

Speedwell Infant School Pupil premium strategy statement 2019/2020

1. Summary information					
Academic Year	2019/20	Total PP budget	£83,760	Date of most recent PP Review	Sept 2019
Total number of pupils	110	Number of pupils eligible for PP	55	Date for next internal review of this strategy	January 2020

2. Current attainment						
	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
% children achieving expected or above in reading, writing and maths at the end of KS1 (2019)	64%	64%	68%	93%	86%	86%
% children on track to achieve expected or above in reading, writing and maths at the end of KS1 (2020) (based on end of Y1 teacher assessment)	71%	75%	83%	88%	88%	88%
% children passing the Y1 phonics screen check in Y1	70%			88%		
% children achieving a GLD at the end of Reception (2017)	55%			70%		

Due to the low on entry stage of development of pupil premium children in school, priority is given to ensuring pupil premium children achieve at least expected in the Prime Areas of Learning at the end of Reception. 90% of both disadvantaged and non-disadvantaged children achieved at least expected in C&LD. In each of PD and PSED 90% disadvantaged children achieved at least expected, compared to 95% non-disadvantaged children. The 5 percentage point difference relates to one child difference, therefore the gap between disadvantaged and non-disadvantaged in the Prime Areas of learning is not significant at the end of Reception.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Many pupil premium children enter school in Nursery or Reception with poor communication and language skills, poor personal and social skills and poor characteristics for learning, all of which impacts on their ability to access age appropriate learning effectively.
B.	Many pupil premium children have limited life experiences which impacts on their ability to engage in a broad curriculum without the addition of wider first hand experiences.
C.	Some pupil premium children have social and emotional needs which cause barriers to learning and need to be addressed first to enable successful access to learning.

External barriers

D.	A number of pupil premium children are not supported to read regularly at home and have poor attendance, both of which impact on their progress over time.
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4. Desired outcomes

Success criteria

A.	Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)	The gap between outcomes for pupil premium children and other children in the prime areas of learning by the end of the Foundation Stage will be diminished. The gap between expected outcomes for pupil premium children and other children in Reading, Writing and Mathematics at the end of KS1 will be diminished.
B.	Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	Pupil premium children will have accessed a range of experiences to broaden their life experiences. These experiences will have contributed to the narrowing of the attainment gap between PP and non-PP children in all year groups throughout the year.
C.	Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.	Pupil premium children with social and emotional needs demonstrate improved engagement in learning, thus enabling them to make at least expected progress over time.

D.	Improved attendance for pupil premium children who have attendance below the minimum 96% target	All pupil premium children have attendance above 90%, with the vast majority achieving attendance of at least 96% (in line with school improvement priority target for all children)
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5. Review of expenditure				
Previous academic year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria	Lessons learned (and whether you will continue with this approach)	Cost
Quality CPD for Teachers and Teaching Assistants to ensure quality first teaching for all children to maximise progress from starting points. In 2018/19 this will include vocabulary development and grammar skills, phonics and reading comprehension development and an introduction to Maths Mastery.	Diminish the attainment gap between disadvantaged children and all children at both key stages.	<p>The gap between PP and non-PP children in the Prime Areas of Learning at the end of Reception was closed, with PP children achieving in line with non-PP children in these areas of learning.</p> <p>There were significantly more identified SEN children in the Y1 PP group than the non-PP group. Excluding the SEN children, 83% PP children passed the phonics screen check compared to 88% non-PP children. This indicates a continued narrowing of the gap for PP children in the phonics screen check compared to 2018, when the gap was 7 percentage points.</p> <p>Unfortunately the gap was not diminished for PP children at the end of KS1. Whilst PP children achieved similarly to 2018, with an improvement in Maths, non-PP children improved.</p> <p>This has been reflected in changes to the approach to support for PP children in 2019/20 through targeted support.</p>	Quality first teaching will continue to be prioritised to ensure all teaching is high quality due to the large numbers of PP children in school. The focussed maths developments had a positive impact on progress for PP children in all year groups, with maths outcomes at the end of KS1 improving from 60% to 68% for PP children. The priority given to the Prime Areas of Learning had a positive impact on outcomes in these areas of learning for PP children, which will ensure they have strong foundations to continue to make accelerated progress in KS1. The significant improvements in phonics outcomes achieved in 2018, which slipped back slightly in 2019 will continue to be prioritised.	£24,000

