

The Mount Junior Infant and Nursery Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	The Mount Junior Infant and Nursery School				
Academic Year	2017-18	Total PP budget	Approx. £100,000	Date of most recent PP Review	n/a
Total number of pupils	212 R-Y6	Number of pupils eligible for PP	YR-6: 73 (34%)	Date for next internal review of this strategy	Jul 18

	Total number of pupils in each year group	Total number of PP pupils in year group	% of PP Pupils in each year group
Reception	29	5	17%
Year 1	32	11	34%
Year 2	31	7	23%
Year 3	29	10	34%
Year 4	29	13	45%
Year 5	31	11	35%
Year 6	31	16	52%

Main barriers to educational achievement

When making decisions about using pupil premium funding it is important to consider the context of the school and the barriers to learning that our children face.

The majority of our children begin school at low starting points. Barriers and challenges faced by some of our disadvantaged pupils are many and varied but often include:

- Poverty (Acorn area data from September 2016 ranked our school's intake as: 67% hard pressed. IDACI =0.33; The Mount's intake is highly deprived compared to the average for Wakefield, which is itself an LA district with high deprivation.
- Vulnerable parenting – A high proportion of pupils require critical intervention from school and/ or external agencies regarding barriers to learning related to their home life. Examples include; dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol.
- Poor nutrition

- Poor language/communication (42% of children over the last 3 intakes have been identified as needing speech and language intervention.)
- Challenging behaviour including immature development socially, emotionally and physically
- Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
- Limited life experiences and access to everyday opportunities e.g. visiting the park, library etc.
- Limited involvement in school and poor attendance.
- Lack of access to technology/sports/clubs etc.

In addition to considering the barriers that our children face, we have examined the impact of current interventions and strengths in place; analysed our data thoroughly; and made use of a range of research (Education Endowment Foundation Toolkit, Sutton Trust) to inform our decision making and identify our key priorities.

Strengths (current interventions and strategies already in place):

- Good and improving teaching and learning across the school.
- Good and improving relevant CPD for all staff.
- SLT guidance and support in the intelligent use of data by all staff resulting in targeted intervention and support.
- Strong and increasing pupil voice and opportunities to take on role of responsibilities i.e. School Council, Lunchtime Leaders, Reading Leaders.
- Increasing range of subsidised clubs/events to enrich provision.
- Early Years intervention.
- Specialist additional booster support improving for children off track.
- Pupil Premium Leader who is part of the SLT and has dedicated release time to track and monitor children.
- School based speech and language program for EYFS which will be rolled out across school.
- Improved pastoral team with space to deliver interventions.
- Technology starting to be used effectively on daily basis to reinforce, embed key concepts and support learning at home.
- Informed Governors who increasingly make effective decisions.

2016-17 Data:

Last year's data suggest that this year's focus needs to be on:

- Maintaining the improvements made last year and building on these.
- Urgently addressing reading and maths of the pupil premium children in one particular cohort.
- Boosting the progress of disadvantaged pupils' writing across school.
- Continuing to close the gap in maths in Y4 and Y6 and the gap in GLD in new Y1 cohort.
- Improving the attendance of pupil premium persistent absentees.

Key Priorities:

This year our priorities are:

- To maintain improvements put into place last year in order to keep the gap closed or narrow further as appropriate.
- To continue to improve attainment and narrow the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths.
- To narrow the attendance gap and persistent absentee gap between Pupil Premium and non-Pupil Premium children.
- To improve parental involvement and support.
- To improve nurture, behaviour and intervention support for disadvantaged pupils.
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Planned Expenditure					
Academic Year – 2016-17					
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation	Staff lead	Review date
To improve attainment and narrow the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths.					
Maintain improvements to keep the gap closed or narrow further as appropriate.	To continue to embed the strategies put in place last year.	Last year's data show that we are having an impact on disadvantaged pupils. We need to maintain and build upon the strategies that have already been put into place.	<p>Success Criteria: Gap to be less than 5% across school with an aim of no gap at all.</p> <ul style="list-style-type: none"> • Ensure that quality first teaching is taking place across school. • Support is put into place for any teachers who are less than good. • Quality CPD provided where necessary. • All staff working within the class to be aware of the pupil premium children. • Rigorous performance management to be focused on teaching, learning and assessment. • Each pupil premium child to be spoken about individually in pupil progress meetings. • Conversations held with staff to share good practice. • Data analysed thoroughly to ensure we are on track. • Interventions tracked and monitored and provision maps in place. 	H/T	Dec 2017

