



## **Lee Brigg Infant and Nursery School Pupil Premium Strategy 2018 -19**

Date of most recent pupil premium reviews – **October 2017**(External) **June 2018** (Waterton Multi Academy Trust Review)

Date of most recent internal review – **November 2018** (Waterton Multi Academy Trust Review). **April 2019** (School SLT)

Date of next internal review – July 2019

### **Funding allocation 2018 -19**

In the 2018 – 2019 financial year Lee Brigg Infant and Nursery School will receive £18,520 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 2018-2019**

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 an improvement in attendance for this group of pupils (96%) and no persistent absence in 2017-18. This positive start has continued into this academic year.

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, (currently 100%), 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 2018 (5 Children*)		School 2017 (5 Children)	
	ARE		GDS		ARE	GDS	ARE	GDS
	Dis	Non dis	Dis	Non di				
<b>Reading</b>	60%	78%	13%	28%	100% <sub>(5/5)</sub>	40% <sub>(2/5)</sub>	60% <sub>(3/5)</sub>	40% <sub>(2/5)</sub>
<b>Writing</b>	53%	73%	7%	17%	80% <sub>(4/5)</sub>	0%	40% <sub>(2/5)</sub>	40% <sub>(2/5)</sub>
<b>Maths</b>	61%	79%	11%	24%	80% <sub>(4/5)</sub>	40% <sub>(2/5)</sub>	60% <sub>(3/5)</sub>	40% <sub>(2/5)</sub>

**Year 1 Phonics Check**

	National 2018		School 2018(3 Children)		School 2017(5 Children)	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
<b>% WA</b>	70%	84%	67% <sub>(2/3)</sub>	88%	50% <sub>(3/6)</sub>	88%
<b>% WA (Y2 retake)</b>	84%	93%	n/a	n/a	83%	100%

**EYFS**

	National 2018		School 2018(4 Children)		School 2017(3 Children)	
	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged	Disadvantaged	Non disadvantaged
<b>GLD</b>	57%	74%	50%	79%	0%	83%
<b>Expected all areas</b>	55%	73%	50%	79%	0%	81%
<b>Average total point score</b>	31.5	35.0	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.
- A percentage of the pupil premium children have identified additional SEN and/or medical needs. (38%)
- Punctuality of pupil premium children is poor. A minority have poor attendance issues related to other factors. (54%).
- A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies. (85%).
- 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 2018 -2019, 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, as three key ways to support with closing the gap in attainment.

The publication of guidance reports such as, 'Preparing for Literacy' as well as 'Metacognition and self regulated learning' from the EEF, alongside their review document, 'The Attainment Gap', have further informed and justified our decisions in school.

Alongside this, OFSTED 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.

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.

### 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 (3 children), based upon their individual starting points, so that 67% (2/3) meet ARE in RWM+ and 33% (1/3) achieves GDS in one or more subject area. One further child (SEN) 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 2019.</p>	<ul style="list-style-type: none"> <li>67% (2/3) meet ARE in RWM+ and 33% (1/3) achieves GDS in one or more subject area.</li> <li>33% (1/3) achieves WTS in one or more subject area.</li> </ul>
B	<p>To increase the percentage of pupil premium children whose attendance meets the school target of 96.5% and 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 2019.</p>	<ul style="list-style-type: none"> <li>The attendance of pupil premium children will be at least 96.5%.</li> <li>The number of pupil premium children who are classed as PA will have continued to reduce.</li> </ul>
C	<p>To 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 2019.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The percentage of pupil premium children passing the end of Year 1 phonics score will be 75% (3/4).</li> </ul>
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. To increase 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 2019.</p>	<ul style="list-style-type: none"> <li>The percentage of pupil premium children achieving a GLD at the end of EYFS is 67% (5/7) and therefore remains in line with national.</li> <li>The percentage of pupil premium children achieving exceeding in the ELGs in reading, writing and mathematics will be in line/above national.</li> </ul>
E	<p>To continue to ensure that pupil premium children make better progress than non-pupil premium children in order to diminish the differences when looking at end of the year expectations. To continue to ensure that a high percentage make accelerated progress, especially in writing.</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p>	<ul style="list-style-type: none"> <li>All pupil premium children make at least expected progress from their starting points.</li> <li>A higher percentage of pupil premium children make accelerated progress, particularly in writing, than non-pupil premium children.</li> </ul>
F	<p>To increase 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. 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"> <li>The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%.</li> <li>Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</li> <li>All families of pupil premium children have accessed/been given support from school.</li> </ul>