<p>Half termly trips/experiences linked to the curriculum focus to support learning and development.</p> <p>Opportunities to visit other local schools to experience engagement in activities with children from within the cluster.</p>	<p>Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.</p>	<p>All PP children accessed a range of trips and in school experiences over the year, including:</p> <ul style="list-style-type: none"> • Trips to Hardwick Hall, National Space Centre, The Butterfly House, Yorkshire Wildlife Park, Cannon Hall Farm and the pantomime. • Open Centre Diwali workshop, mindfulness workshop • Fire service, guide dogs for the blind, road safety, visits to school • Cluster of school events focusing on digital safety, musical theatre, cooking, building dens outdoors using wattle and daub and being part of a community choir 	<p>The quality of children's talk and writing following experiences increased. Children were able to use vocabulary with understanding because they had experienced it. Experiences also informed learning across the wider curriculum including art and DT projects and science work.</p> <p>These experiences fostered greater engagement in learning for children, and thus supported progress. They will continue in 2019/20</p>	
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria</p>	<p>Lessons learned (and whether you will continue with this</p>	<p>Cost</p>

<p>Employ an additional 0.6 FTE teacher to deliver targeted interventions to groups of pupil premium children. Key interventions:</p> <ul style="list-style-type: none"> • Talking Tables and Talk Boost interventions to support C&L and PSED for Reception children • Additional phonics sessions for Y1 children • Additional literacy and maths sessions for KS1 children with a focus on developing metacognition and self-regulation 	<p>Diminish the attainment gap between disadvantaged children and all children at both key stages.</p>	<p>Reception children interventions and a significant positive impact on children's progress in C&L and PSED, with PP children achieving expected plus outcomes at the end of Reception in line with non-PP children outcomes in these areas, and above 2018 national outcomes in these areas. Only PP children with identified SEND did not achieve expected plus in these areas of learning at the end of Reception.</p> <p>Y1 phonics interventions supported the identification of SEND for a high % PP children, who despite additional support struggled to make progress. This resulted in IEPs being put in place to ensure these children receive the support they need. For the PP children without identified SEND, good progress was made and the phonics check gap was narrowed as detailed above.</p> <p>The KS1 interventions did not have the intended impact. A review at Christmas identified that to embed metacognition and self-regulation, this needed to be developed across all lessons not just through interventions to have the intended impact. Therefore, the focus of the interventions was amended to develop maths skills in line with the whole school development of a mastery approach to maths. This supported an improvement in the KS1 maths outcomes from 60% in 2018 to 68% in 2019 for PP children.</p>	<p>The targeted Reception interventions for C&L and PSED will continue in 2019/20 and be enhanced further to ensure continued strong outcomes for PP children in the Prime Areas of Learning. Further staff CPD for quality first teaching of phonics will be provided in 2019 alongside increased expectations around progress through an updated progression document, use of TAs in the afternoons for phonics keep up sessions and the introduction of a peer to peer support model which could include phonics support. The aim is to embed phonics progress within class teacher responsibilities without additional stand alone interventions.</p> <p>Due to the high number of PP children in school and the limited impact of additional targeted interventions as a result of such high numbers, a different approach will be taken for KS1 children to support PP progress in literacy and maths. Additional teaching time will be used to provide smaller single year group teaching groups in the mornings alongside quality first teaching approaches to ensure PP children receive additional support throughout the week through smaller more focussed teaching groups.</p>	<p>£53,200</p>
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<p>Employ a Teaching Assistant to provide one to one and small group support to develop social and emotional skills, and to lead a Nurture group. Teaching Assistant to be part of the Derbyshire Educational Psychology ELSA (Emotional Literacy Support Assistant) programme to support this work. Teaching Assistant to be supported by an Educational Psychology Assistant to implement the Behaviour Box programme</p>	<p>Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.</p>	<p>Nurture group, ELSA and professional support and advice made a positive difference. Due to the numbers of children accessing this support details could identify an individual child and will not be published, but can be made available to professionals who are entitled to that information should it be required.</p> <p>The Reception Teacher noted that children who accessed Nurture and ELSA achieved expected outcomes in C&L and PSED that they were unlikely to achieve, and the Nurture activities contributed to this.</p> <p>Parental feedback from children who accessed Nurture and ELSA activities indicated this had supported their children to better engage in their learning and development and had improved behaviour.</p> <p>Children who could have been at risk of exclusion responded positively to Behaviour Box and ELSA activities, and through building a strong relationship with the Teaching Assistant were able to be better supported at times of crisis to get back on track and stay in school.</p>	<p>Children with social, emotional and behavioural needs need support to manage these to be able to access learning successfully, therefore the Nurture group and ELSA and Behaviour Box interventions will continue in 2019/20. The school will also continue to access professional support for these programmes to maintain their effectiveness and continue to develop the skills of the Teaching Assistant and strategies for support for children bespoke to their needs.</p>	
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Employing a Teaching Assistant to monitor daily attendance of poor attenders and put in place personalised systems of reward to encourage good attendance.</p> <p>Explore options for a financially sustainable breakfast club to support pupil premium attendance and lateness</p> <p>Office time to monitor and report on attendance issues on a weekly basis to the HT to enable swift intervention where attendance is reducing.</p> <p>Contribution towards subscription to Derbyshire Early Help Offer which includes attendance officer support</p>	<p>Improved attendance for pupil premium children who have attendance below the minimum 96% target</p>	<p>Attendance for disadvantaged children improved from 93% in 2017/18 to 96% in 2018/19. There was no difference in attendance between disadvantaged and non-disadvantaged for the 2018/19 academic year.</p> <p>The school now provides breakfast bagels in all classes at school arrival time, ensuring all children have had breakfast before the start of the school day. This encourages children to be at school on time.</p>	<p>The personalised support from the Teaching Assistant to encourage prompt arrival at school, along with the higher profile placed on school attendance will continue next year. The Early Help Attendance Officer offer from the LA has been withdrawn, so the school will utilise a member of SLT to complete the activity previously carried out by the HT to enable the HT to fulfil a greater challenge role where needed more aligned to the LA Attendance Officer activity. Office time will continue to be used to support the work of the SLT member and the HT in monitoring, supporting and challenging poor attendance.</p> <p>The Breakfast Bagels will continue to be offered on a daily basis through the Magic Breakfast. This has had a positive impact on ensuring all children have had breakfast and are ready to learn, thus enabling children to concentrate on their learning during the morning.</p>	<p>£1,600</p>
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6. Planned expenditure					
Academic year		2019/20			
iv. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)	Quality CPD for Teachers and Teaching Assistants to ensure quality first teaching for all children to maximise progress from starting points. To include phonics refresher training, further developing maths mastery strategies, developing metacognitive approaches and developing a communication and language strategy.	There is a wide range of evidence to promote the importance of quality first teaching as the prime strategy to improve progress and outcomes. As over half of all children in school are identified as pupil premium, it is essential that all classes have high quality teaching to have maximum impact on progress of disadvantaged children. Teacher Development Trust Developing Great Teaching report	Planned CPD programme including INSET time focussed on refreshing and deepening phonics teaching knowledge, INSET day and staff meeting time focussed on developing metacognitive approaches, part of a maths hub with teachers accessing CPD relevant to their needs/year groups. Impact checked out through lesson observation and work scrutiny.	JM	December 2019 April 2020 July 2020
	Purchase additional phonics resources to ensure all phonics groups are consistently using the same key resources. Employ an additional 0.5 FTE teacher to enable smaller single year group teaching groups for KS1 children for literacy, maths and phonics.	The EEF toolkit identifies smaller classes as having a positive impact on progress. EEF also identify that for younger children and those from lower socio-economic status it has a greater effect. By reducing class sizes, this will also mean that in literacy and mathematics children are taught in single year groups, supporting teachers to more precisely teach to the children's needs.	Additional teaching capacity built into the budget to enable teaching groups of 20 for KS1 children in single year groups for all morning sessions when literacy and maths are taught. Impact checked out through progress data	JM	At school data submission points and pupil progress meeting points with teachers: Sept 2019 (baseline) Jan 2020 April 2020 July 2020

B. Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	Half termly first hand trips/experiences linked to the curriculum focus to support learning and development.	Experience in school indicates that where children access first hand experiences this has a positive impact on their engagement in learning and understanding, leading to good progress. A wide range of early language development research emphasises the importance of first hand experience to develop vocabulary and understanding.	Children access at least one new experience each half term to support the curriculum focus. Termly work scrutiny indicates positive impact of experiences on children's learning and development. Pupil discussion with senior leaders/governors about impact of experiences on learning	JM	December 2019 April 2020 July 2020
Total budgeted cost 50% funding of staff CPD activity, including INSET days and access to external training/courses Additional phonics and C&LD resources 0.5 FTE teacher 50% funding of morning TA time to support T&L Funding to cover the cost of trips and experiences linked to the curriculum					£ 2,200 £ 1,500 £29,000 £14,000 £ 1,500 TOTAL £48,200
v. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>A. Diminish the attainment gap between disadvantaged children and all children at both key stages. (School improvement priority)</p>	<p>Employ an additional 0.5 FTE teacher to enable smaller single year group teaching groups for KS1 children in the mornings when literacy, maths and phonics are taught.</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>
	<p>Employ an additional 0.2 FTE teacher to deliver targeted interventions to groups of Reception pupil premium children to support early language development. Key interventions:</p> <ul style="list-style-type: none"> Talking Tables and Early Talk Boost interventions to support C&L and PSED for Reception children <p>Introduce peer to peer support activities for low attaining KS1 pupil premium children under the supervision of class teachers.</p>	<p>EEF Early Years Toolkit identifies C&L approaches as having a high impact with C&L approaches consistently showing positive benefits in spoken language, expressive vocabulary and early reading skills</p> <p>Delivery of Talking Tables and Early Talk Boost sessions to Reception children in 2017/18 and in 2018/19 resulted in significant improvements in children's vocabulary and grammar skills and improvements in the % children achieving expected in the C&L and PSED ELGs at the end of Reception.</p> <p>The EEF toolkit identifies that peer support can have a positive impact on progress. Peer support strategies shared at a disadvantaged good practice workshop demonstrated a strong impact on progress.</p>	<p>Before and after assessment using the Renfrew Picture Scale to identify impact of intervention on standardised vocabulary and grammar skills.</p> <p>Termly pupil progress meetings to monitor progress in C&L, PSED and reading in Reception.</p> <p>Peer support interventions will be identified and reviewed at pupil progress meetings to evaluate the impact.</p>	<p>JM</p> <p>JM</p>	<p>December 2019 April 2020 July 2020</p> <p>September (baseline) December 2019 April 2020 July 2020</p>

