

Pupil premium strategy statement: Biscovey Nursery and Infants Academy

1. Summary information					
School	Biscovey Nursery and Infants' Academy				
Academic Year	2020/21	Total PP budget	£39, 315	Date of most recent PP Review	07/20
Total number of pupils	213	Number of pupils eligible for PP	29 1 service child	Date for next internal review of this strategy	Jan 2021

2. Current attainment			
<u>Last measured attainment:</u>	Pupils eligible for PP	All BN%A Pupils	All Pupils National
<u>EYFS outcomes 2019</u>			
% achieving Good Level of Development in the EYFS	57%	70%	72%
% achieving Expected Standard or above in Reading +	57%	73%	77%
% achieving Expected Standard or above Writing +	57%	73%	74%
% achieving Expected Standard or above in Maths (Number) +	71%	76%	80%
	-	-	-
<u>Key Stage One</u>	-	-	
% achieving Expected Standard or above in Reading	63%	71%	75%
% achieving Expected Standard or above Writing	50%	65%	69%
% achieving Expected Standard or above in Maths	54%	72%	76%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	<p>Social and emotional.</p> <p>Previously a triangulation of evidence collated in school (Audit 2018, Staff observations, Professional discussion, data) has identified that pupils require support with their social and emotional needs to enable an impact on attitudes to learning and social relationships in school. This has been further supported by the implementation of Trauma Informed Schools (TIS) Training, delivered by Headstart Kernow which has heightened the Social, Emotional and Mental Health (SEMH) issues that children can face.</p>
B.	<p>Poor Language and communication; Disadvantaged pupils have low level language and communication on entry, evidence suggests that if language and communication is targeted at a young age it will improve their later life chances (EEF 2017).</p>
C.	<p>Attendance of some disadvantaged pupils is below school expectation.</p>
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<p>Pupils who have three or more barriers / Adverse childhood experiences (ACEs) to accessing quality wave one teaching.</p>
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	

<p>A.</p>	<p>Social and emotional needs.</p> <ul style="list-style-type: none"> ➤ Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). ➤ Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable that individual pupil need is met. ➤ Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching. 	<ul style="list-style-type: none"> ➤ Pupils will be developing emotionally to become confident self - assured learners. ➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching.
<p>B.</p>	<p>Improve language and communication in disadvantaged pupils through effective high-quality classroom talk. In addition, earlier starting age where practitioners model and develop language skills.</p> <ul style="list-style-type: none"> ➤ Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach. ➤ Teaching will consider different starting points and pupils will be identified on an individual basis. Where necessary the BLAST intervention will be delivered by trained practitioners to EYFS 1 & 2. ➤ Whole school reading program where disadvantaged pupils are listened to daily ensuring that pupils experience a variety of strategies, for example, inferring meaning from context; summarise or identifying key points, develop questioning strategies. The EEF states this will add an additional 6 months' progress. 	<ul style="list-style-type: none"> ➤ Children will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way. ➤ Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to ➤ Pupils will be able to apply their reading strategies within lessons. <p>Pupils accessing the provision from a younger age to help support and develop language</p>

