Children premium strategy statement: Academic Year 2018 - 19

1. Summary information					
School	Creswell C of E Infant and Nursery School				
Academic Year	2018/19	**Total PP budget (financial year)**	£109,220	**Date of most recent PP Review (External)**	Feb 2017
Total number of childrens	212	**Number of childrens eligible for PP**	81 (38%)	**Date for next internal review of this strategy** (Governor Review termly)	May 2019

2. Current attainment at end of KS1 (July 2018) Take from unvalidated school data submitted to LA									
% Achieving Expected +	*All children – School (National Figures - 2017)*			*Children eligible for PP – School (National Figures)*			*Children not eligible for PP – School (National Figures)*		
	Reading	**Writing**	**Maths**	**Reading**	**Writing**	**Maths**	**Reading**	**Writing**	**Maths**
% Achieving Expected +	**73 (76)**	**67 (68)**	**73 (75)**	**70 (61)**	**57 (52)**	**65 (60)**	**76 (79)**	**73 (72)**	**78 (79)**
% Achieving Greater Depth	**25 (25)**	**15 (16)**	**20 (21)**	**9 (28)**	**4 (18)**	**13 (23)**	**35 (28)**	**22 (18)**	**24 (23)**
% Achieving Working Towards									

3. Barriers to future attainment (for childrens eligible for PP)	
In-school barriers	
A.	The achievement of children in receipt of PP in all Key Stage 1, in all subjects, requires improvement.
B.	The quality of teaching for children in receipt of PP requires improvement.
C.	Poor oral language skills on entry to F1. Listening and attention /Speaking & Listening skills at F2 baseline.
External barriers	
D.	Poor attendance. Persistent absence and lateness has a negative impact on the child's learning.
E.	Parental support for the children in receipt of PP. This includes ensuring that children engage with learning beyond the classroom.

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Children in receipt of PP reach the national expected level in core subjects at the end of key stage one.	PP data analysis shows attainment meets National.
B.	The quality of teaching for PP children is at least good across Key stage one.	Children eligible for PP across school make rapid and sustained progress, diminishing the difference between PP and non PP children.
C.	Improve oral skills for children eligible for PP across school and especially in EYFS.	Intervention baseline to show good/outstanding progress.
D.	Attendance for children eligible for PP improves. Regular monitoring and intervention from Head of School care and EWO. Reduce the impact of poor attendance on learning.	Attendance of all children 95.3% (2016/17 National) Attendance of PP children improves to 95% Persistent absence reduced.
E.	Parents / Carers of children eligible for PP are supported to become involved with their child's learning and school activities.	All PP children engage with school set home learning beyond the classroom.

5. Planned expenditure			
Academic year	**2018 - 19**		
Reception – 25 PP children **Year 1 - 31 PP children** **Year 2 – 25 PP children**			
Action	**Intended Impact**	**Evidence**	**Resourcing/Cost for the year**
SEND Co-ordinator, Educational Psychologist & SSSEN to support the development and monitoring of effective interventions for those with greatest needs.	The most vulnerable children make at least good progress.	IEP reviews Nurture planning and reviews.	SSSEN Support & Behaviour Services Support £2000.00 5% of SEND Co-ordinator time £2663.55 (55% of SEND are also PP)

Deliver effective interventions for PP / SEND children	The most vulnerable children make at least good progress.	IEP reviews Nurture planning and reviews.	TA support £9632.25
Develop the use of the reporting element of EAZMAG assessment tool for effective analysis of attainment and progress data.	Prompt identification of gaps so that action can be taken to support accelerated progress. Data used to inform planning and future interventions.	Termly data analysis Termly Children Progress Meetings	EAZMAG Assessment Tool £945 – Development and Training 2.5% of DHT Time £1388.43 DHT/HT time and cover for Teachers (8) for Pupil Progress Meetings. £2882.00 (@2.5% DHT/HT)
Monitor the impact of class action plans and individual / group interventions.	Only effective action plans and interventions will take place which enable PP children to make accelerated progress.	Termly Children Progress Meetings Intervention Review forms	Time working on Pupil Premium tracking / reporting / intervention reviews £2776.85 (@5% DHT)
Identify barriers to learning for all PP children and plan appropriate, effective interventions.	Effective, appropriate interventions are planned, delivered and monitored to remove barriers to learning and enable PP children to make accelerated progress.	Provision map updated termly. Intervention Review forms Boxall profiles and action plans PP Children individual action plans	Time working on Children Premium provision map and intervention planning £1388.43 (@ 2.5% DHT)
Provide Breakfast club for PP children	Attendance will improve and there will be a positive impact on wellbeing	Attendance at breakfast club Parent feedback	Magic Breakfast £1500
Develop programme of training for	Quality of teaching improves	SLT observations and drop-ins	Visions & Values INSET-

