

Pupil premium strategy statement: Biscovey Nursery and Infants Academy

1. Summary information							
School	Biscovey Nursery and Infants Academy						
Academic Year	18/19	Total PP budget	90,020	Date of most recent PP Review	07/18		
Total number of pupils		Number of pupils eligible for PP	32 PP 6 E6 (19% inc E6)	Date for next internal review of this strategy	Jan 2019		
2. Current attainment							
			Pupils eligible for PP	Others	All BINA Pupils	All Pupils National	
<u>EYFS</u>							
% achieving Good Level of Development in the EYFS			64%	%	73%	%	
% achieving Expected Standard or above in Reading +			82%	%	82%	77%	
% achieving Expected Standard or above Writing +			56%	%	71%	%	
% achieving Expected Standard or above in Maths (Number) +			78%	%	84%	%	
% achieving Expected standard in writing			50%		70%	-	
<u>Year Two</u>			-	-	-	2017	2018
% achieving Expected Standard or above in Reading			75%	75%	82%	%	%
% achieving Expected Standard or above Writing			71%	70%	79%	%	%
% achieving Expected Standard or above in Maths			75%	76%	81%	%	%
3. Barriers to future attainment (for pupils eligible for PP)							

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional; A triangulation of evidence collated in school (Audit 2018, Staff observations, 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 will ensure that pupils are better equipped to access quality wave one teaching potentially adding 4 months+ progress.
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).
C.	Disadvantaged pupils coming from very low starting points.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils who have three or more barriers / Adverse childhood experiences (ACEs) to accessing quality wave one teaching.
4. 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. ➤ 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.</p> <ul style="list-style-type: none"> ➤ Earlier starting age where practitioners model and develop language skills. ➤ 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. (BLAST has an entry / exit criteria). ➤ 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>C.</p>	<p>Home School relations / parental engagement of some disadvantaged and Non-disadvantaged pupils.</p> <ul style="list-style-type: none"> ➤ Pupils and parents will experience positive home school relations through different mechanisms. ➤ Whole school TIS approach will be adopted with parents as well as pupils. ➤ Staff deployment will enable a flexible approach for parents so that they can access a designated person as required – Class Teacher, PIP, TIS practitioners, Head of School, 	<ul style="list-style-type: none"> ➤ Parents will be able to access parent / pupil workshops to help inform them of ways to support pupil learning. ➤ Parents will feel welcomed and listened to by staff. ➤ Parents will have access to an emotionally available adult at the beginning and end of the day. ➤ Parents will receive information via a number of methods, Text, website etc.

<p>D.</p>	<p>Pupils who have three or more barriers to accessing quality wave one teaching (including attendance).</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 practitioner is developing a personalised support program for identified vulnerable pupils. ➤ 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 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.
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5. Planned expenditure	
Academic year	September 2018- July 2019
<p>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</p>	
<p>i. Quality of teaching for all</p>	

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 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 (See EYFS 2 data) of the program has identified that the program is highly effective, and no additional intervention has been necessary. Continual monitoring also enables pupils to be identified immediately and RWI trained class TAs' are able to 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.	Jenna Lean	Half termly following pupil assessment. The program is covered over a two year role out and has currently been reviewed and will be reviewed and monitored continually. In addition, ongoing staff observations and training will occur to help support at the point of need.
Total Budgeted cost					
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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Qualified teaching staff will plan and deliver an exciting curriculum. Clear planning that is monitored and reviewed weekly will ensure quality of teaching.</p>	<p>Chanel Saunders Kathryn Dennis</p>	<p>Termly/Yearly</p>
	<p>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 purchased, one aimed at 3-4 yr olds and one aimed at 4-5 yr olds. Five members of staff have received training.</p>	<p>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.</p>	<p>Qualified staff will deliver the program and clear monitoring will be undertaken.</p>	<p>Chanel Saunders Kathryn Dennis</p>	<p>Half Termly / as the program criteria demands (6 weekly)</p>

<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 months progress.</p>	<p>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. The SMT will embed a non-negotiable of ensuring children's reading books are easily accessible for the children and PPC.</p>	<p>SMT PPC</p>	<p>Weekly In addition, 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>Whole School Trauma Informed (TIS) Approach. Whole staff training as well as individual staff members who will 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>SMT TIS practitioners</p> <p>SMT, Hub Monitoring Days</p>	<p>Half Termly</p> <p>Ongoing / termly</p>
<p>Total budgeted cost</p>					<p>88,020</p>

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?
Continue 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.	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 parents as necessary.	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.	Overseen Head of School and SMT, qualified teaching staff will devise effective sessions for parents to attend and participate in.	Head of School, SMT, Teachers	Termly

