

# Pupil premium strategy statement

# Biscovey Nursery and Infants Academy

1. Summary information					
<b>School</b>	Biscovey Nursery and Infants Academy				
<b>Academic Year</b>	17/18	<b>Total PP budget</b>	62,040	<b>Date of most recent PP Review</b>	09/17
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	41 PP 24E6 1Serv <b>29.09%</b>	<b>Date for next internal review of this strategy</b>	Ongoing / July 2018

2. Current attainment					
	Pupils eligible for PP	Others	All BINA Pupils	All Pupils National	
<b><u>EYFS</u></b>					
% achieving Good Level of Development in the EYFS	53%	79%	73%	69%	
% achieving Expected Standard or above in Reading +	59%	82%	77%	74%	
% achieving Expected Standard or above Writing +	53%	79%	73%	67%	
% achieving Expected Standard or above in Maths (Number) +	71%	83%	81%	74%	
<b><u>Year One</u></b>	-	-	-	-	
% achieving Expected Standard or above in Phonics Screening	82%	87%	85%	81%	
% achieving Expected Standard or above in Reading	71%	79%	77%		
% achieving Expected Standard or above in Maths	71%	83%	79%		
<b><u>Year Two</u></b>	-	-	-	<b>2016</b>	<b>2017</b>
% achieving Expected Standard or above in Reading	67%	80%	77%	74%	76%

% achieving Expected Standard or above Writing		67%	78%	76%	65%	68%
% achieving Expected Standard or above in Maths		67%	80%	77%	73%	75%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>						
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )						
<b>A.</b>	Poor parental engagement of some disadvantaged and non - disadvantaged pupils.					
<b>B.</b>	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).					
<b>C.</b>	Emotional and Social; On completion of an audit which was conducted in July 2017 it was found that although the percentage of pupil's needing emotional and social support had been reduced from 34% to 23%, consideration has been given to the age range of pupils that attend the setting and the importance of ensuring their needs are met to ensure that pupils can access quality wave one teaching. On Average, emotional and social interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average) (EEF 2017).					
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )						
<b>D.</b>	Poor attendance of some disadvantaged pupils.					
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )					<b>Success criteria</b>	
<b>A.</b>	Improve home school relations to enable greater parental engagement.				<ul style="list-style-type: none"> <li>➤ A clear focused welcoming system for parents and children on arrival at school.</li> <li>➤ Designated staff with clear roles and responsibilities to support parents.</li> <li>➤ Flexible PIP (Parent in Partnership) meetings.</li> <li>➤ Targeted parental involvement in their child's education; whole school, year</li> </ul>	

