

Pupil premium strategy statement: Academic Year 2019-20

1. Summary information									
School	Creswell C of E Infant and Nursery School								
Academic Year	2019/20	Total PP budget (financial year)		£110,880	Date of most recent PP Review			Sept 19	
Total number of pupils	213	Number of pupils eligible for PP		84	Date for next internal review of this strategy			July 2020	
2. Current attainment at end of KS1 (July 2019)									
% Achieving Expected +	All pupils – School (National Figures)			Pupils eligible for PP – School			Pupils not eligible for PP – School		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% Achieving Expected +	78 (75)	68 (69)	74 (76)	63	53	63	89	80	82
% Achieving Greater Depth	32 (25)	20 (15)	25 (22)	25	9	19	36	27	30
% Achieving Working Towards	22 (17)	31 (22)	26 (18)	38	47	38	11	21	18
3. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers									
A.	Poor oral language skills. Listening and Attention / Speaking & Listening skills at entry to F1 and at F2 baseline shows a significant gap between PP and non-PP children.								
B.	The children in receipt of PP reach the expected level in the phonic screening tests at the end of year one								
C.	Poor gross and fine motor skills impact on handwriting skills.								
External barriers									
D.	Poor attendance. Persistent absence and lateness has a negative impact on the child's learning.								
E.	Some children who are eligible for PP do not have support from home that encourages consistent progress and attainment.								
4. Desired outcomes (Desired outcomes and how they will be measured)						Success criteria			

A.	Improve oral skills for pupils eligible for PP across school and especially in EYFS. ECAT (Every Child A Talker) and Intervention baseline to show good/outstanding progress.	Pupils eligible for PP across school make rapid and sustained progress, diminishing the difference between PP and non PP pupils.
B.	The children in receipt of PP reach the expected level in the phonic screening tests at the end of year one.	Pupils eligible for PP reach the expected level in the phonic screening tests at the end of year one. Where this hasn't been achieved then a pass is achieved at the end of year two.
C.	Physical Intervention programmes impact positively on writing skills. ECAM (EVERY Child A Mover). Penpals Handwriting programme,	Handwriting improves rapidly.
D.	Attendance for disadvantaged pupils improves. Regular monitoring and intervention from Head of School care.	Attendance of all pupils 95% or above. Attendance of PP pupils improves. Reduce the impact of poor attendance on learning. Persistent absence reduced.
E.	A greater percentage of PP parents to attend curriculum and assessment information evenings and parent consultations.	Head of School Care involvement and support where necessary. Records kept of attendance at parent's evenings and curriculum events. Parent's views collected and acted upon to improve attendance at events. Communication with all parents improves.

5. Planned expenditure			
Academic year	2019-20		
Reception – 24 PP children Year 1 - 28 PP children Year 2 – 32 PP children			
Action	Intended Impact	Evidence	Resourcing/Cost for the year

Deliver ECaT (Every Child a Talker) programme to Pupil Premium pupils in F2.	Increased support for pupils entering Reception with poor speech and communication skills. Early intervention to prevent issues on entry to Key Stage 1.	School assessment and tracking /baseline. Half termly pupil progress meetings.	£2663
Literacy Project (Authority run project to improve Good Level of Development GLD at the end of FS2)	Improve the number of children at Expected Level or higher in Literacy. Increase the number of PP children attaining GLD at the end of FS2.	Literacy Project findings and reports. Foundation Stage Profile Scores.	£1040 £1331 £22552 £10353
Increase the number of Year one PP children attaining the phonics screening threshold by timely interventions with a Teaching Assistant.	Higher percentage of PP children attain the threshold in the phonics screening test.	Planned termly assessments using past papers for individual PP children in relation to the phonics screening test. Results from phonic screening test 2020	£6658 £1560
Provide quality experiences for PP children to support high quality teaching and learning. (Visits, visitors, after school provision, forest school)	Children are engaged with learning and progress is evident as a result.	Lesson observations and book scrutiny. Child interviews.	Educational visits and visitors £5000 Forest School Leader £2850 TA support £5326 Resources £250
Positive Play	Emotional and social development. Developing self-esteem.	Completed Boxall profiles as an initial and exit assessment. Transition back into class.	Staffing and resources. £1665 £1000