<p>C.</p>	<p>Improve attendance of disadvantaged and non-disadvantaged pupils.</p> <ul style="list-style-type: none"> ➤ Good attendance will be promoted, and absence reduced, including persistent absence, this will be monitored by the attendance officer / welfare team. ➤ Early patterns of absenteeism will be acted upon effectively. ➤ Effective morning procedures will ensure that pupils are punctual to their lessons. ➤ Pupils welfare will always be paramount and safeguarded. ➤ We will strive to have strong partnership with families and the wider community. 	<ul style="list-style-type: none"> ➤ Pupils will access their full-time educational entitlement. ➤ Attendance will be good amongst all pupils including disadvantaged. ➤ Pupil will be accessing quality wave one teaching consistently ensuring that they can reach the best possible academic outcomes. ➤ Pupils will feel safe and happy within the school environment and know how they should be treated and how they should treat others.
<p>D.</p>	<p>Pupils who have three or more barriers to accessing quality wave one teaching.</p> <ul style="list-style-type: none"> ➤ Class provision maps in place to highlight areas of need and support pupil's individual development. ➤ Whole school TIS screening will enable identification of barriers to learning; This will enable clear processes to be put in place to help support pupils. ➤ Qualified TIS team which develop support programs for identified vulnerable pupils, this is overseen by the Inclusion Team Lead. ➤ Attendance monitored by the attendance officer. This will ensure that disadvantaged and non-disadvantaged pupils are supported with their attendance at school, as necessary. The attendance officer will report to the Welfare Team Lead. ➤ The Welfare Team will highlight vulnerable pupils and monitor them closely with clear links to outside agencies. 	<ul style="list-style-type: none"> ➤ Pupils will have individual plans in place to support their learning. ➤ Pupils will have access to emotionally available adults that are special to them. ➤ Pupils and parents will understand the importance of attendance and using the clear attendance procedures will be held account for non-attendance. ➤ Pupils will be supported by the Welfare Team and where necessary will access supportive provision and outside agencies.

4. Planned expenditure					
Academic year		September 2020- July 2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?
To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.	Read Write Inc (RWI) Program. A literacy program rooted in phonics using decodable texts to teach children to read and write ensuring that pupils keep up and not catch up. Pupils will also receive 'Spot books' to read at home which will enhance their reading and home school relationships.	RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.	The program is overseen by a program manager who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD delivered by Katie Lillis is undertaken.	RWI Lead	Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.

<p>To improve language skills for all pupils</p>	<p>Re-introduction of Talk for Writing through Storytelling. An approach designed by Pie Corbett which allows pupils to learn and internalise language through the act of storytelling.</p>	<p>Storytelling has been used previously at Biscovey Nursery and Infants Academy – at this time outcomes in writing were strong. Disadvantaged pupils: EXS + 2017 – 69% 2018 – 71% This compared to 2019 – 50% when storytelling was not used rigorously throughout the school. GDS – 2017 – 0% 2018 – 10% 2019 – 0% The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.</p>	<p>Staff Inset to train teachers on the effective delivery of Talk for Writing. Regular learning walks and professional dialogue to support staff in embedding the approach within their classrooms.</p> <p>Cold tasks and end of unit outcomes will show progression in writing from starting points.</p>	<p>HoS</p>	<p>Termly analysis of writing data to observe progress in pupils written outcomes.</p>
<p>To improve pupil mathematical attainment.</p>	<p>Development of high quality staff CPD as part of the maths lead accredited programme through NCETM and CODE maths hub.</p> <p>Promotion of Numbots in EYFS and KS1 and Times Table Rock Stars in year 2</p>	<p>CPD will incorporate the development of metacognition skills and maths mastery to develop quality wave one teaching. Metacognition and mastery have been shown to have the greatest impact on outcomes for disadvantaged pupils and are low cost.(EEF 2019)</p> <p>Pupils are able to access the apps both in school and at home, developing home school links and engaging parents in the children’s learning of maths. Children are motivated to earn certificates and in app rewards which are celebrated in school.</p>	<p>The maths lead has been selected to take part in the Professional Development lead accreditation programme run by NCETM. This is sponsored by CODE maths hub so is free to the school.</p> <p>This will be monitored by the class teachers and the maths lead on a weekly basis to monitor the progress of children as they move through the levels. Teachers will provide opportunities for children to access</p>	<p>Maths Lead, class teachers</p>	<p>Part of the PD programme involves evaluation of the CPD provided to staff. Lesson observations will monitor impact and sustained application.</p> <p>The maths lead will monitor half termly how frequently the children access the programme.</p>