Quality First Teaching: • Visions & Values INSET • Individual coaching and mentoring. • Lesson Study approach • Visits to other settings to observe good/outstanding practise • Curriculum Strand Leader courses / meetings – English & Maths • Maths Mastery – SLT & Curriculum Strand Lead • Reasoning INSET • Phonics • Effective Marking and Feedback • Effective Intervention / Teaching without a TA	All children are provided with the appropriate level of challenge. Effective marking and feedback impacts on progress Raised attainment for PP children.	Book scrutiny Authority advisor Governor feedback Child interviews	£320 Reasoning INSET - £200 DHT Coaching and Mentoring – @ 10% £5553.70 Subject Leader courses (LA) £960.00 Cover for Subject Leaders for courses: English – 1 Day - £200 Maths – 1 Day - £200 Cover for Teachers for Lesson study approach (8x2 days) - £1600 Cover for Teachers and TAs for visits to other schools (8 T & 11 TAs) - £2500 Maths Mastery funded but cost of DHT & Curriculum Strand Lead follow ups in school - £400 (2x2 days at £100 per day) DHT Training sessions - £2776.85 DHT @ 5% (Phonics, Marking & Feedback & Intervention/Teaching without a TA)
Deliver ECaT (Every Child a Talker) and or Talkboost or alternative programme to Pupil Premium children in FS2.	Early intervention for children entering FS2 with poor speech and communication skills to prevent issues on entry to Key Stage 1.	EAZMAG Speech and Language assessment. Termly children progress meetings.	Speech and language programmes Staff and resources £2000

To identify and monitor PP children with poor attendance and punctuality and provide programme of parent support to improve.	Improved levels of attendance and punctuality for PP children. Increased support and practical help to enable families to overcome wide-ranging challenges and difficult situations.	Termly review of attendance and punctuality. EWO Reports Multi- agency records Parent interviews.	Head of School Care to Work with PP families and children (16%) £6226.72 Resources & Training (eg Incredible Years programme £4000 MAT team / EWO £6000
Improve emotional wellbeing of PP children through nurture groups.	Emotional and social support provided for PP children within and beyond the classroom setting. Children provided with the basic skills and resources to access learning and make rapid progress.	Case studies. Boxall profiles as an initial and exit assessment. Transition back into class.	Head of School Care to work with PP families and children (16%) £6226.72 Resources & Training £3529 Staffing and resources (2x f/t HLTA) £19264.50
Improve parental involvement in children's learning and school activities to support PP children.	Parents will have the knowledge needed to support their children to access learning at home. Children in receipt of PP will make rapid progress.	Parent workshops are well attended by PP children's parents Feedback from parent workshops. Records of home learning – reading records, spelling shed, TT rockstars, home learning projects	Cover for DHT to plan and deliver parent workshops £200 Head of Care to work with PP families and children £6226.72 Subscriptions for spelling shed & TT rockstars £250 Resources for home learning

			projects £100
Provide quality experiences for PP children to support high quality teaching and learning. (Visits, visitors, after school provision, forest school, enterprise, STEM, music lessons)	Children are engaged with learning and progress is evident as a result.	Lesson observations and book scrutiny. Child interviews	Educational visits and visitors £5,000
Develop a broad and balanced curriculum incorporating Computing, DT, Art & Design, Geography & History in addition to Maths and English.	Children have access to high quality resources, equipment and learning opportunities to ensure relevant and effective accessibility to the curriculum in all areas.	Lesson observations Book scrutiny Child interviews	Curriculum Strand development - £2776.85 @5% DHT ICT resources and software - £5000 DT / Art & Design Resources - £1000
Share key information early at transition points. Transition plan developed and implemented	Transition between year groups is effective for PP children ensuring that individual's gaps / barriers are shared so that continued progress is secured	Transition Meeting notes	Cover for DHT / Head of School Care / SEND Co-ordinator time to develop and implement transition plan £400
Share best practise working with local cluster. To research best practise	Latest research utilised to ensure effective use of children premium to improve outcomes for children premium children.	PP Cluster meeting notes	Leading Pupil Premium Cluster Meetings. £557.36 @1% DHT
		Total budgeted cost	**£109,220.00**
		Total spend	£108,644.93