G	<p>To increase 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). At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured.</p>	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged children accessing after school clubs remains above 75%</li> <li>• The percentage of children participating in events to represent the school increase to 100%</li> <li>• The APS score for disadvantaged children at the end of EYFS in 2018 will at least be in line with National in 2018.</li> <li>• The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National in 2018.</li> <li>• The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National in 2018.</li> <li>• The percentage of children assessed at ARE or above in all other subjects continues to be above 80%</li> </ul>
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### Pupil Premium Provision Map 2018-2019

<b>Desired outcome and links to School Improvement Plan</b>	<b>Chosen approach</b>	<b>Rationale based upon evidence and linked to barriers.</b>	<b>Actions</b>	<b>Cost</b>	<b>Monitoring date / How will we ensure it is implemented well?</b>	<b>Impact / Review – Dec 2018 April 2019 July 2019</b>
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<p><b>A.</b> To set aspirational end of KS1 targets for the pupil premium children (3 children), based upon their individual starting points so that 67% (2/3) meet ARE in RWM+ and 33% (1/3) achieves GDS in one or more subject area. One further child (SEN) will be targeted to meet expectations of WTS at the end of Year 2, (moving from PKS).</p> <p><b>C.</b> To increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p><b>F.</b> To continue to ensure that pupil premium children make better progress than non-pupil premium children in order to diminish the differences when looking at end of the year expectations. To continue to ensure that a high percentage make accelerated progress, especially in writing.</p>	<p>To continue a whole school approach of maintaining and improving High Quality First teaching.</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above.</p> <p>As an approach this needs to be consistent and maintained throughout every class in school.</p> <p>Historically when pupil premium children have been in classes taught by consistently good or better teachers, outcomes for these children have been good and accelerated progress has been made.</p> <p>This is supported by the EEF document, 'The Attainment Gap' (2017), which states that, the 'Quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background' and goes on to discuss research to support this.</p>	<p>Release time of phase leaders / class teachers to ensure a consistent approach across school to teaching and learning and effective use of agreed nonnegotiable strategies for pupil premium children.</p> <p>This will be conducted through monitoring activities and moderation of outcomes for pupil premium children. Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school. Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary.</p> <p>Further staff development on – - the use of marking and feedback  - metacognition and self regulation  - mastery  - approaches to reading - the school 'Oracy' strategy will be put in place to enhance and develop understanding of all staff.</p> <p>Teaching staff and support staff to continue to observe outstanding practice in our school and across other schools.</p> <p>Staff to be supported by MAT English/Maths leads only when needed.</p>	<p><b>NO COST ALLOCATED.</b></p>	<p>Teaching and learning is monitored as part of the <b>half termly monitoring</b> calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the headteacher.</p> <p>Monitoring the quality of teaching is carried out half termly by the HT and external SIP as part of the monitoring calendar.</p> <p>This includes close monitoring of progress and attainment of disadvantaged children. Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p>	<p><b>December 2018</b>  Current data for disadvantaged childrenY2</p> <p>ARE reading –67% (2/3)</p> <p>ARE writing – 67% (2/3)</p> <p>ARE mathematics – 33% (1/3)</p> <p>Dec 2018 – On track to pass phonic screening check in year 1 (2/4)</p> <p><b>March 2019</b>  Current data for disadvantaged childrenY2</p> <p>ARE reading –67% (2/3)</p> <p>ARE writing – 67% (2/3)</p> <p>ARE mathematics – 67% (2/3)</p> <p>On track to pass phonic screening check in year 1 50% (2/4)</p>