Total Budgeted cost				RWI teaching element (TA's) - £14,000 RWI 1:1 - £14, 000	
ii. 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
Improve Language and Communication to help aid and support children's learning in the present and the future. This will have a positive impact on their future life chances.	Earlier starting age for pupils. Pupils will have access to well trained staff and quality learning resources. Staff will use many approaches to bring learning alive and to stretch children's	The EEF (2017) highlights that involving children in quality interaction from an early age can add an additional 6 months to their development over a year. This will improve their future life chances.	Qualified teaching staff will plan and deliver an exciting curriculum. Clear planning that is monitored and reviewed weekly will ensure quality of teaching.	EYFS Lead	Termly/Yearly
	BLAST 1 – This program will continue to be used in EYFS 1 & 2 as the EYFS Lead Teacher as found it to be of benefit to pupils, particularly EYFS 1.	Evidence suggests that supporting a pupil's speech and language can have a significant impact on their future life chances. In addition, this will enable them to access the phonic program with more confidence. The program has an entry and exit criteria which enables successes and failings to be identified.	Qualified staff will deliver the program and clear monitoring will be undertaken.	EYFS Lead	Half Termly / as the program criteria demands (6 weekly)

<p>Daily reading of all disadvantaged pupils to help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p>	<p>Clear pupil lists which state / highlight the number of times a pupil needs to be heard read. Clear recording of pupil reading outcomes / points for development.</p>	<p>The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils and the EEF (2018) posits it can have an additional six month's progress.</p>	<p>Qualified Teaching Assistants will record and document that pupils have been read to.</p>	<p>Class teachers SLT</p>	<p>Disadvantaged pupils are focused upon during learning walks and hub monitoring visits which are timetabled throughout the year.</p>
<p>Support Pupils' Emotional and Social behaviour to enable them to access quality wave one teaching.</p> <p>Metacognition approaches.</p>	<p>Whole School Trauma Informed (TIS) Approach. Whole staff training as well as individual staff members who hold a level 5 Diploma in Trauma and Mental Health-Informed Schools practitioner status.</p> <p>Staff training in metacognition and self-regulation approaches will ensure pupils are able to think about their own learning more explicitly.</p>	<p>Research shows that 'protective factors', namely interventions by emotionally - available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental health, physical and societal ill-health (Headstart Kernow 2018)</p> <p>Research identifies that metacognitive approaches have a positive effect on pupil learning adding an additional seven months progress (EEF 2018).</p>	<p>Ensure staff awareness is maintained through modelling approaches, staff training, the use of the Motional program.</p> <p>Teacher training will embed approaches and close monitoring and evaluation will assess the impact.</p>	<p>SENDCo & Inclusion leader,</p> <p>Head of School, and Lead Phase 1 Teacher, Hub Monitoring Days</p>	<p>Half Termly</p> <p>3 x Termly – Pupil Progress meetings, monitoring days & learning walks.</p>