<b>B.</b>	Target Attendance rates for disadvantaged and non – disadvantaged pupils.	<ul style="list-style-type: none"> <li>➤ Effective parental engagement will highlight the importance of pupils upholding good attendance.</li> <li>➤ Effective staff deployment will ensure that attendance is monitored closely.</li> <li>➤ Whole school belief and awareness of recognising poor attendance and highlighting any concerns surrounding attendance.</li> </ul>
<b>C.</b>	Improve language and communication in disadvantaged pupils.	<ul style="list-style-type: none"> <li>➤ Quality wave one teaching which enables pupils to develop valuable language and communication skills.</li> <li>➤ Strong parent communication and information sharing of the importance of positive language development.</li> <li>➤ Whole school reading program where disadvantaged pupils are listened to daily.</li> <li>➤ Pupils accessing the provision from a younger age to help support and develop language.</li> </ul>
<b>D.</b>	Support Emotional and Social behaviour	<ul style="list-style-type: none"> <li>➤ Support will continue to be provided through the proven and successful Thrive program.</li> <li>➤ The program will continue to be embedded throughout the whole school's working practice, through staff</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>September 2017 - July 2018</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve parental engagement to help ensure that pupils can access quality wave one teaching, where all people believe that their child can achieve the highest results possible.</p>	<p>Ensuring that staff are deployed effectively; Two staff members working on a rota basis will act as a parent teacher link, this will occur at the beginning and end of the day. In addition, there will be four flexible parent link sessions which parents can access.</p> <p>Moreover, clear timings of the school day and absent reporting are communicated with parents, through newsletters, email, texts, individual parent meetings (relating to absence) and regular parent meetings.</p> <p>Teacher lead workshops where parents can come and work alongside their children and witness pupil learning and the education system.</p> <p>The introduction of a Welfare Team; the purpose of the team is to ensure that pupil and parent welfare remains a prominent focus continually. The team consists of different members of staff across the setting; Executive Head, Senior Manager, SENCO lead, EYFS leader, Pupil Premium Champion, Thrive practitioner and Parent in Partnership (PIP) Worker.</p>	<p>To ensure that both disadvantaged and non-disadvantaged pupils are supported daily through effective staff deployment.</p> <p>The EEF (2017) identified that communicating with parents electronically improved parental engagement and pupil attendance rates. Moreover, in addition to its effectivity it is highly cost effective.</p> <p>The Sutton Trust (2012) identified 64% of teachers stated lack of parental engagement is an added cause of low attainment. The OSI (2015) and EEF (2017) highlight that parental involvement can increase attainment levels if effective strategies are in place. Effective parental engagement can add an additional three months progress.</p> <p>Whole school training on safeguarding and the use of the MyConcern recording program. The trust has reviewed a number of Serious Case Reviews (SCR) and it revealed the significance that all staff need to be highly trained and that recording systems need to be clear and accessible, keeping in line with government guidance.</p> <p>In addition, fortnightly welfare meetings will be held to discuss cases and any parental issues.</p>	<p>Regular communication between the Parent Link Worker, Thrive Practitioner, Pupil Premium Champion and Teaching staff, including senior management.</p> <p>Close monitoring and daily procedures will ensure these systems are followed effectively. In addition, clear communication between staff both orally and electronically.</p> <p>Qualified teaching staff will devise effective sessions for parents to attend and participate in.</p> <p>Whole school training, designated SMT member to conduct any new enrolments / safeguarding training. Training reviewed and renewed as required.</p> <p>DSL will rigorously monitor the MyConcern program and designate tasks as necessary.</p> <p>Accurate recording of minutes and any actions followed up and reviewed at each meeting.</p>	<p>Executive Head and Senior Management Team (SMT)</p> <p>SMT and Lead Teachers / Teachers</p> <p>Executive Head, DSL SMT member</p> <p>The Welfare Team</p>	<p>Ongoing / Half Termly</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>Fortnightly</p>
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<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
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 language and development.	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.	Kelyn Pollard, Caroline Hammond	Termly/Yearly
	SALT Sessions delivered by qualified staff supporting specific pupils with speech and language difficulties.  This will be completed in groups or individually on the requirements of the pupil. Parents will be involved where necessary.	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.	Qualified staff will deliver the program and clear monitoring will be undertaken.	Charlotte Edwards	Half Termly  BLAST program purchased Spring 1, this program targets a larger number of pupils as it enables more people to be trained in delivering SALT support and can be conducted in small groups. Two BLAST programs were purchased, one aimed at 3-4 yr olds and one aimed at 4-5 yr olds. Five members of staff have received training.