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<p><b>Links to - School Improvement Priorities 1 and 2</b></p> <p>Cont .....</p>	<p>To effectively employ HLTA and TA's across school to support targeted interventions.</p>	<p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home.</p> <p>The EEF toolkit suggests that 'Feedback' can improve outcomes by up to 8 months. This is obviously part of Quality first teaching as well as part of key interventions in place. Successful feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.</p> <p>The EEF toolkit suggests that 'mastery' learning – where individuals or groups work on clearly sequential structured concepts to deepen their understanding, (usually for periods of less than 12 weeks) it can improve pupil outcomes by up to 5 months. This will be carried out by SLT with specific groups of targeted children. The EEF toolkit suggests that collaborative working where children can work in mixed age groups and experience working together, competing with one another and opportunities to articulate (and have this modelled) their thoughts and ideas when working on projects, can improve outcomes by 5 months. This work will also address the barriers of language and communication, self-efficacy and the development of physical skills.</p> <p><b>All actions in place for 2018/19 have been successful historically in school in achieving high outcomes / good and</b></p>	<p>The use of high quality and well trained support staff to work alongside class teachers to <i>Pre teach concepts / learning to small groups / 1 to 1</i> <i>Give identified and targeted support during lessons</i> <i>Support class teachers in giving effective and instant feedback</i> <i>Provide additional support for those children who do not receive it at home.</i> <i>Conduct high quality / targeted daily interventions focussed on children's specific needs.</i></p> <p><b>The actions detailed above are carried out by highly trained/specialised support staff, teachers and senior leaders.</b></p> <p>Interventions will include – A daily intensive speech and language programme.</p> <p>A daily phonics / reading comprehension intervention.</p> <p>Disadvantaged pupils to be invited to an additional reading group as part of an after school club.</p> <p>A daily intervention to support physical skills – this will include the 'Fit to Learn' programme.</p> <p>Morning club x2 week. This will address feedback and discuss personal learning goals as well as pre teach specific knowledge and skills.</p> <p>Targeted group interventions by SLT. These will address gaps in learning as well as targeting ARE and GDS.</p> <p>HLTA timetable to include a weekly session for extra pastoral support for the most vulnerable/disadvantaged pupils. This will focus on collaborative projects which</p>	<p>£7, 428 Additional support staff required.</p> <p>Cover cost for SLT release – to be added retrospectively</p> <p>Additional training for support staff (to be added retrospectively)</p>	<p>HT/DHT (SENDCo) co-ordinate provision for pupil premium children to ensure that their needs are fully met. Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).</p> <p>The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact.</p> <p>The pupil premium governor is also involved in monitoring the interventions in place.</p>	
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		<b>accelerated progress for pupil premium children.</b>	promote competition, peer tutoring and articulation.  Release time for DHT to monitor interventions and work with support staff on progress and tracking.			
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LEE BRIGG INFANT & NURSERY SCHOOL PUPIL PREMIUM STRATEGY 2018-19