To improve maths skills for WTS disadvantaged pupils	<p>One billion app 12 week programme implemented 4-5 times per week.</p> <p>TA led intervention – 1st class @ number 12 week programme delivered 2-3 times per week for a group of 4 children</p>	<p>The app is designed to support the acquisition of basic mathematical skills in KS1. It can be used within the classroom in addition to usual maths lessons and requires minimal adult support. Research found that pupils using the app made on average an additional 3 months progress compared to the control group. (EEF 2019)</p> <p>The intervention is a small group programme, led by a trained TA. It is aimed at KS1 children who need additional support at a year 1 level. The programme is designed to run in addition to usual maths lessons. Research found that pupils made an average of 2 months additional progress. It found that those with a lower prior attainment made the most progress with an average of 7 months. (EEF 2018)</p>	<p>The intervention will be monitored by the maths leader through monitoring of progress within the app and assessment of the class teacher. TA's will have received training and have the appropriate resources to deliver the intervention. The appropriate time and space will be provided to ensure the intervention has a positive impact. Using the Sandwell early numeracy test children will be assessed at the beginning and end of the programme. This assessment has been designed to identify specific number skills that require targeted teaching and to monitor the impact of the intervention.</p>	<p>Maths Lead and class teachers</p> <p>Maths Lead, intervention TA's</p>	<p>Monitored every 4 weeks.</p> <p>Assessment at the start and end of the programme to monitor progress. Pupil progress meetings, monitoring days.</p>
Total budgeted cost					TIS practitioner - £10,500
iii. 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>To improve parental engagement to ensure pupils can access quality wave one teaching, where all people believe that their child can achieve the highest results possible.</p>	<p>Staff deployment will ensure that parents have opportune parent links as required. Primarily staff will be deployed on the door in the mornings and afternoon. Staff will be able to assist or signpost parent's, as necessary.</p>	<p>To ensure that both disadvantaged and non -disadvantaged pupils are supported daily. In addition, there will be teacher led workshops to help increase parental engagement this is supported by the OSI (2015) and EEF (2017) who suggest parental involvement is successful if strategies are implemented effectively adding an additional three months progress.</p>	<p>Overseen by the Head of School. In addition, qualified teaching staff will devise effective sessions for parents to attend and participate in.</p>	<p>HoS PSA</p>	<p>Termly</p>
<p>Support Vulnerable pupils to ensure that they can effectively access education.</p>	<p>All staff receive the Safeguarding refresher training to ensure they are fully informed on how to report concerns. The DSL works closely with staff to ensure pupils are supported appropriately.</p>	<p>It is paramount that all vulnerable pupils are supported as required to ensure they are safe from harm and can access education. Aspire Academy Trust Reviews Serious Case Reviews (SCR) termly, this continually highlights the need to be aware of safeguarding issues that may arise. All staff receive regular training and updates to ensure awareness is kept up.</p>	<p>Whole school training ensures staff are aware of how to record concerns and actions that need to be conducted in the event of a concern.</p>	<p>DSL All staff</p>	
Total budgeted cost					

5. Review of expenditure	
Previous Academic Year 2019/2020	

i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Read Write Inc to improve the phonic skills of all pupils to help them access all areas of the curriculum.	Delivery of 5 x one-hour RWI sessions per week.	There has been an 11% increase on the previous 2018 Key Stage 1 results. The target for the year was 84%, the target reached was 82% in Key stage one. The target felt slightly short as one pupil was new to the school and was significantly below but made good progress from the starting point, another pupil was EAL who was receiving tutoring but missed 5 weeks of education. Had these pupils attained the final percent score would have been 86%. The 2019 results have shown an overall achievement of 84% which is above both Cornwall and National results. The 2020 results	The program has been rolled out over two years, to ensure its development an RWI specialist staff member was employed to ensure that momentum was upheld across the school. This had a positive impact on EYFS 2 and Keys stage 1 in 2018/2019. Therefore, the program will be continued and adapted to meet the needs of pupils. The RWI program will be used within Year groups during the academic year 2020/21 to work in line with Covid-19 approaches to maintaining children in 'bubbles' as much as possible.	£26, 548
Improve Language and Communication to help aid and support children's learning in the present and the future. This will have a positive impact on their future life chances.	Earlier starting age for pupils. Pupils will have access to well trained staff and quality learning resources. Staff will use many approaches to bring learning alive and to stretch children's development.	The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, do so. In addition, it also positive in creating early home school links to help create and build upon positive home school relations.	The two- year old provision will be continued to ensure that quality provision is provided for pupils that require a place. A previous school monitoring visit (Autumn 2 2019) highlighted the quality of this provision, particularly regarding enabling environments where pupils were exposed to resources and activities to excite young children's curiosity enabling positive language opportunities. However, staff working in this provision will also undertake BLAST training to help maintain positive language development. In order to support the literacy and language development of children in older year groups Talk	

BLAST	Two speech and language programs aimed at EYFS 1 and EYFS 2 delivered daily in small groups.	The BLAST program was not as effective in EYFS 2 as it was in EYFS 1. Data analysis for EYFS 1 showed an increase in the percentage of children moving from sig below to just below / expected in CL and MR. The program gave time for pupils to speak in smaller groups, which in turn enabled relationships with key adults to develop.	The BLAST program will be continued in EYFS 1 due to the positive impact it has shown. However, it has been decided that it will not be continued in EYFS 2, the RWI program is proving effective in this area.	£3, 890
Daily reading of all disadvantaged pupils to help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.	Clear pupil lists which state / highlight the number of times a pupil needs to be heard read. Clear recording of pupil reading outcomes / points for development.	Data identifies that reading levels are still below national average, therefore reading will continue to remain a priority particularly with disadvantaged pupils.	Reading focus will be continued to ensure that pupils are targeted effectively. However, ongoing monitoring will be continuing to ensure that reading remains a high priority focus. This will be conducted through staff meetings, learning walks and monitoring visits.	