<p>To raise standards in disadvantaged writing across school by enthusing children to become avid writers, intervening with a high-quality response when necessary.</p>	<p>Continue to develop the unit plans with an emphasis on developing vocabulary and real-life experiences.</p>	<p>Data from the cohort where Talk for Writing has been used suggests that this strategy will be particularly effective for many of our PP children who have a limited vocabulary.</p>	<p>Success Criteria: Writing gap to be less than 5% across school with an aim of no gap at all.</p> <ul style="list-style-type: none"> • Writing units to be developed with a keen focus on using quality texts. • New spelling scheme with daily repetition to be implemented from Y2-Y6. • Whole school focus on writing with “Talk for Writing” been rolled out across school. • Talk for Writing Training to be given to all staff across school. Twilights to be used to deliver training. • Upper Key Stage 2 teachers to go on further literacy training delivered by Pie Corbett. • Real life opportunities provided for children to write. E.g. Website, school magazine. • Continue to invest in real experiences. • Continue to provide a vocabulary rich environment. • Collaborative learning projects to be planned in to the annual calendar. • Whole school writing competitions implemented. 	<p>Lit Co</p>	<p>April 2018</p>
	<p>To prioritise pupil premium pupils in writing.</p>	<p>The EEF Toolkit suggests that effective feedback can have very high effects on learning.</p>	<ul style="list-style-type: none"> • The work of pupil premium children to be marked first to ensure quality feedback is given. • Staff to be briefed about the importance of specific and clear feedback – which also includes verbal feedback. • Pupil Premium Leader to have weekly release time to monitor and track children. 	<p>PPL</p>	<p>April 2018</p>

	To specifically target more able pupil premium children.	More able children need to be targeted to ensure they continue to achieve better than expected.	<ul style="list-style-type: none"> • More able children to become involved in a project with the high school. • Higher level competitions set. 	PPL	Dec 2017
To continue to raise standards in disadvantaged pupil's reading, particularly in Y5 by enthusing children to become avid readers, intervening with a high-quality response when necessary.	Identify pupils and provide additional teaching groups and interventions.	In school data shows that the gap in Y5 failed to narrow last year. Additional adults mean pre-planned intervention groups can take place.	<p>Success criteria – reading gap to be less than 5% across school with an aim of no gap at all.</p> <ul style="list-style-type: none"> • Staff to pupil ratio to be increased with the appointment of a new senior teaching assistant. • Consider children for 1:1 tutoring. • Specialist intervention worker to work with Y5 as a priority. • Individual cases to be considered and bespoke interventions put into place. • Organise timetable to ensure staff delivering provision have sufficient preparation, space and delivery time. • Reciprocal reading to be embedded. • Provision maps to be in place. • Consider children to be enrolled in the full Assertive Mentoring programme. • Half termly meetings with teacher/HT/PPL to discuss progress of PP children. • Pupil Premium Leader to have weekly release time to monitor and track children. • The school monitoring cycle will continuously evaluate provision. 	Y5 teacher/ HT/ PPL	Dec 2017
	To raise the profile, status and enjoyment of reading.	EEF: Peer tutoring approaches appears to have a positive impact on learning, with an	<ul style="list-style-type: none"> • Peer mentoring: pupil premium children to become involved in the Reading Leaders Project. • Consider before school reading club. • Reward system implemented for homework. 	PPL/ Lit Co	April 2017

