



Lee Brigg Infant and Nursery School Pupil Premium Strategy 2019-20

Date of most recent pupil premium reviews – **July 2019** (External)

Date of most recent internal review – **July 2019**

Date of next internal review – **December 2019**

Funding allocation 2019 -20

In the 2019 – 2020 financial year Lee Brigg Infant and Nursery School will receive approximately £18,520 pupil premium funding and approximately £240 of early years pupil premium funding.

We currently have 13% of pupils in school who are eligible for the pupil premium grant. (11% when including nursery as there are four pupils who currently qualify for EYPP).

In comparison the national average of pupils eligible for the pupil premium grant was 25.1% in 2017.

Aims for pupil premium spend 2019-2020

Our key objectives are to raise the attainment for those children in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

Our principles for pupil premium funding

At Lee Brigg Infant and Nursery school we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve and exceed their potential.

We recognise that not all children who may be eligible for free school meals (FSM) are disadvantaged and equally recognise those who are not eligible for FSM may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of pupil premium funding.
- Ensure class teachers and senior leaders monitor and track their progress carefully.
- Ensure class teachers and senior leaders work together to set high expectations.
- Are aspirational and recognise that for some of our pupil premium children meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have put systems in place to identify children eligible for free school meals and therefore pupil premium funding (or EYPP).
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential, having equal access to all areas of the curriculum both in and out of school hours.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

Monitoring our pupil premium children

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil in order to analyse their performance in comparison with other children in school as well as against National standards.

- A wide range of data is used – attainment data, pupils' work, lesson observations.
- Assessments are collected, monitored and analysed at planned points during the year.
- Pupil premium children are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.
- Case studies are produced for **every** child in receipt of pupil premium funding.
- The work of children in receipt of pupil premium funding is monitored **weekly** by the SLT.

The current position

Children who are eligible for the pupil premium grant have a high profile across school. The headteacher is the pupil premium lead and ensures that these children are discussed as part of a weekly meeting with staff. We have an additional non-negotiable list in place for teachers, that applies to the teaching and learning of children eligible for pupil premium funding. This works well as it ensures that no child's current or changing needs are unknown. A nominated governor for pupil premium is in place and her monitoring visits into school focus not only on observing the actions in place for these children, but talking to this group to provide evidence of pupil voice throughout the year.

Behaviour of this group of children in school is good. This is monitored closely through the headteacher's behaviour log. The system in place works well as any escalation in behaviour can quickly be addressed. Procedures in place working with the school EWO has seen continued improvement in attendance for this group of pupils.

All children who are eligible for the pupil premium grant are given additional roles and responsibilities within school. This includes, being a member of the school council, a bump buddy, a lunchtime helper, a librarian or a class representative. Alongside this, this group of children are encouraged to participate in after school clubs and are funded to do so, as well as participate in events where they are representing the school e.g. cross school sporting competitions and events, cross school performances and art workshops. Monitoring of this is conducted by the headteacher. This works well as it ensures a sense of pride and belonging, as well as raising aspirations and self-esteem for some of the more vulnerable pupils within this group.

Current data in comparison to National Outcomes End of KS1

	National 2018				School 2019				School 2018			
	Expected+		GDS		Expected+		GDS		Expected+		GDS	
	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis
No. of children					4	35			5*	37		
Reading	60%	78%	13%	28%	75% (3/4)	86%	50% (2/4)	46%	100% (5/5)	92%	40% (2/5)	53%
Writing	53%	73%	7%	17%	75% (3/4)	86%	25% (1/4)	20%	80% (4/5)	87%	0%	32%
Maths	61%	79%	11%	24%	75% (3/4)	86%	25% (1/4)	46%	80% (4/5)	95%	40% (2/5)	42%
RWM+					75% (3/4)	86%	25% (1/4)	17%	60% (3/5)	84%	0%	26%

FFT Progress Measures

Group	Reading & Maths Scaled Score	Reading & Maths Value Added	Reading Scaled Score	Reading Value Added	Maths Scaled Score	Maths Value Added
2019						
Non Disadvantaged (36)	106.0	+3.0	105.6	+3.0	106.4	+3.0
Disadvantaged (3)	101.8	+4.8	102.3	+5.3	101.3	+4.3
2018						
Non Disadvantaged (37)	106.8	+2.1	108.2	+3.4	105.4	+0.7
Disadvantaged (6)	106.6	+5.6	109.0	+8.7	104.2	+2.6