	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.	Evidence suggests that children who are read to and listened to benefit greatly adding to their progress by an additional five months per year.	Qualified Teaching Assistants will record and document that pupils have been read to. The Pupil Premium Champion (PPC) will monitor the reading program and report back to SMT and Executive head of any successes or barriers.	SMT PPC	Weekly  In addition, disadvantaged pupils are focused upon during learning walks and hub monitoring visits which are timetabled throughout the year.
Support Pupils' Emotional and Social behaviour to enable them to access quality wave one teaching.	Thrive A Qualified Thrive practitioner will deliver a program to support pupils following pupil assessments. Pupils will enter and leave the program as and when is necessary to meet the needs of the pupil.  Whole school staff training has ensured that the Thrive approach is conducted throughout the setting. In addition, this is recapped upon during Teacher / TA meetings.	Thrive is a proven program and evidence from the previous year has highlighted that the program is proving successful in school. Furthermore, the EEF identifies and support the benefits of supporting social and emotional learning, stating it adds an additional 4 months progress over a year.	This program is run and coordinated by a qualified Thrive Practitioner who must attend regular training to ensure that best practice is being delivered.  Whole school screening takes place which identifies pupils who need social and emotional support.  This will be measured through the Thrive analysis, lesson observations, learning walks, pupil results and Hub monitoring visits.	Thrive Practitioner SENCO	Ongoing all Year  Whole school screening due to take place again in Autumn 2, this will ensure pupils are reassessed and no pupils are missed.  Spring Term 2018  A small team of staff have been identified across the hub to undertake the new Trauma Informed Schools training.
<b>Total budgeted cost</b>					37,574

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To excel and build upon previous phonic results and raise the attainment of all pupils even further to enable pupils to achieve the highest level possible for everyone. <b>The program will ensure that children will 'Keep up and not catch up'.</b>	Designated whole school Read Write Inc sessions, delivered by qualified staff.	Phonic support has consistently been found to benefit younger readers master the basics of reading and writing. EEF states it adds an additional 4mths progress.	Close monitoring and analysis of data along with feedback and pupil progress meetings will ensure that the program is monitored effectively to ensure all children receive quality and appropriate teaching. <i>Due to a drive and promotion of the benefits of PP by Executive head, new pupils identified Spring 1 – all staff informed, the PPC now attends pupil progress meetings and a new monitoring system of each pupil is being devised.</i>	Literacy Co-Ordinator. SMT	Half Termly Phonics training in place for staff October 2017. The program will be continually monitored by the subject lead, allowing for any CPD gaps to be identified and responded to as necessary.  <i>Autumn 2 Second wave of RWI training undertaken. Phonics test results will identify the impact Spring 1 2018. In addition pupils are targeted on a 1:1 basis in class during the afternoon.</i>
A greater focus on the more able pupils to ensure they can reach their full potential with no glass ceiling on attainment.	Raising awareness to staff; ensuring all staff model high expectations and raise aspirations. Staff will use a range of opportunities to help PP pupils have high expectations for their futures.	Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive (EEF 2017).	Staff awareness will be targeted during meetings, CPD, learning walks, book scrutiny and hub monitoring visits.	Executive head / SLT	Ongoing  <i>PP presentation delivered to staff Oct 2017, learning walks, book scrutiny and hub visits timetabled throughout the year.</i>  <i>In house TA training Autumn 2018 delivered by Executive Head – Targeting the effectiveness of teaching assistants in class.</i>
<b>Total budgeted cost</b>					<b>400.00</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year 2016/2017</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
PPC to ensure that the profile of disadvantaged children is raised / consistently maintained across the school.	PPC 10hrs per week. Ensures monitoring of PP using classroom monitor, staff liaison, pupil portfolios and parent meetings. In coordination with SLT and teaching staff PP to identify barriers and strengths for disadvantaged pupils.	The profile of disadvantaged pupils was maintained and barriers to learning were identified. In addition, the recognition that pupils should be receiving quality wave one teaching predominantly before intervention was highlighted to staff.	The role of the PPC is being continued to ensure that disadvantaged pupils are identified and supported.	4,440.00
Improve Literacy and Numeracy in Year Two.	Extra teacher in Year 2 to enable the year group to be split into three classes instead of two.	The in-school gap between PP and Non - PP is narrower than the national gap for each subject.	Although the smaller class sizes had a positive effect and the gap between non - disadvantaged and disadvantaged was below national figures. Research suggests that smaller class sizes are more effective in the earlier year groups and in school evidence gathered correlates with this information. Therefore, class sizes are now below 30 in reception to ensure that they can access quality wave one teaching this enables emotional and social needs to be met more effectively.	30,166.00