		average positive effect of approximately five additional months' progress.	<ul style="list-style-type: none"> • Research benefits of establishing an ICT lending service to support home use of Lexia and Bug Club. • Conduct surveys with pupil premium children to find out favourite themes/books/authors. • Purchase new books. 		
	To establish lunchtime homework club to provide further support for disadvantaged pupils.	The EEF Tool kit states that, "There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment."	<ul style="list-style-type: none"> • Survey home access of technology for disadvantaged pupils. • Establish and staff a 20-place homework club. • Promote homework club. Posters to be made/assembly time/newsletter. • Keep registers and monitor how many pupil premium children are attending. • Send personal invitations to any children who don't attend but would benefit from the club. • Provide a reward to those who attend. 	PPL/KS	Dec 2017
To maintain closed gaps across school and narrow the gap in maths in upper KS2.	<p>Continue to raise standards in quality first teaching and provide support where necessary.</p> <p>To ensure basic maths skills are in place across school.</p>	In school data shows that the gap in these cohorts failed to narrow last year.	<p>Maths gap to be less than 5% across school with an aim of no gap at all.</p> <ul style="list-style-type: none"> • Consider children for 1:1 tutoring. • Specialist intervention worker to be employed to provide 1:1 support and work with upper KS2 as a priority. • Analyse data to find out weak areas. • Develop White Rose Maths materials in partnership with maths leader. • Carefully track the progress of pupil premium children made in assertive maths and prioritise children for smaller groups. • Consider children to be enrolled in the full Assertive mentoring pilot programme. 	Teachers/ Maths Co/ PPL	Dec 2017

			<ul style="list-style-type: none"> • Mastery learning to be embedded. • Collaborative learning projects to be planned in to the annual calendar. • Raise the profile of learning multiplication tables by creating competitions, class displays and purchasing resources and apps. • Termly meetings with teacher/HT/PPL to discuss progress of PP children. • Pupil Premium Leader to have weekly release time to monitor and track children. • Reward system implemented for homework. • Research benefits of establishing an ICT lending service to support home use of MyMaths. 		
To narrow the gap in speech and language development in EYFS and increasingly across school.	Small group and 1:1 work to develop language skills.	43% of children over the last 3 intakes have been identified as needing some speech and language intervention. Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches.	<p>Success Criteria: Pupils leave EYFS with an increase in their spoken language which is reflected in their attainment.</p> <ul style="list-style-type: none"> • Teacher to deliver speech and language work following the training received last year. • Teacher leader to work across school. • Resources to be purchased. • Additional member of staff to work with small groups to deliver targeted intervention and high-quality interaction. • SENCO to monitor and evaluate progress. • Early identification of EYFS PP children is needed to ensure children receive maximum support. 	LW/ SENCo	July 2018
To narrow the gap for groups primarily SEN and EAL children		Due to the recent intake of pupil premium EAL children, this group	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Implement new assessment system (PIVOTS5) to track SEN/EAL children closely. 	SENCo	

		<p>need to be carefully monitored.</p> <p>Data shows that SEN children need to be assessed against smaller steps.</p>	<ul style="list-style-type: none"> • Provide bespoke interventions based upon individual needs and gaps in learning. • One-page profile proformas to be amended so that pupil premium status is clear. • Continue to pay for BugClub/My Maths subscription. 		
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Total budgeted cost: £35,000

To narrow the attendance gap between Pupil Premium and non-Pupil Premium children.