Desired outcome and links to School Improvement Plan	Chosen approach	Rationale based upon evidence and linked to barriers.	Actions	Cost	Monitoring date / How will we ensure it is implemented well?	Impact / Review – Dec 2018 April 2019 July 2019

<p><b>D.</b> To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage remains at least in line with national.</p> <p>To increase the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be at least in line with/above national.</p> <p><b>Links to - School Improvement Priority 1 and 2</b></p>	<p>To continue a high quality teaching approach, including all EYFS staff.</p> <p>To conduct daily interventions / setting of groups which will focus on children's specific needs. These are delivered by teachers and highly trained support.</p> <p>To develop the EYFS outdoor provision so that it provides a high quality learning environment for children, in order to stimulate language development opportunities, PSED development, independence and challenge. (Use of EYPP approx. £1200)</p>	<p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. The additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities, targeted guided reading groups and setting of mathematics groups. This has had a significant impact on the EYFSP outcomes in 2017/18 for all pupils as well as those eligible for pupil premium.</p> <p>The development of language as a precursor to writing is supported by a new report '<i>Talking About a Generation</i>, from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of the prime areas of physical development and communication and language as a precursor to future successes in Literacy. An additional adult means further high quality interactions to develop language and vocabulary can take place.</p> <p>'Preparing for Literacy' (EEF), also suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children.</p> <p>Previously knowledge of the particular cohort of children evidences their preferences for learning in the outdoor environment. Currently the outdoor environment does not reflect the high quality provision established indoors. This will be developed to ensure that children have the maximum opportunity to develop learning and skills.</p>	<p>Release time of phase leaders / class teachers to ensure a consistent approach to teaching and learning and effective use of agreed non-negotiable strategies for pupil premium children in EYFS.</p> <p>Phase leader to monitor the quality of the provision and ensure that it matches the needs of the individuals, including challenging those HA pupil premium children. She will monitor and moderate judgements and outcomes.</p> <p>Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary</p> <p>Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school. (Including training for phonics and guided reading for the newest member of EYFS staff).</p> <p>Interventions / timetabling will include - A daily intensive speech and language programme. A daily phonics / reading comprehension intervention. The cohort will be split into four groups for phonics and mathematics teaching. A weekly intervention to support physical skills – this will include the 'Fit to Learn' programme.</p> <p>EYFS team to research / purchase outdoor equipment to enhance the learning provision.</p> <p>EYFS leader to model, coach and then monitor interactions, which effectively promote language and challenge in the outdoor environment. (Assess any staff training needs from this).</p>	<p>Funding for an additional adult in EYFS – to ensure teachers can work with small groups and target specific children through interventions. £8,300</p> <p>CPD costs to be added</p> <p>Costs to be added as purchases made.</p>	<p>This will be measured by data tracking throughout the year and the final outcomes in 2019.</p> <p>Teaching and learning is monitored as part of the <b>half termly monitoring</b> calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the headteacher.</p> <p>Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p> <p>Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks). The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact.</p> <p>The pupil premium governor is also involved in monitoring the interventions in place.</p>	<p><b>December 2018</b> Target on track for GLD 78% (6/8 children). 13% (1/8) on track for exceeding reading, writing and maths</p> <p><b>March 2019</b> Target on track for GLD 78% (6/8 children). 13% (1/8) on track for exceeding reading, writing and maths</p> <p>All EYPP children have made good progress in areas of MH, SP, HSC and MR from starting points.</p>
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LEE BRIGG INFANT & NURSERY SCHOOL PUPIL PREMIUM STRATEGY 2018-19

Desired outcome and links to School Improvement Plan	Chosen approach	Rationale based upon evidence and linked to barriers.	Actions	Cost	Monitoring date / How will we ensure it is implemented well?	Impact / Review – Dec 2018 April 2019 July 2019
<p><b>B.</b> To increase the percentage of pupil premium children whose attendance meets the school target of 96.5% and reduce the percentage of PA in this group.</p>	<p>The headteacher to continue to work closely alongside the MAT EWO to monitor attendance and punctuality weekly, using the attendance software in place.</p> <p>To reward those disadvantaged children with attendance above 96.5% each half term.</p> <p>To subsidise trips/visit/additional curriculum opportunities to ensure that there are additional incentives for children to want to come to school / enjoy school.</p>	<p>Involvement of headteacher and MAT EWO has shown to improve attendance for individuals in 2016/17 and 2017/18.</p> <p>There are a number of key children/families in the current pupil premium group in school who may fall into PA if not closely monitored.</p> <p>Poor outcomes in 2017/18 for some individuals have shown some links to poor attendance or punctuality.</p>	<p>Weekly monitoring of attendance and punctuality of disadvantaged children.</p> <p>Headteacher to follow up first response calls and work with parents to address any attendance issues.</p> <p>Regular meetings with / phone calls to parents to establish and build up effective and trusting relationships with school.</p> <p>Identify parents/families who may require additional support and source this through school, the MAT EWO and / or external agencies.</p> <p>Regular meetings/correspondence to all parents highlighting the need for good attendance and consequences of poor attendance on children's outcomes.</p>	<p>Cost of subsidising trips, visits, curriculum days etc. to be added retrospectively.</p>	<p>Weekly attendance monitoring in place for key children / groups.</p> <p>Regular reporting to MAT on attendance of key groups.</p> <p>Half termly overview highlighting attendance / improvements of pupil premium children, included in their case studies.</p>	<p><b>December 2018</b></p> <p>Current attendance for disadvantaged group - 97.6%</p> <p>Out of 15 children - 67% (10 children) – are meeting or exceeding school target.</p> <p>Currently 0 children from the disadvantaged group are classed as PA</p> <p><b>March 2019</b></p> <p>Current attendance for disadvantaged group - 97.6%</p> <p>Out of 15 children - 67% (10 children) – are meeting or exceeding school target.</p> <p>Currently 0 children from the disadvantaged group are classed as PA</p>

