

Pupil premium strategy statement: Academic Year 2019-2020

1. Summary information									
School	Clowne Infant and Nursery School								
Academic Year	2019/20	Total PP budget		£75040	Date of most recent PP Review			Sept 19	
Total number of pupils	262	Number of pupils eligible for PP		62	Date for next internal review of this strategy			July 20	
2. Current attainment (July 19)									
% Achieving Expected +	All pupils-School (National Figures)			Pupils eligible for PP (National Figures)			Pupils not eligible for PP (National Figures)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% Achieving Expected +	82	72	86	60	47	65	87	77	91
% Achieving Greater Depth	17	8	16	0	0	0	20	10	20
Achieving working Towards %	18	28	14	40	53	35	13	23	9
3. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers (issues to be addressed in school, such as poor oral language skills)									
A.	Poor oral language skills. Listening and attention / speaking and listening skills.								
B.	Poor gross and fine motor skills impacting on handwriting skills.								
C.	Poor motivation.								
D.	Communication of confidential information relating to vulnerable children and safeguarding.								
External barriers (issues which also require action outside school, such as low attendance rates)									
E.	Poor attendance rates. Persistent absence and lateness of children with PP having an impact on child’s learning.								

F.	Some children who are eligible for PP do not have support from home that encourages consistent progress and attainment.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in oral skills for pupils eligible for Pupil Premium across school and especially in EYFS. ECAT, Narrative Therapy, Speech therapy programmes and small group phonics group Intervention baselines to show good/outstanding progress.	• Ongoing intervention assessments show pupils are making at least expected progress
B.	Physical intervention programmes impact positively on writing skills in particular presentation.	• Children who receive physical intervention programmes make good or better progress in the presentation of writing.
C.	Pupils demonstrate a greater level of motivation to learn during focused and independent activities.	• A higher percentage of completed work activities are documented. • A greater level of contribution made by PP children during class discussions and carpet activities.
D.	Improved system of chronological record keeping for all vulnerable children and families in school. Secure and appropriate access to the record keeping system to allow all relevant staff to read and contribute to the records.	• Staff trained in use of the CPOMS system. • Staff kept up to date with relevant safeguarding information. • Records completed in a timely manner by all responsible with

E.	Improvement in the attendance of Pupil Premium children. Regular monitoring and intervention by the Headteacher and Family support worker in line with the school attendance policy.	• Attendance for PP children in school improves.
F.	For a greater percentage of PP parents to attend curriculum and assessment information evenings and parent consultations.	• Family support worker involvement and support where necessary. • Records kept of attendance at parent's evenings and curriculum events. • Email presentations to parents from the evenings.

5. Planned expenditure	
Academic year	2019/20 (as at September 2019) Reception – 19 children Year 1 – 28 children Year 2 – 15 children
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase TA support to provide interventions for PP children	- Increased support for pupils at risk of falling behind - Increased readiness to learn - Support targeted to meet individual social, emotional, wellbeing and academic needs - Increased confidence and ability to access learning - Positive and productive attitudes to learning demonstrated in pupil's engagement and progress	- Data tracking and pupil progress reviews - Individual record analysis - Work scrutiny - Improved attitude to learning	3 x 3 hrs PP classroom support per week (Year 2) £12,440 2 x 18 hrs PP intervention per week TA £24,880 (£12,440 each TA)(Year 1/Year 2) Class TA's 30 mins per day in 9 classes £14,163.75
To increase the number of Y1 PP children attaining the phonics screening threshold by timely interventions with a Teaching Assistant.	That a higher percentage of PP children attain the threshold in the phonics screening test.	- Ongoing assessment of individual PP children in relation to the phonics screening test - Results from the phonics screening test	Within the TA costings above
To raise attainment in writing by creating writing intervention groups for PP children.	PP children to work in small groups on focussed activities to ensure any gaps in understanding are addressed and expected standard in writing is achieved.	Work scrutinies, lesson observations, data analysis.	Included in TA costing
Budgeted cost			£51,483.75
ii. Targeted support			
Action	Intended Impact	Evidence	Resourcing/cost for the year
To increase the attendance rates of PP children in line with non PP children.	By following school's Attendance Policy, ensure that the attendance of PP children rises to be	Monitoring attendance and lateness on a termly basis	HT 30 mins per week £1333.12