<p>Increased attendance rates for PP pupils.</p> <p>Reduce % of PP pupils with persistent absenteeism.</p> <p>To reduce the number of lates and unauthorised absences.</p>	<p>Improve the attendance, staffing and systems to help families remove barriers to learning. Staff will have time to monitor pupils and follow up quickly on absentees.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Success Criteria: Attendance gap is closed (2016: Gap – 1.09%)</p> <ul style="list-style-type: none"> • Part-time attendance officer employed and thorough training and briefing to be given. • Meetings formalised and combined with behaviour and family support meetings. • Attendance discussed at least fortnightly with PPL. • Pyramid approach and closer working with the EWO. • Letters about attendance to parents / guardians. Home visits to discuss attendance with parents / guardian and explore barriers. • Attendance to be a standing item for SLT briefings. (AO to provide weekly report of absentees.) • Attendance to be a permanent item on the newsletter and on website. • New reward scheme to be researched and implemented. • Attendance display to be prominent and attendance officer to maintain. • Data to be given to teachers to share at parents' evening. • Attendance to be shared with parents 'at risk' of falling behind 96% per half term. • Letters/post cards sent by attendance officer to celebrate success and improvements. • Research strategies about engaging hard to reach families. • Latecomers to be greeted/questioned each morning. <p>9</p>	<p>Attendance Officer</p>	<p>Apr 17</p>
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	Breakfast Club to provide a free healthy breakfast for disadvantaged pupils to ensure they start the day in a positive way.	EEF research suggests Breakfasts clubs can boost reading, maths and writing results by the equivalent of two months progress per year.	<ul style="list-style-type: none"> • Attendance officer to speak to targeted families and encourage children to attend. • Keep registers of attendance. • Ensure staff ratio is sufficient. • Cost and consider providing whole school fruit each morning. 	AO	Dec 2017
	A whole school approach in relation to healthy eating and exercise.	A report by Public Health England (2014) cited that pupils with better health and wellbeing are likely to achieve better academically. Data shows that life expectancy in Wakefield is 10 years less than national averages.	<ul style="list-style-type: none"> • Sports funding spending plan to consider the needs of pupil premium children. • Nutrition and healthy eating to be an integral focus in DT. • Resources and equipment to be purchased. • Cookery classes for parents to be organised by PSA. • Pupil premium children to be surveyed to find out what forms of exercise they enjoy the most. • Provision for afterschool clubs to be extended. • Research how we can teach children how to compete. • Assemblies to be arranged in relation to good health and wellbeing – e.g. school nursing team as well as resilience/ready to learn. 	CB/SJ	July 2018
	Innovative and exciting curriculum embedded in order to inspire children to come to school.	An exciting curriculum will lead to a positive attitude towards school.	<ul style="list-style-type: none"> • Classes to arrange at least two trips per year. • Classes to arrange at least two visitors per year. • Each class to arrange at least one themed day per year. 	PPL	July 2018

			<ul style="list-style-type: none"> • Whole school events to include: theatre experience/ inspirational speakers/workshops. 		
	<p>To ensure disadvantaged pupils access enrichment experiences.</p> <p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Pupils benefit socially and academically from being introduced to a variety of experiences.</p> <p>Last year's PP survey revealed that many children wanted to join a club but couldn't because of lack of support from home.</p>	<ul style="list-style-type: none"> • Lunchtime/after-school clubs offer children a chance to experience new things: e.g. gardening/chess club. • PPL to keep a register of the clubs available and attendance at each session. • Pupils involved in the Primary Futures project. • PP children targeted in the Sports Premium plan 	PPL	April 2019
	Subsidising school trips and experiences in order to stimulate interest, extend experiences and build confidence.	Evidence shows that such activities not only develop self-confidence and self-esteem but promote positive attitudes to school.	<p>Success Criteria: Pupil premium children attend school trips - Finances are not a reason for any non-attendance of a pupil premium child.</p> <ul style="list-style-type: none"> • Ensure all new staff are briefed and able to inform families of the correct information. • Office to keep a record of attendance. PSA to explain the benefits of trips to any hesitant family. 	Office staff	October 17
Total budgeted Cost :£30,000					
To improve the behaviour of PP children.					

<p>To improve the behaviour and attainment of vast majority of targeted pupils.</p>	<p>Behaviour support worker and learning mentor to work closely with 'at risk' children and their families.</p>	<p>School data shows that more PP children end up on report and contract than Non- PP children.</p>	<p>Success Criteria: The number of children going on to report and contract is reduced. Staff in classrooms can concentrate on teaching and learning.</p> <ul style="list-style-type: none"> • Ensure identification of target pupils is fair, transparent and properly recorded. • Promote behaviour policy through school. • Behaviour mentor to communicate with parents before intervention begins. PSA to engage families further when needed. • Deliver new and existing interventions - including ELSA, Socially Speaking and Lego Therapy. • Behaviour mentor to have conversations with targeted children. • Develop restorative approaches and focus on positive behaviours. • Data to be shared with HT each month. • Data to be shared with Assertive Mentoring Mentor. 	<p>Behaviour Mentor</p>	<p>Dec 2017</p>
	<p>Early and effective intervention for children with social, emotional issues and other mental health barriers.</p>	<p>EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Success Criteria: Behaviour report shows that pupil premium children do no progress to fixed term exclusions and majority not past report stage.</p> <ul style="list-style-type: none"> • Future in Mind project to be funded to help improve the mental health and wellbeing amongst our PP children • Staff to support the project in school • CAMHS referrals made as appropriate. • Targeted pupil premium children to be discussed in nurture team meetings. 	<p>SENCo</p>	<p>July 2018</p>
	<p>Review and improve provision at lunchtimes.</p>	<p>An unsettled lunchtime often</p>	<p>Success Criteria: Reduced number of lunchtime incidents.</p>	<p>Behaviour Mentor</p>	<p>April 2017</p>