Volunteers in Practice (VIPS)	Trained Ta to lead a volunteer program, 10hrs per week.	After consideration it was identified that although this program was successful when sufficient volunteers were accessible, children would benefit greater if they remained in class and accessed quality wave one teaching.	The intervention has been ceased and a whole school approach to reading has been adopted which ensures disadvantaged pupils read daily with a qualified member of staff in class. This approach is monitored by the PPC.	1,456.00
Improve Numeracy in Year 1,2 and EYFS2 to ensure that all pupils are meeting national standards and being stretched accordingly with no glass roof on attainment.	Initially the intervention will target YR2 pupils who need extra support. Year 1 Pupils will then be focused upon to ensure that their attainment is raised with no cap on attainment. In addition, Mastery Learning is being applied across all year groups.	<p>Evidence suggest that the maths intervention and the mastery in maths was successful in raising and consolidating mathematical knowledge.</p> <p>90% of the PP children who accessed the intervention made accelerated progress in their assessed number age over the duration of the programme, with the average being 8 months progress in 4 months.</p> <p>At the start of the intervention 70% of the children were below their age-related expectations in their assessed number age. This reduced to 30% on completion of the intervention.</p>	<p>Future cohort should commence earlier in the year to ensure that the accelerated progress has a greater opportunity to impact on the children's end of year attainment.</p> <p>The strategies and techniques that the staff trained to deliver the programme have learnt should be shared across the school to enable the benefits of the programme to have an increased impact within classes.</p>	10256.00

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve skills in reading and writing.	Fisher Family Trust, 10 hours per week, delivered by a trained TA.	Evidence from previous years shows that this program is successful and once pupils have accessed the program they do not drop back.	Although the program is successful it is only limited to a small number of children at one time. Whole school reflection has identified that the education which pupils receive should enable pupils to keep up and not catch up. Therefore, the education focus is on quality wave one teaching and effective staff deployment (including TA deployment). A whole school Read Write Inc program has been invested in to ensure that there is a universal approach across the school to ensure all pupils are targeted effectively.	1,456.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improving outcomes for higher achieving pupils.	Utilise interventions / staff which have been put in place to stretch pupils further no glass ceiling on attainment.	The gap in attainment between disadvantaged and Non-Disadvantaged pupils was significantly lower than National which suggests the interventions had some success.	Further review identified that although some of the interventions were not unsuccessful. A clearer approach to staff deployment would enable pupils to access an even greater education where all pupils are given access to quality teaching that enables them to keep up and not need to catch up.	

Support emotional and social development.	The introduction of a nurture group in EYFS 2 to help support pupils with emotional and social development.	Although the intervention did not have a significant impact it did help disadvantaged children and others reach levels which they might not have achieved in all areas of the curriculum.	Reflecting on research it has been decided that effective staff deployment will better aid and support pupils. In addition, other avenues are being investigated and invested in to support EYFS pupils, for example; Speech and Language.	3,496.00
Thrive	An approach that equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.	This program proved successful in enabling pupils to be able to access teaching and learning with a more confident approach.	The program will be continued due to its success in supporting pupils, it is extremely beneficial to pupils at the setting who are all a young age. Moreover, the Thrive approach is being adopted and reinforced across the school through CPD.	500.00
Phonic Intervention	4 x 20-minute additional phonic sessions per week.	The in-school gap between non - disadvantaged and disadvantaged was lower than national.	Although the gap between non – disadvantaged and disadvantaged was lower than national it has been decided that the introduction of the Read Write Inc (RWI) program will be more beneficial to pupils and will ensure that rather than providing a 'catch up' program the RWI program will ensure pupils will keep up and excel with more ease. The program ensures there is no glass ceiling on attainment.	6,660.00

School Trips and Visits	Pupils who are in receipt of PP Funding are entitled to free trips and visits.	Disadvantaged pupils accessed various trips and visits. However, it is difficult to quantify the impact on academic attainment.	After consideration and reflection, it has been decided to utilise the funding in other areas to help develop and support academic attainment, for example; parental engagement, Speech and Language and the Welfare Team.	4,440.00
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**7. Additional detail**

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