<p>Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.</p>	<p>Employ a Teaching Assistant to provide one to one and small group support to develop social and emotional skills, and to lead a Nurture group. Teaching Assistant to be part of the Derbyshire Educational Psychology ELSA (Emotional Literacy Support Assistant) programme to support this work.</p>	<p>The teaching assistant had a positive impact on meeting children's social and emotional needs in 2018/19 as measured through the Boxall Profile assessments and achievement of specific targets set for individual children. In addition, teachers fed back that children who had accessed Nurture were better able to access the curriculum and achieve their full potential. Children accessing ELSA were able to talk about their concerns reducing the impact of inappropriate behaviour in lessons.</p>	<p>Half termly meeting with Teaching Assistant to review interventions and impact on children's social and emotional skills through range of appropriate assessment tools such as the Boxal Profile and others recommended by the Educational Psychologist.</p> <p>Reductions in inappropriate behaviour for targeted children and/or successful referral for more specialist support</p> <p>Improvements in engagement in learning and thus progress of children identified through termly pupil progress meetings</p>	<p>MC</p>	<p>October 2019 December 2019 February 2019 April 2019 May 2019 July 2019</p>
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">0.5 FTE teacher</p> <p style="text-align: right;">0.2 FTE teacher</p> <p style="text-align: right;">30 hour grade 8 Teaching Assistant costs</p> <p style="text-align: right;">Funding for ELSA training and support and cover costs to attend meetings</p> <p style="text-align: right;">Resources to deliver the range of interventions</p>					<p>Included above</p> <p>£11,000</p> <p>£20,000</p> <p>£ 500</p> <p>£ 500</p> <p>TOTAL £32,000</p>

vi. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Improved attendance for pupil premium children who have attendance below the minimum 96% target</p>	<p>Employing a Teaching Assistant to monitor daily attendance of poor attenders and put in place personalised systems of reward to encourage good attendance.</p> <p>Member of SLT to monitor attendance on a weekly basis and take swift action to address any concerns.</p> <p>Office time to monitor and report on attendance issues on a weekly basis to SLT member to enable swift intervention where attendance is reducing.</p>	<p>When children are not at school they are not accessing the teaching and learning provided and so will not make progress in their learning. The more days lost to learning the greater the risk of children not making expected or better progress and the greater the likelihood of them falling behind with their learning.</p> <p>Monitoring of school arrival time with children who were regularly late in 2018/19 saw a significant improvement in these children arriving on time.</p> <p>Careful monitoring of attendance ensured that parents of children with poor attendance were challenged quickly and improvements in attendance were achieved.</p>	<p>Weekly monitoring of attendance by a member of SLT for PP children through weekly reports on attendance.</p> <p>Evidence of actions taken to improve attendance where there are concerns.</p> <p>Bespoke TA support to encourage good attendance and arrival at school on time for identified children, to include reward charts/systems for good attendance and school arrival time.</p>	<p>MC</p>	<p>December 2019 April 2020 July 2020</p>

<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">0.1 SLT time Part of 30 hour grade 8 Teaching Assistant costs (include above) 2 hours per week office admin time</p>	<p>£6,000 Included above £1,100</p> <p>TOTAL £7,100</p>
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