Involvement of EWO and regular monitoring by the Headteacher and Family Support Worker. Low attendance will result in further steps being taken in line with the schools attendance policy.	more in line with non PP children. (PP=82.4% in 2018/19) (PP= 88.68% in 17/18) - By attaining higher attendance, PP children will have access to all lessons which in turn will have impact on individual progress. - Engagement with parents is key to improving attendance, ensuring that late arrival is also addressed.	- Records of meetings with parents of PP children who regularly don't attend school - Letters to parents regarding lateness and low attendance - Attendance certificates	
To improve speaking and listening skills in Foundation Stage using ECAT (Every Child a Talker)	- Early intervention to prevent issues on entry to KS1 - Increased support for pupils entering Nursery or Reception with poor speech and communication skills	- Observations - Tracking - Pupil Progress Meetings.	TA 2.5 hrs per week £1510.25
To improve the gross and fine motor skills of PP children in the Foundation Stage using ECAM (Every Child a Mover) To improve achievement in prime areas for Pupil Premium children.	- Children develop core stability and strength - Fine and gross motor skills are developed - Handwriting and presentation skills are improved - Communication and language, PSED and physical development skills are improved.	- Observations - Tracking - Pupil Progress Meetings. - Scrutiny of work	TA 15hours per week (AM) £20,733 TA 9 hours per week (PM) £12,438
Positive Play	- Developing confidence - Building self-esteem - Improved socialisation skills which will improve the rate of progress for individuals in the classroom	- Initial Boxall profile carried out and then reviewed at the end of the intervention - Observations - Work scrutinies - Assessment data - Pupil progress meetings	TA 4.hrs per week £2416.40 Positive play resources Sensory room £1575
MDMS targeted reading	- For PP children to be heard read individually and regularly (3 times a week) - For the extra 'reading' practise to have maximum impact on progress. - Improved outcomes in reading for PP children through consolidation and practise of reading skills through reading aloud to an adult	- Record of reading - Tracking of reading - Assessment	12 x MDMS for 15 minutes each per day individual reading: £6,138.17

	Higher percentage of PP children to achieve age expected in reading		
To identify PP children who need the 'TalkBoost' intervention to raise standards in speaking and listening	- To engage parents/carers in supporting language activities - To improve PP children's skills in vocabulary, narrative, sentence building and conversation - For the 12 weeks of TalkBoost intervention to then have impact on other areas of the curriculum.	- TalkBoost baseline/exit assessment - Assessment data	Within the TA costings above
To provide additional provision for more able pupils -	To ensure the more able PP children achieve their full potential and achieve at least a good level of progress, exceeding their end of year expectations.	- Assessment data - Monitoring progress	Within the TA costings above
Subsidising funding for curriculum enrichment activities	That PP children access all curricular and some non-curricular activities to promote attainment and well being	- Assessment - Tracking	£500 subsidy
To provide learning resources for PP children to enhance learning at home.	To improve the attainment and accelerate the progress of PP children.	Learning resources used effectively at home to reinforce learning at school and accelerate progress made.	£150
Budgeted cost			£46838.94,

iii. Other approaches

Action	Intended Impact	Evidence	Resourcing/cost for the year
SENCO and Pupil Premium Coordinator /SLT management time to analyse interventions and data.	- Early identification of interventions needed - Data analysis to quickly identify the impact of the interventions - Management of staff carrying out interventions	- Termly reviews of intervention impact - Tracking (EAMAG) specific to PP children - Pupil progress meetings	SENCO 0.5 hours per week: £758.46 PP Coordinator: 1hr £1,861.08 plus Administrational Support: 1hr per week £1719.78

Teaching staff to analyse class and Pupil Premium data and to discuss at pupil progress meetings.	Staff to have a greater awareness of the attainment of pupil Premium children in relation to non-pupil premium children.	Data analysis produced for each class, three times yearly discussed at Pupil Progress meetings with the HT and DHT.	£648.49 HLTA (6 days per annum) £600.08 TA cover (6 days per annum).
Curriculum enhancement sessions for parents (with a particular focus on parents of PP children).	For parents to be more aware of the curriculum requirements and expectations of children in school.	Attendance and take up rates	No cost
Budgeted cost			£5587.83
Total budgeted cost			£103,910.52