils)	42.9% (3 pupils)	85.7% (36 pupils)	71.4% (30 pupils)	78.6% (33 pupils)
	NB 57% (4 pupils) of PP group also had identified additional SEND					
Attainment - Phonics Screening outcomes (2017-18)						
	Year 1					
	Pupils eligible for PP (12 pupils) – 1 pupil =8.3%			Pupils not eligible for PP (38 pupils) – 1 pupil = 2.6%		
% achieving expected standard	58.3% (7 pupils)			81.5% (31 pupils)		



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Analysis of both reading and writing outcomes for pupils in both EYFS and KS1 show that many enter school with language skills well below or below typical and that children’s vocabulary is limited. Children do not actively seek to broaden their vocabulary, and do not independently seek to clarify the meaning of unfamiliar words. Concept words, the vocabulary of emotional literacy and adventurous vocabulary is not well developed.
B	There are a number of children in who also have identified Special Educational Needs including ASD, speech, language and communication difficulties, general learning delay and specific learning difficulties. Analysis of outcomes shows that those pupils with additional SEND, whose attainment on entry is low do make progress but do not achieve the expected standard in reading and writing, and occasionally maths.
External barriers	
C	Family circumstances for some of our disadvantaged pupils include a number of single parents who experience financial hardship; families experiencing domestic abuse; adults who have poor mental health. This results in some of our disadvantaged pupils having reduced access to life experiences
D	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.
E	Attendance for many of our disadvantaged pupils is lower than the 95+% target set by the school. Punctuality is also an issue for some of our disadvantaged pupils.



4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
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".
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> <p>To respond rapidly with targeted teaching and carefully planned interventions for pupils at risk of underachieving.</p> <p>To ensure disadvantaged pupils, with additional SEND, are supported to make progress towards individual targets.</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. • 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.
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.



		<ul style="list-style-type: none"> Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day.
D	Parents will engage with school initiatives, 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 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%
E	All disadvantaged pupils will meet national expectations for attendance and punctuality.	<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.

Planned expenditure					
Academic year 2018-19					
i. 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) Improve attainment and progress in reading and writing across the school through quality first teaching and targeted quality support.	PP lead teacher/support staff utilised to support pupil premium pupils through targeted teaching to ensure the gap closes between PP pupils and their non-PP peers.	<p>Research Evidence/Rationale</p> <p>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"</p>	<ul style="list-style-type: none"> Discussions and analysis of performance with class teachers at pupil progress meetings. Staff CPD related to Word Aware Programme, Book Talk and "Write Stuff"/Talk for Writing Learning walks Pupil interviews Summative assessments in November, April and July – where pupils are in relation to end of year expectations. 	PP Lead SENDco/HT Teachers	<p>Termly</p> <p>Autumn and Spring terms</p> <p>Spring terms</p> <p>Termly</p>



<p>B) Pupils with additional SEMH/SEND needs make best progress in relation to their starting points and this is accelerated through use of targeted interventions</p>	<p>KS1 : Precision teaching for Phonics, Rapid Phonics, Action Words, Word Aware, Social Skills programme, Reading for Pleasure and high quality continuous provision.</p> <p>Pupils with SEND access interventions as above with support from external agencies as necessary</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. Use of 'Be the Jellyfish' scheme and Social Skills in Primary programme</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. Currently 80% of PP pupils in Y1 have additional SEND and 50% of PP pupils in Y2 have additional SEND. (This is well above the national figures). 	<ul style="list-style-type: none"> Pupils with SEND are discussed at pupil progress meetings and specific interventions are planned. Learning Support Plans identify specific targets and are shared with parents termly 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. Establishing positive relationships with parents/carers/families to ensure pupils' SEMH is addressed both in and out of school. 	<p>Teachers SENCo/HT</p>	<p>Termly</p>
Total Budgeted Cost					£27,800