Year 1 Phonics Check

	National 2018		School 2019		School 2018		School 2017	
	Dis	Non dis	Dis (4 Children)	Non dis (36 Children)	Dis (3 Children)	Non dis (37 Children)	Dis (5 Children)	Non dis (38 Children)
% WA	70%	84%	50% (2/4)	86%	67% (2/3)	88%	40% (2/5)	90%
% WA Y2 retake	84%	93%	n/a	n/a	100%	92%	80% (4/5)	100%

EYFS

	National 2017		School 2019		School 2018		School 2017	
	Dis	Non dis	Dis (9 Children)	Non Dis (37 Children)	Dis (4 Children)	Non Dis (38 Children)	Dis (3 Children)	Non Dis (36 Children)
GLD	56%	73%	78%	81%	50%	79%	0%	83%
Expected all areas	54%	71%	78%	78%	50%	79%	0%	81%
Average total point score	31.5	34.9	37.5	37.1	33.0	37.1	23.0	34.7

Main barriers to educational achievement and progress

As a staff we carefully identify the needs of our pupil premium children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present, across school, the barriers to learning are predominantly related to the following:

- Pupil premium children typically enter school (reception / nursery) with a low baseline in speaking and demonstrate poor communication skills.
- Pupil premium children typically enter school demonstrating poor fine and gross motor skills, as well as poor fitness and diet.
- Pupil premium children typically display low self-efficacy attributes.
- Pupil premium children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as their language and vocabulary.
- A percentage of the pupil premium children have identified additional SEN and/or medical needs.
- Punctuality of pupil premium children is poor. A minority have poor attendance issues related to other factors.
- A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.
- A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills.

This list is not exhaustive, neither do all parts of it apply to all of our pupil premium children.

How we intend to address these barriers to learning based upon research evidence.

The pupil premium grant is predominantly used at Lee Brigg Infant and Nursery School to **guarantee quality first teaching**. This year we aim to continue to ensure that teaching across school is highly effective and that all pupils receive the best standard of education from their class teacher and any additional adults working with them. Extra specialist support staff employed by the school are integral in supporting class teachers to deliver high quality first teaching by helping to identify gaps in pupil's knowledge and understanding, especially in their key areas of expertise. Use of support staff within a lesson allows teachers to carry out same day interventions with groups or individual pupils. We also use our specialist support staff for specific intervention programmes to target identified children across school.

In 2019 -2020, our senior leaders, the higher level teaching assistant and specialist support staff will be delivering and tracking well **planned interventions**, specific to identified needs of the children. These will be monitored closely by the senior leadership team who evaluate the impact of these interventions each half term. Support staff understand their role and are trained regularly to keep their knowledge and skills up to date. They work with class teachers and senior leaders to regularly review pupils' learning and are placed where they are most needed to support children, and in accordance with their specialist skills. In addition to this, support staff provide an additional layer of valuable emotional support to our children and families.

As a school we believe in early intervention in order to begin to diminish the potential differences between disadvantaged children and their peers as soon as possible. We target and work with parents and carers who may require additional support from ourselves or outside agencies, with particular reference to how they can help to support their child at home.

Disadvantaged children within the Foundation Stage have barriers to their learning in the form of communication and language difficulties. Progress and development of these skills is a priority, as this area links directly to outcomes throughout a child's life. (This is evidenced in research carried out by K Sylva et al in the EPPE project 1997-present). The school has in place an 'Oracy Strategy', which ensures the promotion of language skills across school. An additional member of support staff, who is a qualified nursery nurse, allows class teachers in the Foundation Stage to work with children one to one and in small

groups and further to this, allows for additional regular interventions to take place in language and physical development.

Research projects such as the Educational Endowment Foundation (EEF) have also been used to support our decision making in regards to pupil premium spending. This is further detailed in the schedule of pupil premium spend below. The EEF references, the overall quality of teaching, reading comprehension interventions, as well as phonics and working with parents, as four key ways to support with closing the gap in attainment.