	Development of language as a form of communication.		£200 £1051 £449
To train and deliver ECaM (Every Child a Mover. Gross Motor Intervention group.	Gross Motor skills developed through planned programme of motor co-ordination activities.	Training completed December 2019. Training shared with all staff	Staffing intervention £175 Resources £25
Dedicated SENCO time to track provision for Pupil Premium pupils.	Tracking the impact of interventions. Organising groups. Raising the profile and ensuring quality teaching for Pupil Premium and Disadvantaged pupils.	Tracking for all intervention groups closely monitored to ensure only the most effective continue.	Cost as a percentage of SENCO time working on Pupil Premium tracking /interventions. £2717 £2890
Head of Care	Practical help and support to enable families to overcome wide-ranging challenges and difficult situations. Reducing problems and risk in families. Support parenting skills through 'Incredible Years' Programme and other parenting courses. Provide emotional and social support within and beyond the classroom setting.	Multi- agency work and record keeping. Case studies. Parent courses and feedback.	Work with PP families and children £26840 Resources £ 500 £480 £500 £200 Head of Care support £5000

Literacy Leaders focus on phonics.	To ensure outcomes for disadvantaged pupils meet National levels.	Literacy (phonics) tracked through past Phonic Screening test scores. Tests throughout the year. Assessments to inform teaching. RAISEonline national data.	£1560
ICT and Literacy Resources	Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas.	Lesson observations	£ 4103 £100 £600 £120 £724 £120
Total budgeted cost			£110,880
Total spend			£110,602

6. Review of pupil Premium Provision for 2018-19				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Children in receipt of PP reach the national expected level in core subjects at the end of key stage one.	Provide quality experiences for PP children to support high quality teaching and learning.	Progress in books is evident.	Focus to continue on quality experiences for all children. Continued focus on quality first teaching.	£5000
		School percentage of pupil premium children achieving Expected + is above PP national (2017) with the gap between PP and non PP less than the gap nationally.		£2776.85
			Introductions to topics create an excitement and engagement in learning.	£6000
	Provide a broad and balanced curriculum.	Percentage of PP achieving age related or above has increased significantly across all subjects from FS2 to Y2.		£400
				£557.36

The quality of teaching for PP children is at least good across key stage one.	Quality first teaching.	Prompt identification of gaps and auctioning support accelerated progress for some children.	Provision Maps give staff a good overview of each pupil and identifies the rate of progress. These will continue but must be reviewed regularly to ensure impact.	£1388.43
	Effective marking and feedback impacting on progress.	Progress meetings and book scrutiny identified gaps.		£14710.55
	Appropriate challenge.	Provision maps updated to monitor barriers to learning and accelerate progress.		£22793.50
	Curriculum leaders monitoring and CPD.	Maths mastery has begun to impact but is too early to see full effect.		£6226.72
	Maths Mastery.			£6600.50
	Improve emotional wellbeing through Nurture			
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve oral skills for children eligible for PP across school and especially in EYFS.	ECaT (Every Child a Talker) Interventions for PP/SEND children	Early identification of poor speech and communication skills. Progress measures for individual children show progress in Language skills and comprehension.	Further training to ensure impact on GLD at the end of FS2.	£9632.25
				£2776.85
				£2000
				£2663.55
				£2000

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance for children eligible for PP improves. Regular monitoring and intervention from Head of School Care. Reduce the impact of poor attendance on learning.	Monitoring of attendance and Parent meetings to address persistent lateness/absence. Parental support. Breakfast Club for PP children to improve punctuality and attendance. Incredible Years	Year 2 children 94.77% Year 1 children 93.68% F2 children 92.02% Positive impact on some individuals.	Attendance continues to be an area for improvement. Persistent absence is a cause for concern for some children and continues to be a barrier to learning.	£1500
				6226.72
				£4000
				£6000

Parents/Carers of children eligible for PP are supported to become involved with their child's learning and school activities.	<p>Parents workshops.</p> <p>Home learning to include spelling shed, TT rockstars, home learning projects and reading.</p> <p>Head of care support for families.</p>	Parent workshops attended well. By delivering workshops that involved the children and their learning support increased.	<p>Parents are more willing to attend school meetings/workshops when their children are also involved.</p> <p>This will continue.</p>	6226.72
			Total Spend	£109,220

Provide quality experiences for PP children to support high quality teaching and learning.

Provide a broad and balanced curriculum.