6. Review of children Premium Provision for 2017-18				
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 childrens not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Childrens in receipt of PP reach the national expected level in core subjects at the end of key stage one.	PP data analysis and targeted intervention groups	Expected + (2017) PP Non PP National National PP Non PP **Read 70%** 76% 61% 78% **Write 57%** 73% 52% 71% **Maths 65%** 78% 60% 78%	This approach for teaching phonics has improved outcomes for all children including those eligible for PP. We will continue to teach phonics using Letters and sounds and to assess half termly using phonics screening checks. Results will be RAG rated to inform future planning. Additional letters and sounds phonics training	£10,297
Childrens eligible for PP across school make rapid and sustained progress, diminishing the difference between PP and non PP childrens.	Focus on Quality First teaching for all children. Children progress analysis and meetings – termly Interventions arranged for targeted children	**Teaching** 80% of all teaching was graded as good TAs deployed effectively by class teachers to add value to and complement what teachers do. High quality small group and one-one evidence based interventions planned jointly between teachers and TAs. Children Progress meetings held termly with focus on children eligible for PP. **Progress** % of Expected + (KS1 compared to FS2) Maths +39% Read +22%	Focus to continue on quality first teaching for all children. Training to be provided on differentiation to support teachers to provide challenge for all children when working in class without a TA. Continued focus on data analysis to inform planning / interventions. Children Progress meetings to continue to enable early intervention for children at risk of not making progress	£19,314

ii. **Targeted support**				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on childrens not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Improve oral skills for childrens eligible for PP across school and especially in EYFS.	ECAT and Intervention baseline to show good/outstandin	Assessment of children taking part in this intervention showed good progress.	Current staffing level does not allow for small group interventions so focus to be on quality first teaching in class.	£2000
iii. Other approaches				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on childrens not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Attendance for childrens eligible for PP improves. Regular monitoring and intervention from Head of School care and EWO. Reduce the impact of poor attendance on learning.	Attendance of all childrens 95.3% (2017 National) Attendance of PP childrens improves. Persistent absence reduced.	Attendance for childrens eligible for PP improved from 91.18 in 2016/17 to 92.16 in 2017/18. This remains below pupil premium national attendance for 2017/18 which was 93.8% . The number of children with persistent absence (<90% attendance) has reduced from 45 in 2016/17 to 38 (17.9%) in 2017/18. This is slightly better than pupil premium national figures of 19.7% for 2017/18	Attendance will continue to be monitored and action taken by Head of School Care along with LA Educational Welfare Officer. Parent meetings will continue to take place. Staff training will be delivered to ensure early intervention for absence. Focus on any child with <95% attendance. Case studies will be available for all persistent absence children. Assembly will be moved to the morning so that any late arrivals do not miss lesson time.	£31,325

Parents / Carers of childrens eligible for PP are supported to become involved with their child's learning and school activities.	All PP childrens read at least 3 times a week outside school.	Reading challenge implemented with certificates to recognise regular reading. Reading records were reviewed weekly to monitor progress of PP childrens towards target of reading 3 times a week.	The reading challenge has not had the impact that we had hoped for. A staff meeting has been held to gather ideas for encouraging reading at home. An action research approach will be taken with teachers trialling different ideas, monitoring and feeding back so that best practise can be shared.	£8073
To improve emotional wellbeing of PP children.	Emotional and social support provided for PP children within and beyond the classroom setting.	ELSA sessions held daily with Head of school care to prepare those children with difficult home lives for the school day. The sessions have been very successful in preparing the children for their transition into the classroom and improving their learning behaviour. Nurture interventions have been run to support specific needs.	ELSA sessions will continue to be run on a daily basis to support children's emotional wellbeing. In addition to this a nurture group will be set up to support those with a high level of social and emotional wellbeing needs.	£20,873
To provide children with quality experiences to enhance their learning and develop skills (E.g	Equipment to deliver effective Computing curriculum. Enrichment activities	Additional laptops purchased to enable ICT to be incorporated into whole class teaching. Visits used as stimulus for learning to engage children progress is evident as a result.	Providing children eligible for PP with a range of in and out of school learning experiences continues to be important and will be continued next year.	£11,078
			Total Spend	**£102,960**