The publication of guidance reports such as, 'Preparing for Literacy,' 'Metacognition and self regulated learning,' as well as 'Working with Parents to Support Children's Learning' from the EEF, alongside their review document, 'The Attainment Gap', have further informed and justified our decisions in school. We have recently reviewed our practice in school against the recently published 'EEF Guide to the Pupil Premium' (June 2019).

Alongside this, OFSTED's earlier publications which reference good use of pupil premium spend, such as, 'The Pupil Premium – an Update' July 2014 and 'The Pupil Premium -How schools are spending the funding successfully to maximise achievement' 2013, have been used in our decision making to employ support staff to deliver specific planned interventions, as well as allow class teachers to continue to work with small groups when necessary. Past successes in school, as well as initiatives developed by other schools, have also had an impact on our decisions.

Currently our interventions in school focus on phonics, reading, writing, speech and language development, as well as the development of physical skills. This is in accordance to the school development plan which highlights the need for pupil premium pupils at the school to attain in line with, or above, their peers in reading and writing by the end of key stage 1 and to make at least 'expected' progress from their starting points, with a high proportion making accelerated progress. Success in these key areas is also promoted through our school curriculum which is designed to meet the needs of all of our pupils.

Higher ability pupil premium children have access to a programme of support designed to teach and promote greater depth in English and Mathematics, carried out by a member of the senior leadership team.

Following staff training and evidence provided by 'Place2be' further pastoral is carried out by trained staff. This small group work addresses specific behaviours, promote attachments and encourage collaboration with others.

Opportunities to participate and develop skills throughout the wider curriculum continues to be a priority this year for all of our children, including those in receipt of pupil premium funding. Engagement in a wider range of activities both in and out of school will widen children's experiences and opportunities to develop key knowledge and skills outside of English and Mathematics. Data outcomes as well as children's learning in these wider areas of the curriculum have already evidenced the positive impact of this.

What are our desired outcomes for pupils?

	Desired outcome and how this will be measured	Success Criteria
A	<p>To set aspirational end of KS1 targets for the pupil premium children (4 children), based upon their individual starting points, so that 50% achieve RWM+ with 75% achieving ARE in one or more areas (reading, writing, maths). 50% of children will achieve GDS in one or more areas.</p> <p>Two further children (SEN / medical) will be targeted to meet expectations of WTS at the end of Year 2, (moving from PKS).</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2020.</p>	<ul style="list-style-type: none"> • 50% (2/4) meet ARE in RWM+ and GDS in one or more subject area. • 75% (3/4) meet ARE in at least one area – reading, writing and/or maths. • 50% (2/4) achieve WTS in one or more subject area.
B	<p>To maintain the percentage of pupil premium children whose attendance meets the school target of 96.5% and continue to reduce the percentage of PA in this group.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2020</p>	<ul style="list-style-type: none"> • The attendance of pupil premium children will be at least 96.5%. • The number of pupil premium children who are classed as PA will have continued to reduce.
C	<p>To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2020.</p>	<ul style="list-style-type: none"> □ The percentage of pupil premium children passing the end of Year 1 phonics score will be 88% (7/8).
D	<p>To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>To continue / maintain the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be in line/above national.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2020</p>	<ul style="list-style-type: none"> • The percentage of pupil premium children achieving a GLD at the end of EYFS remains at least in line with national. • The percentage of pupil premium children achieving exceeding in the ELGs in reading, writing and mathematics will be in line/above national.
E	<p>To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.</p> <p>To ensure families of pupil premium children are well supported by school.</p> <p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.</p>	<ul style="list-style-type: none"> • The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. • Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week. • All families of pupil premium children have accessed/been given support from school.
F	<p>To maintain the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p> <p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS).</p> <p>At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term as well as examples of learning.</p> <p>Pupil voice surveys, through the year, will measure the impact of events and participation in these.</p> <p>Attendance at after school clubs and cross school competitions will be measured.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged children accessing after school clubs remains above 75% • The percentage of children participating in events to represent the school increase to 100% • The APS score for disadvantaged children at the end of EYFS in 2020 will at least be in line with National • The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National. • The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National. • The percentage of children assessed at ARE or above in all other subjects continues to be above 80% • Examples of planning and children's work will evidence progress and development of skills and knowledge across a range of subject areas.