<p><b>F.</b> To increase 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>To continue to introduce further opportunities to engage parents and carers of pupils, particularly disadvantaged pupils in school life, therefore supporting them with working with their child at home.</p>	<p>The EEF toolkit suggests that increasing parental involvement can improve outcomes by up to 3 months. The actions in place will support with addressing the barriers to learning that some of our disadvantaged pupil's face – the accessing of appropriate support within the home environment, particularly related to the development of communication, language and literacy skills.</p>	<p>To offer 'free' regular workshops for parents, some for information and support and others as a chance to work with their child in school.</p> <p>To target parents and carers of disadvantaged children to regularly attend 'learning journey' sharing sessions with their child and class teacher. This will allow for feedback on next steps for the child.</p> <p>To encourage more children, particularly those in receipt of pupil premium funding, to read at home daily to increase their fluency by introducing the 'reading raffle.'</p> <p>All pupil premium children and families access the same 'Level 1' support as those identified at Level 1 safeguarding.</p>	<p>Free workshops</p> <p>No cost</p> <p>Costs for prizes - £50</p>	<p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.</p> <p>The number of parents and carers of disadvantaged children accessing events/training in school should be above 75%.</p> <p>Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</p>	<p><b>December 2018</b> Current engagement 100%of parents have attended at least one event in school.</p> <p>Monitoring of reading journals to be completed in January 2019.</p> <p><b>March 2019</b> Current engagement 100%of parents have attended at least one event in school.</p> <p>Monitoring of reading journals show -</p>
<p><b>F.</b> To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p>	<p>To encourage disadvantaged children at school, to take part in additional funded after school activities, as well as engage them in wider</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and wellbeing have also consistently been reported. Participating in sports and</p>	<p>To supplement/fund the costs of any 'paid for' after school clubs.</p> <p>To supplement/fund the costs of any 'paid for' visits / visitors.</p>	<p>£300</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>	

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<p><b>Links to - School Improvement Priority</b></p> <p><b>3</b></p>	<p>opportunities on offer to them and their peers.</p>	<p>physical activity is also likely to have wider health and social benefits.</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children's low self-efficacy attributes.</p>	<p>To target these children for involvement in wider sporting or creative opportunities.</p> <p>To supplement/fund the cost of any 'paid for' music tuition.</p> <p>To provide all children, including those in receipt of pupil premium additional wider opportunities in PE, The Arts and pupil voice through the initiatives in place in school.</p>		<p>At Key Stage 1 this will be measured by the outcomes in subject specific assessments at the end of each term. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured.</p>	<p><b>December 2018</b> Current engagement in clubs / wider opportunities 11/15 (73%) 6/15 have had funded places paid for. Curriculum days have been funded.</p> <p><b>March 2019</b> – 100% of children have attended one or more club. School trips have been funded.</p>
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Regardless of cost, all pupils who are eligible for the pupil premium grant will have access to the appropriate equipment and resources.	To ensure that all disadvantaged children have access to all school resources to meet their individual needs includes free milk.		Provide those children in receipt of pupil premium with appropriate equipment and resources, including school milk, so that this is not detrimental to their involvement or participation in school life,	£150		<p>To date the amount of £150 has been surpassed. School have paid for school milk, breakfast club, school trips and uniform</p> <p>School uniform / PE kit has been funded.</p> <p>Breakfast club has been funded for one pupil. <i>(Impact on improved attendance)</i></p> <p>Total cost to be reviewed</p>

**Current pupil premium spend to date – £16,528 (Retrospective costs to be added July 2019)**

**To be reviewed December 2018 / April 2019 / July 2019**