Pupils are ready for learning in the afternoon.		causes disruptive afternoons. Experience has shown that having a calm place to go in lunchtime prevents behaviour issues escalating to exclusion level.	<ul style="list-style-type: none"> Lunchtime Club to provide a structured haven for children to use when they feel overwhelmed. Ensure identification of target pupils is fair, transparent and properly recorded. Monitor activities available and have conversations with children about the things on offer. Purchase new resources. Ensure staff are clear of the criteria to go to Lunchtime Club. 		
			<ul style="list-style-type: none"> Create rota for September to ensure everyone is clear about their roles and responsibilities. Survey to be completed by pupils –how to improve lunchtimes. Create an improved reward system. Staff training - playing circle games etc. Meetings to be held with lunchtime staff on a fortnightly basis to review the new changes. Conduct learning walks and feedback findings. 	D/HT	Dec 2017

Total budgeted cost: £10,000

To improve parental support and understanding of how they can enhance their child's learning.

Increasing engagement of parents in learning.	<p>To employ a full time Parent Support Advisor to carry out targeted family work in order to support families in overcoming barriers to learning and attendance</p> <p>To build relationships with pupils/families.</p> <p>To provide or locate</p>	The EEF Toolkit recognises that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.	<p>Success Criteria: Attendance at school events including parents' evenings and information evenings improves.</p> <ul style="list-style-type: none"> CPD training for newly appointed PSA as needed. Promote new role: flyers advertising email and phone number. PSA to have visible presence on the playground each morning. PSA to attend half termly coffee mornings – classes to host. 	PSA	July 2018
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	support. To liaise with relevant services	Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.	<ul style="list-style-type: none"> • PSA and Governors to attend parents' evening/new starter sessions. • Parents invited to celebration assembly. • PSA to source external agencies to provide maths and English tutoring/parenting classes for parents • To report actions to HT and PPL every four weeks. • To invest in CPOMS as a means to improve our monitoring of safeguarding, child protection and welfare issues. • Consider feedback from parents after engagement opportunities. 		
Pupil/parent partnership is developed so that more children read with their parents. Children have a love of reading and printed text.	Bring Back Bed Time Stories campaign/ parent forum to increase the awareness of reading strategies and promote the power of reading.		<p>Success Criteria: We have a 10% increase on last year's uptake</p> <ul style="list-style-type: none"> • Parent forum is delivered and uptake is higher than the last forum. (Bring back bedtime stories campaign) • Reading records of PP to be monitored by PPL. • Revamped reward scheme to be launched. • Each class to have a display which rewards home reading in a prominent position. 	Lit Co/ HT	Dec 2017
Parents engaged and supportive of school.	Whole school focus on parental involvement and communication.		<p>Success Criteria: Events are well attended and parent survey reveals that parents are positive about school.</p> <ul style="list-style-type: none"> • 100% of parents are signed up to class Dojo • Improve communication about events to promote good attendance at: <ul style="list-style-type: none"> -Parent's evening -Whole school productions -Class assemblies - Stay and Play sessions (EYFS) 	Office/ PPL	July 2018

			<ul style="list-style-type: none"> - /Mothers'/Fathers' day Y1. -Inspire days – Y2-6 • Parents contribute to the Assertive mentoring sessions. • Parents complete entries in reading records. 		
					Total budgeted cost: £25,000