Support Pupils' Emotional and Social behaviour to enable them to access quality wave one teaching.	Whole School Trauma Informed (TIS) Approach. Whole staff training as well as individual staff members who hold a level 5 Diploma in Trauma and Mental Health-Informed Schools practitioner status.	Embracing a whole school Trauma Informed (TIS) Approach has ensured that all pupils are supported socially and emotionally. Whole school screening identifies and highlights pupils who require in class and targeted support providing a program to follow to help with social, emotional, mental health difficulties (SEMH).	The TIS model and approach will be continued across the school. The approach has ensured that whole school staff work in unity, providing a safe secure environment for pupils to develop and learn effectively.	£8,595
Metacognition approaches.	Staff training in metacognition and self -regulation approaches will ensure pupils are able to think about their own learning more explicitly.	Learning walks and monitoring visits have ensured that metacognition approaches are being evidenced within the classroom.	Meta-cognition approaches will continue to be monitored and developed to ensure that meta-cognition strategies are delivered effectively to enable learners to develop their own metacognitive and cognitive skills.	£0
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Parental engagement	Staff Deployment	Disadvantaged and Non-Disadvantaged pupils were supported daily at the start of the school day, this ensured that there was always a point of contact. However, professional discussion revealed that there was a need for a parent support advisor in addition to a meet and greet.	There will be a continuation of the staff meet and greet in the mornings, this system is proving effective in creating a whole school culture that supports TIS approaches and develops positive behaviour for learning. Furthermore, Parent Support Adviser (PSA) will be put in place to offer parental support where required. This will be in addition to parental communication via the school website, social media and texts. The PSA will work at BNI for two afternoons a week during the next academic year 2020/21	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Support Vulnerable pupils to ensure that they can effectively access education.	The welfare team: the purpose of the team is to ensure that all pupils identified as vulnerable remain a prominent focus continually and that measures are put in place and reviewed	Vulnerable pupils were supported both practicably and through effective communication between the staff members. In addition, the safeguarding recording system, MyConcern, enables for a clear chronological process to record information directly. This then ensured that each concern was responded to appropriately.	The formation of the team was beneficial in enabling good communication between staff to ensure that pupils were supported effectively. Nonetheless, the practicalities of the team meeting up in person fortnightly proved difficult due to time constraints and job roles. Therefore, the main welfare meeting was conducted between the DSL and SENDCO with the other members feeding in and being delegated tasks as necessary.	£1,183

<p>Nessy Reading and Spelling program. To help support and develop pupils reading and spelling. The approach will be used in addition to quality wave 1 teaching and the RWI program it will target pupils learning with a clear entry and exit criteria.</p>	<p>Nessy Reading & Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students 5-12 years of age with reading differences such as dyslexia, Nessy is a powerful teaching tool for all students, including English as a second language learners.</p> <p>100 independent</p>	<p>The delivery of this program was not successful primarily due to staff restraints and timings. It was decided that it was more important that children remained in class receiving quality wave one teaching than to attend an additional intervention. Furthermore, the RWI program offers a clear targeted structure to support with reading and writing.</p>	<p>To enable the program to be effective it needs to be delivered at a suitable time that does not detract from wave one teaching, furthermore it needs to have a delegated staff member to ensure it is run and successfully with clear monitoring both at the point of delivery as well as pupil progress and outcomes. Therefore, at present this program will not continue.</p>	<p>£2,643</p>
<p>Total Budgeted cost</p>				

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.