Planned expenditure					
Academic year 2018-19					
ii. Targeted Support / Enrichment					
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
C) For pupils to access a range of social/cultural/sporting experiences, visits and activities	<p>PP Pupils will take part in a weekly enrichment group with a focus on application of basic skills in range of contexts.</p> <p>Curriculum enrichment will be planned as part of the overall entitlement for all pupils:</p> <ul style="list-style-type: none"> - Annual Arts Week - Visitors into school - School visits off site will have a balance of arts, sport, culutural experiences <p>PP pupils will be invited to sports clubs and events at no cost,</p>	<p>EEF <u>Enrichment – The Big Picture</u> <i>Enriching education has intrinsic benefits...all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</i></p> <p>In-School evidence/rationale Pupil interviews and parent discussions highlight that PP children, and many others in the school community have limited experience of participation in the arts, sporting events or culutural experiences.</p>	<ul style="list-style-type: none"> • Pupils will be identified at pupil progress meetings – weekly activities will be planned to ensure they address specific skill consolidation/experience in response to need • Enrichment will be planned as part of the curriculum and will, wherever possible, supplement the topic themes each term. • PE lead will monitor participation in sporting events/clubs. • All subject leaders will ensure medium term planning includes enrichment opportunities as part of the overall topic themes each term. 	<p>PP Lead UQT (VJ)</p> <p>Teachers Subject Leads PE Lead SMSC Lead</p>	<p>Weekly</p> <p>Termly</p>
D) Pupils’ learning is supported well at home by parents and carers.	Develop parent meetings for learning support to include specific commitment to clear targets.	<p>EEF evidence <u>Parental Engagement (+3 months)</u> Recognises that developing effective parental engagement to improve children’s attainment is challenging and needs careful monitoring and evaluation. Studies in USA suggest that</p>	<ul style="list-style-type: none"> • Parents of PP children with younger siblings will be encouraged to attend Stay Play and Learn sessions – early language and reading skills will be modelled • 	HT/SENDCo	Termly



	<p>Read and Share mornings each week in each class – modelled storytelling, drama etc shared with parents</p> <p>Hold Subject Workshops in the Autumn Term to outline approaches to teaching maths, phonics and reading, and language development in the Early Years.</p> <p>Stay, Play and Learn sessions to run for children (siblings) under 3 to encourage early engagement with school</p>	<p>increasing engagement had on average 2/3 months positive impact.</p> <p><u>In-School evidence/Rationale</u> Parents are in general supportive of school, but less supportive on an individual basis in relation to their own child’s learning.</p>		<p>Teachers</p> <p>EYFS Lead English Lead Maths Lead</p> <p>DHT</p>	<p>Weekly</p> <p>Autumn term</p> <p>Weekly</p>
<p>E) To improve the attendance of disadvantaged pupils so that it is in line with local and national figures of non-PP pupils</p>	<p>Review of “Every Day Counts” attendance guidance and policy.</p> <p>Regular letters to parents of PP pupils outlining termly attendance, punctuality and effects on learning</p> <p>Attendance Plan meetings with parents of pupils with less than 90% - targets set and reviewed.</p>	<p><u>Research/Evidence</u> <u>DfE report –link between absence and attainment in KS2 and KS4</u> (<i>In general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2</i>)</p> <p>Although no figures are available for KS1 we are mindful that good habits need to be established in the early years.</p> <p><u>In-School rationale/evidence</u> Key issue in Ofsted inspection July 2017 – <i>Leaders and those responsible for governance should ensure that staff</i></p>	<ul style="list-style-type: none"> Regular letters and information about attendance to be shared with parents. Website to reflect weekly attendance to ensure it remains a visible, key priority. PP governor and Attendance governor will visit school termly to monitor overall and PP attendance. Parent meetings and attendance plans will be documented and targets set and reviewed regularly. 	<p>HT</p> <p>PP Lead</p> <p>School Business Manager</p> <p>PP Governor Attendance Governor</p>	<p>Termly</p>