<p>Support Vulnerable pupils to ensure that they can effectively access education.</p>	<p>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 as necessary and fortnightly. The team consists of different members of staff (some funded by PP) across the setting; Acting Head, Senior Manager, Pupil Premium Champion, TIS practitioners, including one teaching member of staff and the SENDCO.</p>	<p>It is paramount that all vulnerable pupils are supported as required to ensure they 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 and all staff are trained to look for ques.</p>	<p>Designated Safeguarding Lead will continue to monitor daily. Fortnightly meetings will be held to ensure review of cases / concerns, staff are aware of the need to have an attitude of professional curiosity to ensure the wellbeing of all children.</p> <p>Accurate recording of minutes and any actions followed up and reviewed at each meeting.</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>Kelly Davis (DSL)</p>	<p>Termly/ July 2019</p>
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<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 learning lessons spread over ten engaging islands employ an intensive, multisensory, and sequential method of instruction based on the highly respected and researched Orton-Gillingham approach to reading & spelling.</p>	<p>To ensure that pupil learning styles are targeted effectively ensuring that they have every opportunity to keep up and not catch up and accelerating progress to meet pupils academic needs.</p>	<p>The intervention is delivered 3 times per week on a rota basis by two TA's, the program is measurable to identify pupil learning. In addition, pupils are able to access a dyslexia screening to help identify any areas of support.</p>	<p>(HoS) Vicky French Michele Mullin Sam Hawke</p>	<p>547.50</p>
Total budgeted cost					1047.50

6. Review of expenditure				
Previous Academic Year 2017/2018				
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 4 x one hour RWI sessions per week.	The impact of the RWI sessions were predominantly successful in EYFS 2. However, the program is a currently in the process of a two year role out and will be reviewed July 2019. Overall the program has had a positive impact, staff and pupils have taken the program on board with enthusiasm and the quality and supply of resources has had a significant impact in the delivery of the program.	The staff are growing with the program and still require support at times with different areas. Therefore a designated member of staff who has ten years RWI experience has been put in place to oversee and support staff/ pupils as necessary. The program is reviewed half termly and will be accessed July 2019 to see its full impact.	
SALT – provision to support speech and language to ensure pupils are able to access wave one teaching.	Earlier starting age and weekly SALT sessions. BLAST program bought in during spring 1.	The systems have enabled pupils access to quality provision to help develop their speech and language. Earlier starting age has also enabled staff to identify and highlight to staff pupils who may need future support.	The SALT practitioner was working with pupils one day per week, it was identified that some pupils required more consistent support above and beyond the weekly sessions and in class support. Therefore the BLAST program was purchased to help target younger pupils (two year olds, EYFS 1 & 2). On retirement of the SALT practitioner the BLAST program was put in place supporting pupils daily. However, upon review it has been identified that the program will prove most effective if it is started in Autumn 1, therefore the program will be implemented immediately for identified pupils in September 2018. The program has an entry and exit criteria to highlight successes / failures.	

A greater focus of more able pupils to ensure they reach their full potential with no glass ceiling on attainment.	Raising awareness to staff; ensuring staff model high expectations and raise aspirations. Staff will use a range of opportunities / teaching techniques to ensure PP pupils have high expectations.	This was most successful in year two where some disadvantaged pupils made more points progress than non-disadvantaged pupils.	The year two teachers have implemented teaching practices effectively, it has been identified that this needs to be modelled across year one. This will continue to be embedded in the academic year 2018 / 2019.	
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 successfully by the PIP advisor, TIS practitioner and PPC. The PIP was successful in identifying parents and pupils that were in need of support and worked collaboratively with the PPC and TIS practitioner providing pupils with items of clothing to support their commute to school, food banks, EWO meetings. The PPC and TIS practitioner were also able to signpost parents to the PIP as necessary during the morning and after school.	Staff will continue to be deployed effectively with key designated purpose of the role, for example; the PPC and TIS practitioners will continue to be available on the gate in the mornings. The behaviour support assistant will be taking on the role of attendance officer and the PPC will monitor disadvantaged pupil attendance which will be reviewed during pupil progress meetings.	
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

<p>PPC to ensure that the profile of disadvantaged children is raised / consistently maintained across the school.</p>	<p>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.</p>	<p>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.</p>		<p>4,440.00</p>
<p>The Welfare Team to support vulnerable pupils both disadvantaged and non- disadvantaged.</p>	<p>Fortnightly meetings held to ensure that vulnerable pupils are supported.</p>	<p>The impact of this has ensured that vulnerable pupils have been supported continually and any concerns have been addressed and co – ordinated appropriately. The benefits of the team ensure that a whole picture of a child is taken into account and accurate recordings have been made and documented appropriately.</p>	<p>Time has been a barrier at times to enable meetings to take place. However, having the DSL overseeing the team ensures that pupils continue to remain a focus and emergency meetings can take place as required. Additionally, members are aware to report and record any concerns on the MyConcern system as well as taking any necessary actions. The Welfare team will continue to enable professional curiosity and challenge / concern to be</p>	
<p>Total Budgeted cost</p>				<p>37,574</p>

7. Additional detail

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