	<p>Attendance of PP pupils monitored termly and advice from external agencies sought as required. This may include School Health or Education Welfare Services.</p>	<p><i>consistently work with parents and other other agencies to improve the attendance of disadvantaged pupils.</i></p> <p>Monitoring of PP attendance shows that this is an on-going issue for the school with a small percentage of PP pupils whose attendance is below or well below the 96% expected target set by the school.</p>				
					Total Budgeted Cost	£15,780
					Overall Cost	£43,580



Impact Review of previous year spend – 2017-18				
		28 eligible pupils	Total PP income £36,960	
Year Group	Actions/Interventions	Cost	Rationale	Impact
EYFS Nursery	1.5 hours per week teaching assistant time for focused interventions around speech, language and communication	£1,234	EEF Toolkit Guidance Report <u>Making Best Use of Teaching Assistants</u> Additional Teaching Assistant hours in class enable teachers to work with pupil premium children and to plan for specific interventions/activities in response to assessments.	7 pupils in the Nursery who are eligible for EY pupil premium all made progress but are all currently judged to be below typical in the three Prime Areas. Three children have additional needs, including social care involvement.
EYFS Reception	10 hours per week teaching assistant time for focused interventions in literacy and numeracy and to enable Quality First teaching (wave 1) in Reception	£8,227	EEF Toolkit <u>Feedback</u> It is not expected that Teaching Assistants work exclusively with disadvantaged pupils, rather that they free the teacher up to focus on these pupils at specific times in the school day, as we recognise the value of quality feedback (including marking) in improving outcomes for pupils.	75% of pupil premium children (No SEND) achieved a Good Level of Development. 1 child has specific difficulties in Reading/Writing but was judged expected in all other strands. All pupils made progress individually against targets related to language development (Every Child A Talker)
Year 1	15 hours per week teaching assistant time for focused interventions in literacy and numeracy and to enable Quality First teaching (wave 1) in Year 1	£13,242	EEF Toolkit <u>Early Years Interventions</u> <u>Oral language Interventions</u> <u>Reading Comprehension Strategies</u> <u>Small Group Tuition</u>	100% of pupil premium children (No SEND) achieved expected + at the end of year 1 in reading and maths, and 83% in writing. All pupils made progress individually (as evidenced in speech and language reviews, intervention results etc.) Action Words intervention was successful with all children making significant gains in their reading. 58% of pupil premium children achieved the threshold mark for the phonics screening check. (five children did not achieve the threshold – four of these have SEND).
Year 2	15 hours HLTA time used for focused interventions in literacy and numeracy and delivery of speech and language therapy plans for pupils in Y1 and Y2. To enable Quality First Teaching (wave 1) in Year 2.	£13,242	We also recognise the importance of focused interventions which are time-limited and have a sharp focus (e.g. Rapid Phonics) and additional TA hours enable this work to take place.	100% of pupil premium children (No SEND) achieved expected + at the end of year 2, in reading, writing and Maths.



				All pupils made progress individually (as evidenced in speech and language reviews, intervention results etc) Action Words intervention was particularly successful with all children making significant gains in their reading.
All Year Groups	Parent interviews highlighted that a significant pressure came from funding school trips and activities	£455	EEF Toolkit – The Big Picture <u>Enrichment</u> To enable pupils to have access to off-site visits to enhance the curriculum school will offer subsidised visits on parental request.	All Pupil Premium children attended all school trips during the academic year As a result, children had full access to the enriched curriculum.
General Resource	Continue to develop reading resources so that pupils have access to quality books and texts	£600	EEF Guidance Report <u>Improving Literacy in KS1</u>	Early Years reading outcomes – 43% expected + End of KS1 reading outcomes – 33% expected + (NB – pupils with additional SEND did not meet the expected standard in reading, but evidence from interventions shows that all made progress in reading (reading ages improved over time and the gap between chronological age and reading age narrowed).
				Total Spend £37,000